**河南农业大学教学大纲 外国语学院分册（五）大学英语**



**本科专业教学大纲**

**外国语学院分册（五）**

**（大学英语）**

**外国语学院**

**二O二三年**

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# 大学英语I（精读+听说）

（College English I）

**课程基本信息**

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| **课程编号：**15002211 | **课程总学时：**32 | **实验学时：** 8 学时 |
| **课程性质：**必修 | **课程属性:**基础类 | **开设学期：**第 1 学期 |
| **课程负责人：**刘佳 | **课程团队：**刘佳、陈洁等 | **授课语言：**英语 |
| **适用专业：**非英语专业一年级本科生 | | |
| **对先修的要求：**无 | | |
| **对后续的支撑：**大学英语II、大学英语III、大学英语IV | | |
| **主撰人：**刘佳 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《大学英语I》是为我校非英语专业一年级本科生开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

大学英语课程教学服务于学校的办学目标、学院人才培养目标和学生个性化发展需求，目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时增强其自主学习能力，提高综合文化素养，使其在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需求。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I》由理论教学（精读课）和实验教学（听说课）两部分组成，课程总学时为32学时，其中，理论教学24学时，每单元平均约4个学时，本学期完成1-6单元的讲授；实验教学8学时，每单元1个学时，本学期完成1-8单元的讲授。在教学中充分运用多媒体网络等现代化教育技术，开展线上线下教学，建立网络学习平台，采用全方位、立体化、网络化的教学手段提高教学效率和教学质量。

**二、课程教学的基本要求**

**1.理论知识方面：**能够基本正确地运用英语语音、词汇、语法及篇章结构等语言知识,在原有词汇的基础上将词汇量增加到3800；能够借助网络资源、工具书或他人的帮助,对略有语言难度的信息进行处理和加工,理解主旨思想和重要细节,表达基本达意;能够使用有限的学习策略。对于读、写、译单项技能具体要求如下：学生更主动地把握词汇学习规律，

阅读理解能力：能读懂语言难度一般的普通题材的文章，领会掌握一些基本的阅读技巧，掌握中心大意及主要事实和有关细节，阅读速度达到每分钟70词。在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟100词。

书面表达能力：掌握描述时间、地点、方位的基本表达方式；掌握比较人、物体及事物的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行简单的文字表达。

翻译能力：能够借助字典对题材熟悉、语言难度较低的短语、句子或者小短文进行英汉互译，译文基本准确，无重大的理解和语言表达错误。

**2.实验技能方面：**能够基本理解语言难度中等、涉及常见的个人和社会交流题材的口头或书面材料;能够就熟悉的主题或话题进行简单的口头和书面交流。对于听说单项技能具体要求如下：

听力理解能力：基本听懂就日常话题展开的简单英语交谈和课堂用语；能基本听懂语速较慢的音、视频材料，理解中心大意和要点；能了解一些基本的听力技巧并逐步学会运用。

口头表达能力：能够就日常话题用英语进行简短的交流；经准备后能够就所熟悉的话题做简短发言；语音、语调、语法基本符合交际规范。

**三、课程的教学设计**

**1.教学设计说明**

《大学英语I》课程的教学内容主要围绕教材《全新版大学英语》（第二版）第一册各单元所涉及的话题，设计相关的一系列听、说、读、写、译课堂语言实践活动，以加强学生对课文的理解，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言。课堂授课中以Text A为主，通过对文章所涉及的文化背景知识、篇章主题、结构及写作特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计词汇、阅读、讨论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

同时，充分利用中国大学MOOC平台、超星学习通和与教材配套的WeLearn教学平台上丰富资源和功能，采用全方位、立体化、网络化的教学手段，提高教学效率和教学质量，培养学生的自主学习能力，对Text A中的部分练习以及Text B的课文理解等部分采取学生线上自主学习的方式，使学生在课堂学习之外，能进行多样化、个性化的自我训练与提高。听说部分的教学主要是利用教材和教师团队精心挑选的原版音视频材料，让学生聆听地道多元的语音，学习鲜活实用的语言，体验真实的交际情境，领略世界各地的文化生活，达到拓宽视野和思维、提高语言应用能力和跨文化交际能力的目的。教学中同样是采取线上线下相结合的混合式教学模式，在学生完成规定的线上自主学习任务后，教师通过设计形式多样的课堂听说活动，检测学生的自学情况，提升学生的语言表达能力。

**2.课程目标及对毕业要求的支撑**

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| **序号** | **课程目标** | **毕业要求** |
| 1 | **目标1：**学生更主动地把握词汇学习规律，在原有词汇的基础上将词汇量增加到3800；进一步巩固和加深基本语法知识；能用常见的应用文体完成一般的写作任务，能描述个人经历、事件、观感、情感等，能就一般性话题或提纲在半小时内写出100词的短文，内容基本完整、用词恰当，语篇连贯；能在一般或应用写作中使用恰当的写作技能。 |  |
| 2 | **目标 2：**能够基本读懂一般性题材的英文文章，阅读速度达到每分钟70词，在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟100词，能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节；学会辩证看待语言材料中作者的观点和态度，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观，培养学生的家国情怀、国际视野和“四个自信”；能在阅读中使用有效的阅读方法，读懂工作、生活中常见的应用文体的材料。 |  |
| 3 | **目标 3**：学生能产生或保持英语学习的兴趣，增强语言文化意识以及语言学习策略意识，建立较好的语感，对英语学习能产生积极情感，做到有规律有计划的学习，较好地融入课堂学习环境，自主学习和合作学习能力得到提升；能借助词典对题材熟悉的文章进行英汉互译，在翻译时使用适当的翻译技巧，英汉译速为每小时310英语单词，汉英译速为每小时240个汉字，译文基本流畅。 |  |
| 4 | **目标 4**：学生能够在与来自不同文化的人交流时，学会观察到彼此之间的文化和价值观差异，并能根据交际需要运用有限的跨文化交际策略，提升跨文化交际能力；学生能够树立正确的世界观、人生观、价值观，深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，扎根中国大地构建家国情怀，以适应自身发展和社会发展的需要。 |  |

**四、理论教学内容及学时分配（24学时）**

**New College English (Integrated Course) Book One**

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|  | **Unit 1 Growing Up** | **学时数：5** |

**Unit 1 Growing Up**

**教学目标：**Students will be able to:

1. Master key words and some important language points of the text and learn how to use them in context;

2. Grasp the main idea (the essence of writing is to write what one enjoys writing) and structure of Text A (narration in chronological sequence);

3. Understand the cultural background related to the content.

**教学重点和难点：**1. The writing skills used in the text;

2. The language points and grammatical structures in the text;

3. The narrative skills demonstrated in Text A (selection of details, repetition, coherence).

**主要教学内容及要求：**

**内容：** 1. Cultural background discussion;

2. Text structure analysis (the chronological sequence of the story development);

3. Key words and phrases study (agony, anticipate, command, compose, distribute, tackle, tedious, hold back, take hold, what’s more, etc.);

4. Grammatical structure study (It is said that clause);

5. Writing skills study (repetition and selection of details in the narration).

**要求：**

了解：the real meaning of growing up and other background information

理解：the essence of writing

掌握：the key language points and grammatical structure

熟练掌握：the narrative skills and useful expression on the theme of *Growing Up*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：请学生收集与“青春理想”相关的时代金句、中西名言（quotes about youth and ideals），选出最打动自己的一条；提供Samuel Ullman的散文诗*Youth*，让学生朗读，并思考挖掘其中的思政元素（如意志坚定、锐意进取、勇敢自信、坚守理想等）；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于spaghetti的相关知识，完成填空小练习；课件及微课学习关于Chinese noodles的历史、命名、种类、传播等文化知识，更好讲述中国故事，进行思政延伸；课件简介American school system，之后引导学生用英语简介Chinese school system。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 150 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

奋斗是青春最亮丽的底色。“自信人生二百年，会当水击三千里。”民族复兴的使命要靠奋斗来实现，人生理想的风帆要靠奋斗来扬起。

　 —2019年4月30日，在纪念五四运动100周年大会上的讲话

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|  | **Unit 2 Friendship** | **学时数：2** |

**Unit 2 Friendship**

**教学目标：**Students will be able to:

1. Grasp the main idea (never delay expressing your true feelings to a friend) and structure of the text (developing a story around a letter);

2. Appreciate characteristic features of spoken English as demonstrated in Text A (spoken English is much more informal than written English);

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.

**教学重点和难点：**1. the theme-related listening and speaking practice;

2. the language points and grammatical structures in the text;

3. the characteristic features of spoken English.

**主要教学内容及要求：**

**内容：** 1.Cultural background discussion;

2. Text structure analysis (developing a story around a letter);

3. Key words and phrases study (available, choke, correspondence, destination, estimate, mostly, postpone, reunion, skip, tough, urge, all the way, go by, hang out, learn by heart, lose touch, on one’s mind, etc.);

4. Grammatical structure study (may/might just as well, as if);

5. Writing strategy study (How to write a personal letter).

**要求：**

了解：the different understandings of friendship in different cultures

理解：the meaning of true friendship

掌握：the key language points and grammatical structure

熟练掌握：the differences between spoken English and written English, and how to express themselves orally on the theme of *Friendship.*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：引导学生认识中外伟大革命领袖之间的友谊：马克思和恩格斯，瞿秋白和鲁迅，讨论他们之间为何能建立友谊：共同的革命追求; 讨论什么是朋友的最重要的特质，探讨友谊的基础；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于friendship的相关知识，完成填空小练习；学习中国的各种外交伙伴关系的英文表达，并尝试翻译。词汇讲解举例与思政点结合，完成词汇的搭配练习和翻译练习。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行课外调研： Research: Choose a representative country of one kind of diplomatic relationship with China and carry out research on the historical development of the relationship between the two countries by using Internet resources and other materials. Write an essay about 500 words and try to summarize the gain and loss of the developing path of the relationship.

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|  | **Unit 3 Understanding Science** | **学时数：5** |

**Unit 3 Understanding Science**

**教学目标：**Students will be able to:

1. Grasp the main idea (to ensure the survival of human civilization, measures must be taken to help the public understand science) and structure of the text (introducing a topic, developing the topic with supporting details, supplying a conclusion);

2. Appreciate the style differences between narrative writing (Text A, Unit 1) and expository writing (Text A, Unit 3);

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

4. Conduct a series of reading, listening, speaking and writing activities centered upon the theme of the unit.

**教学重点和难点：**1. the theme-related listening and speaking practice;

2. the language points and grammatical structures in the text;

3. the style differences between narrative writing and expository writing.

**主要教学内容及要求：**

**内容：**1.Cultural background discussion;

2. Text structure analysis (introducing a topic, developing the topic with supporting details, drawing a conclusion);

3. Key words and phrases study (basis, brief, competition, concept, contract, convey, ensure, hence, likely, sufficient, steady, tend, do without, fit into, lie in, put across, slow down, etc.);

4. Grammatical structure study (as many as, as is shown);

5. Writing strategy study (How to write an expository essay).

**要求：**

了解：the history and development of science

理解：the different attitudes of the public toward science

掌握：the key language points and grammatical structure

熟练掌握：the style differences between narrative writing and expository writing, and how to express themselves orally on the theme of *Understanding Science.*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：1.围绕课前任务，组织学生进行小组讨论与交流、推选代表发言，引领学生进入思政学习语境。2.阅读有关“四大发明”的相关文本、观看Top 10 inventions of all time视频，引出科学创造对人类生活影响的讨论。3.开展批判性思维，以辩论或发言的形式表达对现代科学发展的两面性思考,引入霍金的观点，导入课文主题；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于science的相关知识，完成填空小练习；组织学生观看视频(霍金微传记)、阅读文本(霍金简单介绍)、（总统自由勋章颁奖词聆听）—了解霍金及其对科学的贡献和人格魅力；在文本分析过程中提炼公众科学观和霍金对科学发展的展望。通过微课（What is science?）引导学生思考科学的意义和目的、科学发展与构建人类命运共同体的关系、中国对世界科学发展的贡献等；结合课文内容、霍金观点和当前新冠疫情鼓励学生发表评论，就科技发展速度、永续发展问题分享小组成员观点。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并完成拓展资源内微课（Popularization of Science）的学习及小组合作项目，讨论撰写报告；完成拓展资源PPＴ内的词汇、翻译练习。

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|  | **Unit 4 The American Dream** | **学时数：4** |

**Unit 4 The American Dream**

**教学目标：**Students will be able to:

1. Understand the main idea (Tony Trivisonno realized his American Dream through his own efforts) and structure of the text (one part telling the story of Tony’s life and the other giving the author’s comments on it);

2. Learn to describe a person by his/her characteristic features, together with supporting details which demonstrate the features;

3. Grasp the key language points in the text and learn how to use them in the context;

4. Conduct a series of reading, listening, speaking and writing activities centered upon the theme of the unit.

**教学重点和难点：**1. the theme-related listening and speaking practice;

2. the language points and grammatical structures in the text;

3. the description of a person by his/her characteristic features, together with supporting details which demonstrate the features.

**主要教学内容及要求：**

**内容：**1.Cultural background discussion;

2. Text structure analysis (one part telling the story of Tony’s life and the other giving the author’s comments on it);

3. Key words and phrases study (assume, balance, capacity, diet, giant, handle, property, loan, skilled, sponsor, call on, for sale, pass away, turn away, turn down, work out, etc.).

**要求：**

了解：what is American Dream

理解：the difference between American Dream and Chinese Dream

掌握：the key language points and grammatical structure

熟练掌握：the way to describe a person by his/her characteristic features, and to express themselves orally on the theme of *The American Dream.*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：学生了解有关美国西进运动的背景知识和一些努力实现美国梦的代表人物的故事，观看视频The Chinese Dream in America，同时阅读The Chinese Dream in Western Reality、Making Chinese Dream a Reality、The Audacity of Hope等文章，结合美国梦的演变过程，深入学习中国梦的内涵，领会新时代社会主义核心价值观的要义，增强民族自豪感和使命感；思考并形成自己的理解及感悟，做好课堂讨论及发言的准备；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过观看微课，聆听关于美国梦的音频、歌曲**，**阅读有关美国梦的文章及书籍，结合对Text A课文中主人公Tony如何实现其美国梦的分析，完成复合式听写、判断题和回答问题、匹配题等练习，定义美国梦；提出如下两个问题，进行pair work，要求结合课堂上列举的历史事件、名人故事、文学及影视作品，分析美国梦的积极性与局限性，交流看法并选出小组代表，总结发言。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，观看TED励志演讲Dream，结合自己的专业发展，思考如何将家国情怀融入自己的梦想，做新时代的追梦人，撰写主题为“新时代大学生在当前形势下实现自己的中国梦所面临的挑战及应对措施”的个人总结并提交。

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|  | **Unit 5 Work to Live or Live to Work** | **学时数：4** |

**Unit 5 Work to Live or Live to Work**

**教学目标：**Students will be able to:

1. Grasp the main idea (the author tries to define a typical workaholic in the American corporate world with the story of Phil) and structure of the text;

2. Appreciate the writing strategy and style demonstrated in Text A (to set the tone of irony by choice of words, selection of details, use of quotation marks, etc.);

3. Grasp the key language points in the text and learn how to use them in the context;

4. Understand the cultural background related to the content;

5. Conduct a series of reading, listening, speaking and writing activities centered upon the theme of the unit.

**教学重点和难点：**1. The theme-related listening and speaking practice;

2. The language points in the text;

**主要教学内容及要求：**

**内容：**1. Cultural background discussion;

2. Text structure analysis (the beginning and conclusion of the text);

3. Key words and phrases study (acquaintance, classic, compete, embarrass, executive, favorite, inquiry, instantly, option, replace, retire, stock, survive, ask around, care for, die of, grab at, pick out, straighten out, etc.).

**要求：**

了解：what is the purpose of your life

理解：the way to maintain a proper work-life balance

掌握：the key language points and grammatical structure

熟练掌握：how to begin and conclude your writing, and the oral expression on the theme of *Work to Live or Live to Work*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：(1)Why do people work? 让同学们阅读关于工作的名言名句，并探讨对工作的不同态度，引导学生进行头脑风暴，思考工作的价值；同时，通过观看视频深入理解并概括工作的价值和意义。（2）Why do Chinese people work hard? 中国被认为是世界上最勤劳的民族，让同学们思考中国人为什么如此勤劳，引导同学们热爱中国传统文化，以劳模为荣，为实现中华民族伟大复兴做出应有的贡献；同时，引导学生思考劳模和工作狂的不同点，帮助学生树立正确的职业观。同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。课堂互动练习设计：

① Pair work：人生中除工作之外其他有意义的事情；

② Group discussion：分享身边努力工作者平衡工作与生活的事例；

③ Group discussion：讨论如何平衡工作与生活；

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，写作练习：How to Maintain the Ideal Study-Life Balance?

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|  | **Unit 6 Romance** | **学时数：4** |

**Unit 6 Romance**

**教学目标：**Students will be able to:

1. Grasp the main idea (the nature of a heart is seen in its response to the unattractive) and structure of the text;

2. Appreciate the narrative skills demonstrated in the text (switch between tenses, change of narrator), some rhetorical devices (simile and metaphor) and the use of informal language in conversation;

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.

**教学重点和难点：**1. The theme-related listening and speaking practice;

2. The language points and grammatical structures in the text;

3. The narrative skills demonstrated in the text, some rhetorical devices and the use of informal language in conversation.

**主要教学内容及要求：**

**内容：**1. Cultural background discussion;

2. Text structure analysis (switch between tenses, change of narrator);

3. Key words and phrases study (absorb, broaden, correspond, disgust, fertile, grateful, hesitate, identify, keen, locate, reflect, sensible, slim, sustain, thoughtful, go sb.’s way, more than a little, take a chance, etc.);

4. Grammatical structure study (whichever, more than).

**要求：**

了解：what is true love

理解：what is the essence of love

掌握：the key language points and grammatical structure

熟练掌握：two rhetorical devices and the use of informal language in conversation, and oral expression on the theme of *Romance*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：What is love? 请同学们从中英两种语言文化中寻找答案并进行比较，尤其是从中国古典诗歌中寻找对爱情的描述，引导学生热爱中国优秀传统文化，增强文化自信。What is the essence of love? 发动学生头脑风暴，思考什么是爱的真谛，从而引出下一个话题：择偶标准，引导学生形成正确的爱情观和择偶观；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。从课文中涉及到的文化背景“圣瓦伦丁节”的来源讲起，让学生准确认识西方情人节的真正内涵，了解其文化传统，并由此引入中国传统的情人节—七夕节，引导学生用英语讲述中国传统节日及其文化背景，最后结合单元主题发起讨论：What do we learn from the Legend of Qixi Festival? 通过小组活动开展课堂讨论，在理解课文内容的基础上，帮助学生展开辩证思维，形成正确的爱情观。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，①学习革命年代的红色情书； ②阅读China Daily上面关于“疫情中的爱”的报道。

**五、实验教学内容及学时分配（8学时）**

**（一）实验课程简介**

英语听说实验教学为大学英语教学的重要组成部分，以英语语言知识与英语技能、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，集多种教学模式和教学手段为一体的教学体系。本课程通过专门系统的听力技能训练，促进学生听力发展，为培养学生全面的英语交际能力奠定良好的听力基础。

**（二）实验教学目的和基本要求**

**1．实验教学目的**

大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们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。

**2．基本要求**

1）听力理解能力：能基本听懂英语授课；能基本听懂日常英语谈话和一般性题材讲座；能基本听懂慢速英语节目，语速为每分钟100个词左右，能掌握其中大意，抓住要点；能尝试运用一些听力技巧帮助理解。

2）口语表达能力：能在学习过程中用英语作简单交流，并能就某一主体进行讨论；能就日常话题和英语国家的人士进行交谈；能就所熟悉的话题经准备后作简短发言，表达比较清楚，语音、语调基本正确。

**（三）实验安全操作规范**

1.任课教师根据课表和统一安排使用语音室。

2.任课教师在使用语音实验室前必须经过培训，掌握设备的正确使用方法后，才能进行操作使用。

3.任课教师使用设备前应严格按照规定的流程开启、操作主控设备并检查设备是否运转正常，如发生故障应立即通知管理员。

4.任课教师设备使用完毕后应按操作程序关闭设备，切断电源，整理好仪器设备并认真填写《语音实验室使用情况登记表》。

5.上课期间任课教师应对实验室内所有设备的安全负有责任。对学生在未经允许情况下擅自操作设备、损坏设备的不良行为应及时制止。

6.任课教师自备的存储设备在使用前必须经过病毒检查，确认安全后方能使用。如存储设备未经检测而使用致使设备感染病毒并出现故障的，任课教师必须承担责任。

7.禁止任课教师删除或变更主控计算机内的文件和设置。禁止私自安装各类软件，确因教学需要，本人应提前申请由管理人员负责安装。课后任课教师应主动删除自己使用的私有文件。

教书育人,教育学生养成爱护公物、保持语音室整洁的良好习惯。

**（四）实验项目名称与学时分配**

听说实验部分学时为8，实际授课4周，每周2学时。完成《全新版大学进阶英语:视听说教程》第一册1-8单元的内容，1个学时完成一个单元的讲授与实验。

**（五）实验方式及基本要求**

1．在教学过程中，要始终坚持以“听”为主，听说兼顾的原则，要让学生慢慢学会在听的过程中去获取语言的信息，进而可以开有效语言输出。

2．听力和其他技能是相辅相成的。在听力训练中，也要灵活采用一些跟读、模仿、问答、讨论和卷面练习等口笔头训练形式。

3．指导学生学会边听录音边记笔记，将听力材料中的要点记下来，以便听完材料后可以依靠笔记来完成配套的练习。

4．指导学生加强课外听说训练，养成使用移动终端展开听力碎片化练习的习惯。鼓励学生阅读有关英语国家社会文化的书籍，为听说训练做必要的背景知识准备。

5．指导学生带着问题去听，即抓紧练习前和两个练习之间的间隔，事先浏览下一个练习所提的问题，这样就能知道在听的过程中要抓住和记下哪些要点和关键词，以便有目标地寻找答案，集中注意力搜寻我们需要的信息。

经过一个学期的听力训练，学生应能达到下列基本要求：基本能听懂英语授课；能听懂日常英语谈话；能基本听懂慢速英语节目，语速为每分钟110个词左右，能掌握其中大意，抓住要点；能了解一些常用的听力技巧。

**（六）实验内容安排**

**【实验一】Unit 1 Identity**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme “Identity” (Talking about Yourself / Hi, my name is Michael.);

4) They will get to know a basic listening skill: Numbers.

**3.实验内容：**

Unit 1 Identity

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

【实验二】**Unit 2 Sports**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme “Sports” (Talking about Sports / Do you play any sports?);

4) They will get to know a basic listening skill: Listening “between the lines”.

**3.实验内容：**

Unit 2 Sports

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验三】Unit 3 The Night**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme “The Night” (Evening activities / I want to do something fun on Saturday night.);

4) They will get to know a basic listening skill: Time.

**3.实验内容：**

Unit 3 The Night

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验四】Unit 4 Fashion**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme “Fashion (Talking about clothes / I love your jacket.);

4) They will get to know a basic listening skill: Understanding likes and dislikes.

**3.实验内容：**

Unit 4 Fashion

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验五】Unit 5 Homes**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme “Homes” (Talking about homes / Where do you live?);

4) They will get to know a basic listening skill: Detecting incomplete plosion.

**3.实验内容：**

Unit 5 Homes

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验六】Unit 6 Buying & Selling**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme “Buying & Selling” (Buying something in a shop / Excuse me. How much is this necklace?);

4) They will get to know a basic listening skill: Distinguishing between similar sounds.

**3.实验内容：**

Unit 6 Buying & Selling

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching Family Album

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验七】Unit 7 Weather**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme “Weather” (Talking about weather / We have a holiday next month. Let’s go somewhere. );

4) They will get to know a basic listening skill: Recognizing the weak forms of unstressed words.

**3.实验内容：**

Unit 7 Weather

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching Family Album

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验八】Unit 8 Mysteries**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme “Mysteries” (Talking about mysteries / Do you think Yetis are real?);

4) They will get to know a basic listening skill: Detecting liaison in connected speech.

**3.实验内容：**

Unit 8 Mysteries

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5）Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**六、课程思政**

以教材单元主题和自建校本特色课程思政资源包蕴含的思想内涵为育人切入点，将习近平新时代中国特色社会主义思想、社会主义核心价值观、中华优秀传统文化、科学创新精神和成长教育五大思政模块隐性融入教学全过程，1）使学生在中外语言、思想和文化的比较中培养人文精神和思辨能力，树立正确的民族观、世界观和文化观，坚定文化自信，激发爱国热情；2）使学生在语言实践中夯实听说基本功，提高跨文化合作和沟通意识，在学习、生活和未来工作中能够恰当有效地使用英语，向世界“讲好中国故事，传播中国好声音，阐释好中国特色”；3）使学生在当代中西方国家的社会发展现状对比中培养世界眼光和国际视野，凝聚科学精神、创新精神和实干精神，坚定中国特色社会主义制度自信，把青春正能量凝聚到实现中华民族伟大复兴的中国梦之中。

例如本册书 Unit 1紧扣单元思政教学目标和教学重点，基于教材单元主题和内容,从语言、文化、思维三个层面，提出课程教学设计思路和方案，建立本单元学习与青春理想的关联，引导学生探讨成长的意义，认识理想与坚持的重要性，鼓励学生发现、坚持自己的人生理想，不断成长，并把国家、社会、公民的价值要求融为一体，自觉把小我融入大我，为“两个一百年”奋斗目标贡献自己的青春与才干。通过本单元的学习，学生能够用英语讲述“坚持理想、贡献国家”（pursuit of one’s ideal in the big scenario of China’s development）的中国青年故事，传递正能量，树立使命感，思考自身成长与国家和社会发展的关系，同时学会辩证看待教材选文作者的观点，进行跨文化对比、批判性思维等高阶实训，扩展思维的广度和深度，对选篇主题的相关概念进行自觉的中西文化比较，如了解spaghetti, Chinese noodles，American school system, Chinese school system相关文化知识等。

**七、教材及教学参考书**

**1.选用教材：**

（1）理论课教材：《全新版大学英语》（第二版）综合教程第一册，李荫华总主编，上海外语教育出版社，2017年

（2）实验课教材：《全新版大学进阶英语》视听说第一册，李荫华总主编，上海外语教育出版社，2017年

**2.参考书：**

（1）《大学英语教学指南》(2020版).教育部高等教育司,2020年

（2）《大学英语阅读教程》第一册.李喜芬主编.中国农业出版社，2016年

（3）《大学英语农耕文化阅读教程》第一册.李喜芬主编.中国农业出版社，2022年

（4）《任务型语言教学》.David Nunan主编.伦敦：剑桥大学出版社&北京：外语教学与研究出版社，2011年

(5)《全新版大学英语长篇阅读1》.郭杰克主编.上海外语教育出版社，2017年

（6）《新理念大学英语视听说教程1》.刘佳主编.上海交通大学出版社，2022年

**3.推荐网站（线上资源）：**

中国大学MOOC平台《大学英语》省级精品课程

其他英语学习网站：

(1) 能飞英语 <http://www.langfly.com>

（2）能飞背单词 http://word.langfly.com

（3）能飞听力 http://tingli.langfly.com

（4）爱思英语 http://www.24en.com

（5）大耳朵英语学习网 http://www.ebigear.com

（6）旺旺英语 http://www.wwenglish.com

（7）沪江英语 http://www.hjenglish.com

（8）普特英语微信公众号

（9）英语沙龙杂志社http://www.es123.com

（11）中国日报微信公众号

**八、教学条件**

《大学英语I》自2021年获准省级精品在线开放课程以来，课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**九、教学考核评价**

**1.过程性评价：**占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

**2.终结性评价：**占总评成绩60%，期末闭卷考试。

**3.课程综合评价：**总评成绩100% = 过程性评价40% + 终结性评价60%。

过程性评价原则上占总评成绩的40%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括慕课自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的60%，是指期末课程考试，采用听力测试和笔试相结合的形式，主、客观题型并重，听、说、读、写、译五种能力检测并重，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主，既要有基础知识题型，又要有综合、提高性的题型。

过程性评价中在线自主学习对应课程目标3，语言实践任务对应课程目标中的3和4；终结性评价采用期末考试形式进行笔试，包括听力、阅读、词汇与结构、翻译和写作等题型，对应课程目标中的1，2和3。

# 大学英语II（精读+听说）

（College English II）

**课程基本信息**

|  |  |  |
| --- | --- | --- |
| **课程编号：**15002212 | **课程总学时：**32 | **实验学时：**8 学时 |
| **课程性质：**必修 | **课程属性:**基础类 | **开设学期：**第 2 学期 |
| **课程负责人：**何炫 | **课程团队：**李筱洁、张乾等 | **授课语言：**英语 |
| **适用专业：**非英语专业一年级本科生 | | |
| **对先修的要求：**大学英语I | | |
| **对后续的支撑：**大学英语III、大学英语IV | | |
| **主撰人：**何炫 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《大学英语II》是为我校非英语专业一年级本科生开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

大学英语课程教学服务于学校的办学目标、学院人才培养目标和学生个性化发展需求，目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时增强其自主学习能力，提高综合文化素养，使其在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需求。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II》由理论教学（精读课）和实验教学（听说课）两部分组成，课程总学时为32学时，其中，理论教学24学时，每单元4个学时，本学期完成1-6单元的讲授；实验教学8学时，每单元1个学时，本学期完成1-8单元的讲授。在教学中充分运用多媒体网络等现代化教育技术，开展线上线下教学，建立网络学习平台，采用全方位、立体化、网络化的教学手段提高教学效率和教学质量。

**二、课程教学的基本要求**

**1.理论知识方面：**能够基本正确地运用英语语音、词汇、语法及篇章结构等语言知识, 在原有词汇的基础上将词汇量增加到4000；能够借助网络资源、工具书或他人的帮助,对略有语言难度的信息进行处理和加工,理解主旨思想和重要细节,表达基本达意;能够使用有限的学习策略。对于读、写、译单项技能具体要求如下：

阅读理解能力：能读懂语言难度一般的普通题材的文章，领会掌握一些基本的阅读技巧，掌握中心大意及主要事实和有关细节，阅读速度达到每分钟80词。在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟110词。

书面表达能力：掌握描述时间、地点、方位的基本表达方式；掌握比较人、物体及事物的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行简单的文字表达。

翻译能力：能够借助字典对题材熟悉、语言难度较低的短语、句子或者小短文进行英汉互译，译文基本准确，无重大的理解和语言表达错误。

**2.实验技能方面：**能够基本理解语言难度中等、涉及常见的个人和社会交流题材的口头或书面材料;能够就熟悉的主题或话题进行简单的口头和书面交流。对于听说单项技能具体要求如下：

听力理解能力：基本听懂就日常话题展开的简单英语交谈和课堂用语；能基本听懂语速较慢的音、视频材料，理解中心大意和要点；能了解一些基本的听力技巧并逐步学会运用。

口头表达能力：能够就日常话题用英语进行简短的交流；经准备后能够就所熟悉的话题做简短发言；语音、语调、语法基本符合交际规范。

**三、课程的教学设计**

**1.教学设计说明**

《大学英语II》课程的教学内容主要围绕教材《全新版大学英语》（第二版）第二册各单元所涉及的话题，设计相关的一系列听、说、读、写、译课堂语言实践活动，以加强学生对课文的理解，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言。课堂授课中以Text A为主，通过对文章所涉及的文化背景知识、篇章主题、结构及写作特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计词汇、阅读、讨论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

同时，充分利用中国大学MOOC平台、超星学习通和与教材配套的WeLearn教学平台上丰富资源和功能，采用全方位、立体化、网络化的教学手段，提高教学效率和教学质量，培养学生的自主学习能力，对Text A中的部分练习以及Text B的课文理解等部分采取学生线上自主学习的方式，使学生在课堂学习之外，能进行多样化、个性化的自我训练与提高。听说部分的教学主要是利用教材和教师团队精心挑选的原版音视频材料，让学生聆听地道多元的语音，学习鲜活实用的语言，体验真实的交际情境，领略世界各地的文化生活，达到拓宽视野和思维、提高语言应用能力和跨文化交际能力的目的。教学中同样是采取线上线下相结合的混合式教学模式，在学生完成规定的线上自主学习任务后，教师通过设计形式多样的课堂听说活动，检测学生的自学情况，提升学生的语言表达能力。

**2.课程目标及对毕业要求的支撑**

|  |  |  |
| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | **目标1：**学生更主动地把握词汇学习规律，在原有词汇的基础上将词汇量增加到4000；进一步巩固和加深基本语法知识；能与英语国家人士进行简单的交谈；能听懂日常英语谈话和一般性题材的简单英语讲座；能用常见的应用文体完成稍微复杂的写作任务，能就一般性话题或提纲在半小时内写出110词的短文，内容完整、用词恰当，语篇连贯；能比较有效地使用各种写作技巧来展开论述。 |  |
| 2 | **目标 2：**能够基本读懂一般性题材的英文文章，阅读速度达到每分钟80词，在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟110词，能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节；学会辩证看待语言材料中作者的观点和态度，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观，培养学生的家国情怀、国际视野和“四个自信”；能在阅读中使用有效的阅读方法，读懂工作、生活中常见的应用文体的材料。 |  |
| 3 | **目标 3**：学生能产生或保持英语学习的兴趣，增强语言文化意识以及语言学习策略意识，建立较好的语感，对英语学习能产生积极情感，做到有规律有计划的学习，较好地融入课堂学习环境，自主学习和合作学习能力得到提升；能借助词典对题材熟悉的文章进行英汉互译，在翻译时使用适当的翻译技巧，英汉译速为每小时320个英语单词，汉英译速为每小时250个汉字，译文基本流畅。 |  |
| 4 | **目标 4**：学生能够在与来自不同文化的人交流时，学会观察到彼此之间的文化和价值观差异，并能根据交际需要运用有限的跨文化交际策略，提升跨文化交际能力；学生能够树立正确的世界观、人生观、价值观，深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，扎根中国大地构建家国情怀，以适应自身发展和社会发展的需要。 |  |

**四、理论教学内容及学时分配（24学时）**

**New College English (Integrated Course) Book Two**

|  |  |  |
| --- | --- | --- |
|  | **Unit 1 Ways of learning** | **学时数：4** |

**Unit 1 Ways of learning**

**教学目标：**Students will be able to:

1. Grasp the main idea (that it would be ideal if we could strike a balance between the Chinese and the Western styles of learning) and the structure of the text (introduction of the topic by an anecdote – elaboration by comparison and contrast – conclusion by a suggestion);

2. Master the key language points and the grammatical structures in the text;

3. Appreciate the various writing techniques employed by the writer---comparison and contrast, topic sentences followed by detail sentences, use of transitional devices;

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A – education in the West;

3. Language points and grammatical structures in the text;

4. Various writing techniques employed by the writer---comparison and contrast, topic sentences followed by detail sentences, use of transitional devices;

**主要教学内容及要求：**

**内容：** 1. Explain cultural background (Education in the West)

2. Explain language points (attach, tender, neglect, critical, etc.), grammatical structures (so much so that, assuming that…) and have students practice them;

3. Explain the structure (a beginning where the topic is introduced; the body and a conclusion);

4. Learn some ways to introduce a theme and appreciate the different ways to compare and contrast (point-by-point method or one-side-at-a-time method);

**要求：**

了解：the real meaning of Chinese-style learning

理解：the different educational concept between China and the West

掌握：the key language points and grammatical structure

熟练掌握：the various writing techniques employed by the writer---comparison and contrast, topic sentences followed by detail sentences, use of transitional devices

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造思政学习语言环境：请学生讨论并回答问题“What do you know about Chinese attitudes toward tradition and creativity?”；提供中华文化术语库中“Inheritance and Innovation（因革）”词条，并结合《论语•为政》、《太玄•玄莹》和《文心雕龙•物色》中的相关部分，让学生了解中国从古至今对于传承与创新的思考与践行，挖掘其中的思政元素，深入思考中国的传统文化。同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。观看视频*“How China became a country of innovation”*并完成填空练习；课件及微课学习关于《中国的非物质文化遗产：传承与创新》，帮助学生更好地理解非遗的框架和内涵，理解非遗保护的迫切性和必要性。引导学生用英语简介传统和创新的辩证关系，以及发展自主创新的重要意义。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练：Please write an English essay of about 120 words on “Is China Leading in Global Innovation?”要求使用对比的方法进行写作，包含三部分内容：a. 中国近十年的进步（纵向对比）；b. 中国与其他国家存在的差距（横向对比）；c. 你的看法。

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|  | **Unit 2 Values** | **学时数：4** |

**Unit 2 Values**

**教学目标：**Students will be able to:

1. Grasp the main idea (one can live a life full of riches without being rich financially) and the structure of the text;

2. Master the key language points and the grammatical structures in the text;

3. Appreciate the wording (“riches”) in the title of the text;

4. Understand the cultural background related to the content.

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A (Salvation Army; Salvation Army’s Bell Ringer Program, etc.);

3. Language points and grammatical structures in the text;

4. Imply deeper meaning of English words

**主要教学内容及要求：**

**内容：** 1. Explain cultural background (Salvation Army; Salvation Army’s Bell Ringer Program, etc.)

2. Explain language points (confront, donation, vital, pursuit, in contrast to, consequence, etc.) and have students practice them;

3. Explain the structure (start an essay with an anecdote or piece of news);

**要求：**

了解：the cultural background related to the content

理解：ways of implying deeper meaning

掌握：the key language points and the grammatical structures in the text;

熟练掌握：the different ways of starting an essay

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务：把学生分成小组，让每个小组集体讨论出一个小组成员认为能反应金钱与幸福关系的名言，然后找出能支持这个句子的电影故事或者名人生平故事，制作成电子海报，准备课堂分享与展示。提供视频 *“Will Winning the Lottery Make You Happier?* 让学生观看，并思考挖掘其中的思政元素（如引导学生思考物质财富和幸福的关系，鼓励学生通过提高自我、帮助他人、服务社会、建设国家来追求高层次的幸福感；探究新时代中国人幸福感背后的深层原因，领悟中国特色社会主义幸福观的真正含义，自觉地将“爱国”、“友善”等社会主义核心价值观转化成个人的精神追求和行动指南。）;同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。让学生阅读文章“Can-do Attitude In Wuhan” ，让学生思考什么是can-do attitude， 以及这种积极的人生态度如何提升人的幸福感。观看视频“The Pursuit of Happiness”，探讨孔子和苏格拉底对幸福定义的异同之处，加深对中国特色社会主义幸福观的理解。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 120 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

平凡铸就伟大，英雄来自人民。每个人都了不起！

—2020年12月31日，习近平2021年新年贺词：惟愿山河锦绣、国泰民安！

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|  | **Unit 3 The Generation Gap** | **学时数：2** |

**Unit 3 The Generation Gap**

**教学目标：**Students will be able to:

1. grasp the main idea (Parents and children usually have different ideas and outlooks about the same world which always cause some conflicts between them);

2. Master the key language points and the grammatical structures in the text;

3. Appreciate the basic elements of a play;

**教学重点和难点：**

1. The structure of Text A

2. Language points and grammatical structures in the text;

**主要教学内容及要求：**

**内容：**1. Explain language points (squat, mumble, whisper, know better than, hand down, etc.) and have students practice them;

2. Grasp the structure of the text (the main components of a drama, such as settings, stage instructions, characters, conflicts, climax, etc.);

**要求：**

了解：the phenomenon of generation gap

理解：the main components of a drama, such as settings, stage instructions, characters, conflicts, climax, etc.

掌握：the key language points and the grammatical structures in the text

熟练掌握：how to write a poster in an appropriate way

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，请学生查找国学典籍如《论语》中有关的句子及英文表达，收集与“孝”相关的古今故事、诗词赏析、时代金句。提供视频《习近平总书记用典微视频：国之本在家》，分组讨论，理解并贯彻习主席重要讲话精神，并让学生挖掘其中的思政元素（如“家风”、“孝顺”等），分享心得；同时完成中国大学MOOC平台上单元预习任务。

**课中：** 学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于 家风Family values、 孝顺 filial piety、敬老爱老 respect the elderly等

的相关知识，完成填空小练习；请学生思考并用英语讨论以下问题：① 中西方家庭教育异同② 直升机式父母、水母式父母、海豚式父母的含义及其优缺点③ 如何和长辈和谐相处。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 120 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

中华民族历来重视家庭，正所谓“天下之本在国，国之本在家”，家和万事兴。

—2018年2月14日，在2018年春节团拜会上的讲话

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|  | **Unit 4 The Virtual World** | **学时数：4** |

**Unit 4 The Virtual World**

**教学目标：**Students will be able to:

1. Grasp the main idea (though constantly worried about the negative effects of virtual life on her, the author, a computer addict, just can’t resist its lure and has to turn back into it time and again) and the structure of the text;

2. Master the key language points and the grammatical structures in the text;

3. Deduce the meaning of new vocabulary related to computers and the Internet;

4. Understand the cultural background related to the content.

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A – The Virtual World;

3. Language points and grammatical structures in the text;

4. The various writing techniques employed by the writer---comparison and contrast, use of headlines, use of facts and details);

**主要教学内容及要求：**

**内容：** 1. Explain cultural background (Virtual World)

2. Explain language points (arrange, stretch, abuse, symptom, etc.), grammatical structures (as though, find oneself…) and have students practice them;

3. Explain the structure and coherence in the text

4. Explain the usage of on-phrase and adjectives followed by an infinitive

**要求：**

了解：the cultural background related to the content

理解：the various writing techniques employed by the writer--comparison and contrast, use of headlines, use of facts and details

掌握：the key language points and the grammatical structures in the text

熟练掌握：how to write email in an appropriate way

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务：请学生收集与“虚拟世界”（the virtual world）及网络交流（online communication）相关的电影、案例、名言警句等等，挖掘其中影射出来的现实问题。提供习近平总书记在第2届、第3届世界互联网大会上的讲话，让学生就其中的思政元素，如网络空间命运共同体 （a Community of Shared Future in Cyberspace）、网络犯罪（Cybercrimes）等，分享心得体会；同时完成中国大学MOOC平台上单元预习任务。

**课中：** 学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于virtual world的相关知识，完成填空小练习；观看视频*W*hy people are choosing to quit social media? 引导学生意识到过度沉迷社交媒体对生活的不良影响，促使学生通过小组讨论反思如何平衡网络世界和真实世界的生活，不要因为沉迷网络社交而忽视了身边的人。此外，指导学生用英语讨论“慎独”中国儒家的道德修养方式在社交媒体中的重要性。

**课后：** 进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 120 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

“君子务本，本立而道生。”中国愿同国际社会一道，坚持以人类共同福祉为根本，坚持网络主权理念，推动全球互联网治理朝着更加公正合理的方向迈进，推动网络空间实现平等尊重、创新发展、开放共享、安全有序的目标。

—2016年11月17日，在第三届世界互联网大会开幕式上发表的讲话

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|  | **Unit 5 True Height** | **学时数：5** |

**Unit 5 True Height**

**教学目标：**Students will be able to:

1. Grasp the main idea (dreaming and hard work helped Michael Stone on his way to success) and the structure of the text (narration with flashback);

2. Master the key language points and the grammatical structures in the text;

3. Appreciate certain narrative skills(using details to bring out character, a surprise ending, use of puns) employed by the writer.

4. Understand the cultural background related to the content

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A – Olympics;

3. Language points and grammatical structures in the text;

4. The various writing techniques employed by the writer---using details to bring out character, a surprise ending, use of puns

**主要教学内容及要求：**

**内容：** 1. Explain cultural background (Olympics)

2. Explain language points (coincide with, stretch out, emotion, sponsor etc.), grammatical structures (as soon as, either …or) and have students practice them;

3. Explain the structure (narration with flashback);

**要求：**

了解： the cultural background of Olympics

理解：the main idea (dreaming and hard work helped Michael Stone on his way to success) and the structure of the text (narration with flashback)

掌握： the key language points and the grammatical structures in the text

熟练掌握：the various writing techniques employed by the writer--using details to bring out character, a surprise ending, use of puns

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务：请学生收集古今中外身残志坚的名人在追求梦想的途中克服重重障碍最终获得成功的故事并用英语讨论以下问题。① Can you name some celebrities with physical disability in ancient China? ② Can you say something about their life experiences and achievements? ③ What are the important qualities that contribute to the success of these celebrities? 提供音频材料《成功是一种选择》让学生做听力填空练习。思考挖掘其中的思政元素（如勇敢自信、坚守梦想等）；同时完成中国大学MOOC平台上单元预习任务。

**课中：** 学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于Olympics以及中国在奥运会发展史上身份地位变化的相关知识，完成问答练习，增强学生的爱国热情；课件及微课学习中对比西体育精神，以女排精神为例，讲述中国故事，增强文化自信，之后引导学生用英语简介the relationship between dream and hard work。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 120 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

一年来，许多人和事感动着我们。一辈子深藏功名、初心不改的张富清，把青春和生命献给脱贫事业的黄文秀，为救火而捐躯的四川木里31名勇士，用自己身体保护战友的杜富国，以十一连胜夺取世界杯冠军的中国女排……许许多多无怨无悔、倾情奉献的无名英雄，他们以普通人的平凡书写了不平凡的人生......　让我们只争朝夕，不负韶华，共同迎接2020年的到来。

--2020年1月1日，习近平2020年新年贺词：只争朝夕，不负韶华

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|  | **Unit 6 Women, Half the Sky** | **学时数：5** |

**Unit 6 Women, Half the Sky**

**教学目标：**Students will be able to:

1. Grasp the main idea (a woman can learn anything a man can, but determination and hard work are required) and the structure of the text

2. Master the key language points and the grammatical structures in the text;

3. Appreciate the different forms of concessive clauses

4. Understand the cultural background related to the content

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A – feminism;

3. Language points and grammatical structures in the text;

4. The important grammatical usage in the text---concessive clause

**主要教学内容及要求：**

**内容：**1. Explain cultural background (Feminism)

2. Explain language points (stumble abnormal, imply, shudder, panic, etc.), grammatical structures (I’m not denying that…, can’t help…) and have students practice them;

3. Explain the structure of the text

**要求：**

了解：the cultural background of Feminism

理解：the various writing techniques employed by the writer

掌握： the key language points and the grammatical structures in the text

熟练掌握：how to write a persuasive essay

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务: 请学生收集“国际妇女节”资料和自己最喜欢的古今中外杰出女性人物信息，思考以下问题。① What do you know about International Women’s Day? ② As to those outstanding ladies, home or abroad, past or present, who do you appreciate most? Why? 提供杰出女性代表人物信息素材，供学生参考，同时，提供与本单元思政主题相关的材料，要求学生在阅读之后了解性别平等和妇女赋权是联合国可持续发展目标之一。

**课中：** 学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件学习，引导学生了解芭比娃娃历史和文化，认识中国传统儿童玩具，并进行相关翻译练习，并引导学生用英语介绍中国传统儿童玩具，练习向世界讲述中国文化的能力，提升中华文化影响力。观看艾玛·沃特森2014年被联合国妇女联合署任命为亲善大使，为推进男女平权的He for She项目发表的“Gender equality is your issue too”视频演讲选段，引导学生进行批判性思考，从而加深对习主席“建设一个妇女免于被歧视的世界，打造一个包容发展的社会，还有很长的路要走，还需要付出更大努力。”这一句话的理解，并联系自身实际，思考可行性举措，为性别平等和妇女赋权添砖加瓦。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 150 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

在中国人民追求美好生活的过程中，每一位妇女都有人生出彩和梦想成真的机会。中国将更加积极贯彻男女平等基本国策，发挥妇女“半边天”作用，支持妇女建功立业、实现人生理想和梦想。中国妇女也将通过自身发展不断促进世界妇女运动发展，为全球男女平等事业作出更大贡献。

——2015年9月27日，在全球妇女峰会上发表讲话

**五、实验教学内容及学时分配（8学时）**

**（一）实验课程简介**

英语听说实验教学为大学英语教学的重要组成部分，以英语语言知识与英语技能、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，集多种教学模式和教学手段为一体的教学体系。本课程通过专门系统的听力技能训练，促进学生听力发展，为培养学生全面的英语交际能力奠定良好的听力基础。

**（二）实验教学目的和基本要求**

**1．实验教学目的**

大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们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。

**2．基本要求**

1）听力理解能力：能基本听懂英语授课；能基本听懂日常英语谈话和一般性题材讲座；能基本听懂慢速英语节目，语速为每分钟100个词左右，能掌握其中大意，抓住要点；能尝试运用一些听力技巧帮助理解。

2）口语表达能力：能在学习过程中用英语作简单交流，并能就某一主体进行讨论；能就日常话题和英语国家的人士进行交谈；能就所熟悉的话题经准备后作简短发言，表达比较清楚，语音、语调基本正确。

**（三）实验安全操作规范**

1.任课教师根据课表和统一安排使用语音室。

2.任课教师在使用语音实验室前必须经过培训，掌握设备的正确使用方法后，才能进行操作使用。

3.任课教师使用设备前应严格按照规定的流程开启、操作主控设备并检查设备是否运转正常，如发生故障应立即通知管理员。

4.任课教师设备使用完毕后应按操作程序关闭设备，切断电源，整理好仪器设备并认真填写《语音实验室使用情况登记表》。

5.上课期间任课教师应对实验室内所有设备的安全负有责任。对学生在未经允许情况下擅自操作设备、损坏设备的不良行为应及时制止。

6.任课教师自备的存储设备在使用前必须经过病毒检查，确认安全后方能使用。如存储设备未经检测而使用致使设备感染病毒并出现故障的，任课教师必须承担责任。

7.禁止任课教师删除或变更主控计算机内的文件和设置。禁止私自安装各类软件，确因教学需要，本人应提前申请由管理人员负责安装。课后任课教师应主动删除自己使用的私有文件。

教书育人,教育学生养成爱护公物、保持语音室整洁的良好习惯。

**（四）实验项目名称与学时分配**

听说实验部分学时为8，实际授课4周，每周2学时。完成《全新版大学进阶英语:视听说教程》第二册1-8单元的内容，1个学时完成一个单元的讲授与实验。

**（五）实验方式及基本要求**

1．在教学过程中，要始终坚持以“听”为主，听说兼顾的原则，要让学生慢慢学会在听的过程中去获取语言的信息，进而可以开有效语言输出。

2．听力和其他技能是相辅相成的。在听力训练中，也要灵活采用一些跟读、模仿、问答、讨论和卷面练习等口笔头训练形式。

3．指导学生学会边听录音边记笔记，将听力材料中的要点记下来，以便听完材料后可以依靠笔记来完成配套的练习。

4．指导学生加强课外听说训练，养成使用移动终端展开听力碎片化练习的习惯。鼓励学生阅读有关英语国家社会文化的书籍，为听说训练做必要的背景知识准备。

5．指导学生带着问题去听，即抓紧练习前和两个练习之间的间隔，事先浏览下一个练习所提的问题，这样就能知道在听的过程中要抓住和记下哪些要点和关键词，以便有目标地寻找答案，集中注意力搜寻我们需要的信息。

经过一个学期的听力训练，学生应能达到下列基本要求：基本能听懂英语授课；能听懂日常英语谈话；能基本听懂慢速英语节目，语速为每分钟110个词左右，能掌握其中大意，抓住要点；能了解一些常用的听力技巧。

**（六）实验内容安排**

**【实验一】Unit 1 Education**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following four aspects:

1) They will get to the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme *Education*;

4) They will get to know a basic listening skill: getting the main idea of a conversation.

**3.实验内容：**

Unit 1 Education

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

【实验二】**Unit 2 Water**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get to the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme *Water*;

4) They will get to know a basic listening skill: identifying the topic of a passage.

**3.实验内容：**

Unit 2 Water

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验三】Unit 3 Food**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get to the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme *Food*;

4) They will get to know a basic listening skill: listening for specific information: prices.

**3.实验内容：**

Unit 3 Food

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验四】Unit 4 Festivals**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get to the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme *Festivals*;

4) They will get to know a basic listening skill: finding the sequence of events.

**3.实验内容：**

Unit 4 Festivals

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Family Album*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验五】Unit 5 Cities**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get to the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme *Cities*;

4) They will get to know a basic listening skill: understanding the speaker’s attitude.

**3.实验内容：**

Unit 5 Cities

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching Family Album

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验六】Unit 6 Jobs**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get to the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme *Jobs*;

4) They will get to know a basic listening skill: identifying the speaker’s job.

**3.实验内容：**

Unit 6 Jobs

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching Family Album

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验七】Unit 7 Music**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get to the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme *Music*;

4) They will get to know a basic listening skill: listening for specific information: weather report.

**3.实验内容：**

Unit 7 Music

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching Family Album

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验八】Unit 8 Journeys**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get to the theme-related background knowledge;

2) They will be able to understand the theme-related listening materials;

3) They will learn to use simple and understandable English to express themselves about the theme *Journeys*;

4) They will get to know a basic listening skill: listening for specific information: How often?

**3.实验内容：**

Unit 8 Journeys

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching Family Album

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**六、课程思政**

以教材单元主题和自建校本特色课程思政资源包蕴含的思想内涵为育人切入点，将习近平新时代中国特色社会主义思想、社会主义核心价值观、中华优秀传统文化、科学创新精神和成长教育五大思政模块隐性融入教学全过程，1）使学生在中外语言、思想和文化的比较中培养人文精神和思辨能力，树立正确的民族观、世界观和文化观，坚定文化自信，激发爱国热情；2）使学生在语言实践中夯实听说基本功，提高跨文化合作和沟通意识，在学习、生活和未来工作中能够恰当有效地使用英语，向世界“讲好中国故事，传播中国好声音，阐释好中国特色”；3）使学生在当代中西方国家的社会发展现状对比中培养世界眼光和国际视野，凝聚科学精神、创新精神和实干精神，坚定中国特色社会主义制度自信，把青春正能量凝聚到实现中华民族伟大复兴的中国梦之中。

例如本册书 Unit 5紧扣单元思政教学目标和教学重点，基于教材单元主题和内容,从语言、文化、思维三个层面，提出课程教学设计思路和方案，建立本单元学习与坚持梦想而不断攻坚克难的奋斗精神的关联，引导学生探讨尤其是身陷逆境时坚持与奋斗对实现梦想的重要性，使学生意识到在追梦和圆梦的途中若是障碍重重，要学会调整心态，树立迎难而上勇攀高峰的信心，坚持以奋斗之我，为民族复兴铺路架桥，为祖国建设添砖加瓦。一方面，培养学生听、说、读、写、译的英语综合应用能力，另一方面，培养学生文化素养和人文思辨能力，就本单元的主题overcoming obstacles, recurring dream, work for等进行思考与表达，在培养英语语言能力的同时提升思辨能力以及文化自觉与自信。通过本单元学习，学生能够用英语表述中华民族伟大复兴中国梦的内涵与外延的相关术语；学生能够用英语讲述为中国建设追寻梦想坚持奋斗的名人故事，传递正能量，让世界了解中国；同时学会辨证看待教材选文作者叙述的故事，对选篇主题的相关概念进行自觉的中西文化比较，思考中西体育文化差异的渊源；思考What’s the relationship between dreaming and hard work to success?等问题。

**七、教材及教学参考书**

**1.选用教材：**

（1）理论课教材：《全新版大学英语》（第二版）综合教程第二册，李荫华总主编，上海外语教育出版社，2017年

（2）实验课教材：《全新版大学进阶英语》视听说第二册，李荫华总主编，上海外语教育出版社，2017年

**2.参考书：**

（1）《大学英语教学指南》(2020版).教育部高等教育司. 高等教育出版社，2020年

（2）《大学英语农耕文化阅读教程》第二册.赵丽萍主编.中国农业出版社，2022年

（3）《任务型语言教学》.David Nunan主编.伦敦：剑桥大学出版社&北京：外语教学与研究出版社，2011年

(4)《全新版大学英语长篇阅读2》.郭杰克主编.上海外语教育出版社，2017年

（5）《新理念大学英语视听说教程2》.李筱洁主编.上海交通大学出版社，2022年

（6）《牛津高阶英汉双解词典（第8版）》. 霍恩比. 商务印书馆，2014年

**3.推荐网站（线上资源）：**

中国大学MOOC平台《大学英语》省级精品课程

其他英语学习网站：

(1) 能飞英语 <http://www.langfly.com>

（2）能飞背单词 http://word.langfly.com

（3）能飞听力 http://tingli.langfly.com

（4）爱思英语 http://www.24en.com

（5）大耳朵英语学习网 http://www.ebigear.com

（6）旺旺英语 http://www.wwenglish.com

（7）沪江英语 http://www.hjenglish.com

（8）普特英语<http://www.putclub.com>

（9）英语沙龙杂志社http://www.es123.com

（11）中国日报微信公众号

**八、教学条件**

《大学英语II》自2021年获准省级精品在线开放课程以来，课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**九、教学考核评价**

**1.过程性评价：**占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；语言实践环节；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

**2.终结性评价：**占总评成绩60%，期末闭卷考试。

**3.课程综合评价：**总评成绩100% = 过程性评价40% + 终结性评价60%。

过程性评价原则上占总评成绩的40%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括慕课自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的60%，是指期末课程考试，采用听力测试和笔试相结合的形式，主、客观题型并重，听、说、读、写、译五种能力检测并重，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主，既要有基础知识题型，又要有综合、提高性的题型。

过程性评价中在线自主学习对应课程目标3，语言实践任务对应课程目标中的3和4；终结性评价采用期末考试形式进行笔试，包括听力、阅读、词汇与结构、翻译和写作等题型，对应课程目标中的1，2和3。

# 大学英语III（精读+听说）

（College English III）

**课程基本信息**

|  |  |  |
| --- | --- | --- |
| **课程编号：**15002213 | **课程总学时：**32 | **实验学时：** 8 学时 |
| **课程性质：**必修 | **课程属性:**基础类 | **开设学期：**第 3 学期 |
| **课程负责人：**宋洁 | **课程团队：**宋洁、刘佳等 | **授课语言：**英语 |
| **适用专业：**非英语专业二年级本科生 | | |
| **对先修的要求：**大学英语I、大学英语II | | |
| **对后续的支撑：**大学英语IV | | |
| **主撰人：**宋洁 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《大学英语III》是为我校非英语专业二年级本科生开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

大学英语课程教学服务于学校的办学目标、学院人才培养目标和学生个性化发展需求，目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时增强其自主学习能力，提高综合文化素养，使其在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需求。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》由理论教学（精读课）和实验教学（听说课）两部分组成，课程总学时为32学时，其中，理论教学24学时，每单元平均约4个学时，本学期完成1-6单元的讲授；实验教学8学时，每单元1个学时，本学期完成1-8单元的讲授。在教学中充分运用多媒体网络等现代化教育技术，开展线上线下教学，建立网络学习平台，采用全方位、立体化、网络化的教学手段提高教学效率和教学质量。

**二、课程教学的基本要求**

**1.理论知识方面：**能够基本正确地运用英语语音、词汇、语法及篇章结构等语言知识, 在原有词汇的基础上将词汇量增加到4200；能够借助网络资源、工具书或他人的帮助,对略有语言难度的信息进行处理和加工,理解主旨思想和重要细节,表达基本达意;能够使用有限的学习策略。对于读、写、译单项技能具体要求如下：

阅读理解能力：能读懂语言难度一般的普通题材的文章，领会掌握一些基本的阅读技巧，掌握中心大意及主要事实和有关细节，阅读速度达到每分钟90词。在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟120词。

书面表达能力：掌握描述时间、地点、方位的基本表达方式；掌握比较人、物体及事物的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行简单的文字表达。

翻译能力：能够借助字典对题材熟悉、语言难度较低的短语、句子或者小短文进行英汉互译，译文基本准确，无重大的理解和语言表达错误。

**2.实验技能方面：**能够基本理解语言难度中等、涉及常见的个人和社会交流题材的口头或书面材料;能够就熟悉的主题或话题进行简单的口头和书面交流。对于听说单项技能具体要求如下：

听力理解能力：基本听懂就日常话题展开的简单英语交谈和课堂用语；能基本听懂语速较慢的音、视频材料，理解中心大意和要点；能了解一些基本的听力技巧并逐步学会运用。

口头表达能力：能够就日常话题用英语进行简短的交流；经准备后能够就所熟悉的话题做简短发言；语音、语调、语法基本符合交际规范。

**三、课程的教学设计**

**1.教学设计说明**

《大学英语III》课程的教学内容主要围绕教材《全新版大学英语》（第二版）第三册各单元所涉及的话题，设计相关的一系列听、说、读、写、译课堂语言实践活动，以加强学生对课文的理解，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言。课堂授课中以Text A为主，通过对文章所涉及的文化背景知识、篇章主题、结构及写作特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计词汇、阅读、讨论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

同时，充分利用中国大学MOOC平台、超星学习通和与教材配套的WeLearn教学平台上丰富资源和功能，采用全方位、立体化、网络化的教学手段，提高教学效率和教学质量，培养学生的自主学习能力，对Text A中的部分练习以及Text B的课文理解等部分采取学生线上自主学习的方式，使学生在课堂学习之外，能进行多样化、个性化的自我训练与提高。听说部分的教学主要是利用教材和教师团队精心挑选的原版音视频材料，让学生聆听地道多元的语音，学习鲜活实用的语言，体验真实的交际情境，领略世界各地的文化生活，达到拓宽视野和思维、提高语言应用能力和跨文化交际能力的目的。教学中同样是采取线上线下相结合的混合式教学模式，在学生完成规定的线上自主学习任务后，教师通过设计形式多样的课堂听说活动，检测学生的自学情况，提升学生的语言表达能力。

**2.课程目标及对毕业要求的支撑**

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| **序号** | **课程目标** | **毕业要求** |
| 1 | **目标1：**学生更主动地把握词汇学习规律，在原有词汇的基础上将词汇量增加到4200；能基本听懂英语国家人士的日常谈话，能用英语基本表达个人的意见、观点、情感等；能用常见的应用文体完成更为复杂的写作任务，能就一般性话题或提纲在半小时内写出120词的短文，内容完整、用词恰当，语篇连贯；能较为熟练地使用各种写作技巧来展开论述。 |  |
| 2 | **目标 2：**学生能够基本读懂大学英语四级阅读教材和难度相当的各种题材和体裁的文章；能就不同的阅读材料主动使用有效的阅读技巧；阅读速度达到每分钟90词，在快速阅读篇幅较长、难度中等的材料时，阅读速度达到每分钟120词，能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节；学会辩证看待语言材料中作者的观点和态度，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观，培养学生的家国情怀、国际视野和“四个自信”；能在阅读中使用有效的阅读方法，读懂工作、生活中常见的应用文体的材料。 |  |
| 3 | **目标 3**：学生能产生或保持英语学习的兴趣，增强语言文化意识以及语言学习策略意识，建立良好的语感，对英语学习能产生积极情感，做到有规律有计划的学习，较好地融入课堂学习环境，自主学习和合作学习能力得到提升；能借助词典对题材熟悉的文章进行英汉互译，在翻译时主动使用适当的翻译技巧，英汉译速为每小时330英语单词，汉英译速为每小时260个汉字，译文更为流畅。 |  |
| 4 | **目标 4**：学生能够在与来自不同文化的人交流时，学会观察到彼此之间的文化和价值观差异，并能根据交际需要运用有限的跨文化交际策略，提升跨文化交际能力；学生能够树立正确的世界观、人生观、价值观，深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，扎根中国大地构建家国情怀，以适应自身发展和社会发展的需要。 |  |

**四、理论教学内容及学时分配（24学时）**

**New College English (Integrated Course) Book Three**

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|  | **Unit 1 Changes in the Way We Live** | **学时数：5** |

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

**教学目标：**Students will be able to:

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

2. grasp the main idea and the structure of the text and appreciate the various writing techniques employed by the writer;

3. understand the cultural background related to the content.

**教学重点和难点：**

1. The structure of text A;

2. The narrative skills demonstrated in Text A (comparison and contrast, transitional words and devices);

3. Language points and grammatical structures in the text.

**主要教学内容及要求：**

**内容：**

1. Background information about American Civil-war and Underground Railroad;

2. Analyze the structure (clear and logical structure in narration);

3. Explain language points (get by, pursue the schedule, illustrate, keep up with, etc.), grammatical structure (inversion) and have students practice them;

4. Knowledge of word formation and confusable words.

**要求：**

了解：the background information

理解：the meaning of happiness

掌握：the key language points and grammatical structure

熟练掌握：the narrative skills and useful expression on the theme of *Changes in the Way We Live*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造思政学习语言环境。设计问题：What do you know about Chinese Farmers’ Harvest Festival？为学生参考推荐资源，完成关于中国农民丰收节的知识问答，为课堂讨论做准备。提供CGTN（中国国际电视台）的有关农民丰收节的视频和文章报道，使学生对中国乡村新面貌有初步了解，让学生挖掘其中的思政元素（如和谐、敬业、勤劳致富）；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，选择重点词汇，结合China Daily和CGTN的时政新闻，精选例句，配以图片。练习设计包括：英译汉：把英文例句翻译成中文；描述图片：根据所给词汇和图片造句，并和例句进行比较。学习微课，完成思考、口语表达和听写练习，向学生介绍道家哲学思想与自然的关系、天人合一的理念，引导学生领悟中国传统文化的智慧，探讨现代人如何实现人与自然和谐共生的生活方式。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，在课堂讨论的基础上，继续收集参考相关资源，进行写作，通过书面输出进行语言训练的同时深化对讲好中国故事的认识；同时检查巩固重要语言点，翻译练习引导学生关注政府重要文件，聚焦自然环境保护。

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|  | **Unit 2 Civil Rights Heroes** | **学时数：4** |

**Unit 2 Civil Rights Heroes**

**教学目标：**Students will be able to:

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

2. understand the main idea of the text (the heroes and the place of the Underground Railroad in early civil-rights struggle in the US);

3. understand the cultural background related to the content;

4. use Internet resources and other sources of information.

**教学重点和难点：**

1. Narrative writing of events in history;

2. Language points and grammatical structures in the text;

3. The narrative skills demonstrated in Text A.

**主要教学内容及要求：**

**内容：**

1. Cultural background information of the Underground Railroad in American civil-rights struggles;

2. Analyze text structure (representative stories in narrative writing);

3. Explain the key language points (Historic/ historical; exploit; on the side; close in (on); forge, etc.) and grammatical structures (direct and indirect speech) in the text;

4. Writing strategies study (coherence).

**要求：**

了解：some American history and culture knowledge

理解：representative stories in narrative writing

掌握：the key language points and grammatical structure

熟练掌握：writing strategies study (coherence)

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务，营造思政学习语言环境。请学生收集中国文化中与“公正”与“平等”有关的论述，选出印象最深刻的一条。同时，提供2019年政府工作报告中英双语版，让学生挖掘其中与“公正”与“平等”有关的论述，并分享心得；同时完成中国大学MOOC平台上单元预习任务。

**课中：** 学习资源为课文。首先，背诵英文版社会主义核心价值观。从content questions 进阶到extended questions，再进入paraphrase的深入理解。Pair work讨论：美国社会种族不平等导致的各种社会问题及其后果。观看演讲、学习跟读。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。要求学生每天坚持收听“头条英语播报”，每周听写其中的一篇；并且，每月精读《习近平谈治国理政》中一篇文章与译文。

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|  | **Unit 3 Security** | **学时数：2** |

**Unit 3 Security**

**教学目标：**Students will be able to:

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

2. grasp the main idea (America is deteriorating into “the most insecure nation”) and the structure of the text (opening-body-conclusion);

3. understand the cultural background related to the content;

4. learn how to use facts to support one’s central point of view.

**教学重点和难点：**

1. Writing skills: how to use facts to support one’s central point of view;

2. language points and grammatical structures in the text;

3. Writing strategies: cause and effect; comparison and contras.

**主要教学内容及要求：**

**内容：**

1. Background information introduction;

2. Analyze the structure of the text (opening-body-conclusion);

3. Explain the key language points (look back on, barrier, civilize, vulnerable, stand for, etc.) and grammatical structure (double negation) in the text;

4. Writing strategy study (how to write an expository essay).

**要求：**

了解：the cultural background

理解：the main idea and the structure of the text (opening-body-conclusion)

掌握：the key language points and grammatical structures in the text

熟练掌握：writing strategy study (how to write an expository essay)

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务，营造思政学习语言环境。让学生收集与安全相关的中文成语以及与“安全”相关的英文名言（quotes about security）。同时让学生在课前阅读文章CGTN时评文章: “Protesters Called for Justice For Victims of Police Brutality”以及美国每年1000人死于警察暴力执法，让学生挖掘其中的思政元素（如社会“安全”与“和谐”及公民“自由”，及其这些元素之间的联系，分享心得。

**课中：** 学习资源为课文。词汇讲解和配套例句和课文原句翻译；讲授完包含思政元素的所有语言知识点之后，让学生总结这些词汇和短语给人的整体印象，凸显文章主题词：安全、和谐和自由的关联。观看微课、文本、视听等辅助教学资源，进行听写填空、问题的回答和小组讨论以加深对议题的认识。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。要求学生坚持每天阅读/听新闻一则，每个口语小组一周随机请一位同学来分享一则新闻。并且要求学生阅读并背诵“弘扬中国文化，讲中国故事的翻译资料”（全新版大学英语口语测试试题库），老师每周限定范围，然后随机邀请同学现场口译。

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|  | **Unit 4 Imagination and Creativity** | **学时数：5** |

**Unit 4 Imagination and Creativity**

**教学目标：**Students will be able to:

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

2. grasp the main idea (Einstein was a child of his time) and the structure of the text;

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

4. understand the cultural background related to the content.

**教学重点和难点：**

1. The various techniques employed by the writer (using a question as the title of the text, illustrating his answer with various supporting facts, use of subheadings, use of quotations, etc.);

2. The important language points and grammatical structures;

3. Writing strategies.

**主要教学内容及要求：**

**内容：**

1. Background information introduction;

2. Analyze the global structure;

3. Explain the key language points (outbreak, impressive, stimulates, beyond doubt, doze off, undermine etc.) and grammatical structures (with + noun + complement) in the text;

4. Writing strategy (starting an essay with an anecdote and use of subheadings, use of quotations, etc.).

**要求：**

了解：the cultural background

理解：the main idea and the structure of the text

掌握：the important language points and grammatical structures

熟练掌握：Writing strategy (starting an essay with an anecdote and use of subheadings, use of quotations, etc.)

**教学组织与实施：**

**课前：**要求学生预习课文，理解课文大意，并学习掌握有关科技成就及科学精神等相关思政术语。

**课中：** 学习资源为课文。以4个关键词Who，What，Why和How开头的问题帮助学生复述文章大意；其次，通过文章中不同人物对爱因斯坦的描述，具体分析其特质，尤其是学术素养，最终,请学生接受“灵魂的拷问”－“爱因斯坦是外星人吗”（Was Einstein a Space Alien?）。小组讨论：要求学生课前按小组完成话题讨论，在课堂上任意抽取小组进行展示，具体话题是“假设爱因斯坦通过平行世界来到中国，你将如何向他介绍现代中国？”（If Einstein came to China in his alternative universe, how would you introduce our modern China to him?），要求学生掌握如何运用其已有的知识，解说现代中国，讲述中国故事，并注意跨文化沟通。

**课后：** 进行知识和能力的巩固与加强，开展线上线下单元测试。1. 段落翻译：要求学生翻译中医（Traditional Chinese Medicine）相关段落，引导其用英语讲述中国传统科技和文化；2. 写作任务：要求学生课后完成有关“the power of imagination and innovation in realizing Chinese Dream by improving the scientific technology of China”英语作文一篇；学生可通过思维导图确定基本的写作框架，同时再通过视频观看，积累具体写作素材；引导学生进一步理解科学精神在实现“中国梦”过程中的作用，并激发学生对中国现代科技发展的自豪与热望；3. 个人演讲：要求学生完成有关“Raising young Chinese scientific literacy”的个人演讲；学生可通过观看微课（Raise Young Chinese Scientific Literacy）和视频，理解题目要求，梳理演讲思路，要求学生通过单元内容的学习，进一步将科学精神具体运用到自己的生活学习中去。

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|  | **Unit 5 Giving Thanks** | **学时数：4** |

**Unit 5 Giving Thanks**

**教学目标：**Students will be able to:

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

2. grasp the main idea and structure of the text;

3. understand the cultural background related to the content;

4. memorize words through association.

**教学重点和难点：**

1. Writing skills: letter writing;

2. Important language points and grammatical structures;

3. Knowledge about American some festivals and traditions.

**主要教学内容及要求：**

**内容：**

1. Cultural study of Thanksgiving Day and other related festivals;

2. Explain the key language points (put to sea, be under way, get to, for sb’s sake, undergo, long for, etc.), and grammatical structure (word formation, adjective + of, etc.);

3. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：**

了解：Thanksgiving Day and other related festivals

理解：the strong emotions presented in the text

掌握：writing skills: letter writing

熟练掌握：the key language points and grammatical structures in the text

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务，营造思政学习语言环境。观看相关视频和微课思考What makes China so fascinating? What connects us together? What is gratitude? 观看歌曲视频《感恩的心》让学生自然又快速的融入感恩主题。《感恩，中国》视频给学生展示外国友人所感受中国的美妙,升华学生的爱国情操。《感恩，世界》视频，结合2020新冠疫情，展现国人对世界各国人民帮助的感恩, 引导学生的世界观和价值观, 让学生更深的体会人类命运共同体。一节关于什么是感恩的微课和一段感恩小故事引导学生思考什么是感恩以及如何表达感恩。

**课中：** 学习资源为课文。对课文相应句子进行释义并运用核心词汇翻译句子。对2020年抗疫期间外交部长王毅答记者问中的一段话进行汉译英练习。单词测验，词汇学习的巩固。学生学习熟悉西方感恩节词汇；观看关于感恩节起源的视频；根据视频回答问题。提炼课中的两大主题：. Parents’ love 和 pay and reward 设计问题让学生辩证地讨论,促进学生积极思考，加深话题讨论内涵，锻炼学生批判思维能力。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。模仿视频——感恩父母，并要求学生向帮助过自己的人说出感恩。建议录制视频或语音，鼓励学生敞开心扉，大声说出感恩的话；写一封感谢信，在练习英文写作的基础上表达感恩，并用文字记录、表达感恩。

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|  | **Unit 6 The Human Touch** | **学时数：4** |

**Unit 6 The Human Touch**

**教学目标：**Students will be able to:

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

2. understand the main idea (Old Behrman saved Johnson’s life at the expense of his own) and structure of the text (O. Henry’s short story);

3. appreciate how the repeated use of clues helps weave a piece of narrative together;

4. understand the cultural background related to the content.

**教学重点和难点：**

1. Narrative writing skill: (characteristic of O. Henry’s short stories);

2. Important language points and grammatical structures;

3. Character depiction and usage of clues.

**主要教学内容及要求：**

**内容：**

1. Cultural background about O. Henry and his short stories;

2. Analyze the features of the narrative techniques employed by the author;

3. Explain the key language points (acute, cling to, fragile, endure, subtract, dreary, stalk, mock, etc.) and grammatical structures (the order of adjectives before a noun) in the text;

4. Explain how to appreciate literature works.

**要求：**

了解：cultural background about O. Henry and his short stories

理解：the features of the narrative techniques employed by the author

掌握：how to appreciate literature works

熟练掌握：the key language points and grammatical structures in the text

**教学组织与实施：**

**课前：** 围绕单元主题，分3个层次，引导学生逐步认识和理解“善（kindness）”，营造思政学习的思维和语言环境。学生观看视频文件“Mr. Indifference”，思考并回答与视频内容相关的问题；学生阅读与“善”相关的诗句和雷锋格言，理解其内涵并翻译成英语；学生根据图片内容，结合提示问题，用英语讲述故事“雷锋雨夜送亲人”；学生听歌曲“All About Kindness”，先完善歌词内容，然后通过分析“行善的利与弊” 来探讨“行善的价值”。

**课中：** 学习资源为课文。从学习强国中“中华文化专词”选取本单元涉及词汇进行中英文对比分析与翻译；从content questions进阶到extended questions，再进入paraphrase的深入理解；观看视频回答问题。

**课后：** 进行知识和能力的巩固与加强，开展线上线下单元测试。每天坚持阅读学习强国头条英语播报；观看抗疫英语视频，精读习近平主席的“伟大出自平凡，平凡造就伟大。”“人民是历史的创造者，人民是真正的英雄。”等系列讲话的英文翻译，完成老师布置的关于抗疫英雄的作文。

**五、实验教学内容及学时分配（8学时）**

**（一）实验课程简介**

英语听说实验教学为大学英语教学的重要组成部分，以英语语言知识与英语技能、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，集多种教学模式和教学手段为一体的教学体系。本课程通过专门系统的听力技能训练，促进学生听力发展，为培养学生全面的英语交际能力奠定良好的听力基础。

**（二）实验教学目的和基本要求**

**1．实验教学目的**

大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们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。

**2．基本要求**

1）听力理解能力：能基本听懂英语授课；能听懂日常英语谈话和一般性题材讲座；能听懂慢速英语节目，语速为每分钟120个词左右，能掌握其中大意，抓住要点；能尝试运用一些听力技巧帮助理解。

2）口语表达能力：能在学习过程中用英语作简单交流，并能就某一主体进行讨论；能就日常话题和英语国家的人士进行交谈；能就所熟悉的话题经准备后作简短发言，表达比较清楚，语音、语调基本正确。

**（三）实验安全操作规范**

1.任课教师根据课表和统一安排使用语音室。

2.任课教师在使用语音实验室前必须经过培训，掌握设备的正确使用方法后，才能进行操作使用。

3.任课教师使用设备前应严格按照规定的流程开启、操作主控设备并检查设备是否运转正常，如发生故障应立即通知管理员。

4.任课教师设备使用完毕后应按操作程序关闭设备，切断电源，整理好仪器设备并认真填写《语音实验室使用情况登记表》。

5.上课期间任课教师应对实验室内所有设备的安全负有责任。对学生在未经允许情况下擅自操作设备、损坏设备的不良行为应及时制止。

6.任课教师自备的存储设备在使用前必须经过病毒检查，确认安全后方能使用。如存储设备未经检测而使用致使设备感染病毒并出现故障的，任课教师必须承担责任。

7.禁止任课教师删除或变更主控计算机内的文件和设置。禁止私自安装各类软件，确因教学需要，本人应提前申请由管理人员负责安装。课后任课教师应主动删除自己使用的私有文件。

教书育人,教育学生养成爱护公物、保持语音室整洁的良好习惯。

**（四）实验项目名称与学时分配**

听说实验部分学时为8，实际授课4周，每周2学时。完成《全新版大学进阶英语:视听说教程》第三册1-8单元的内容，1个学时完成一个单元的讲授与实验。

**（五）实验方式及基本要求**

1．在教学过程中，要始终坚持以“听”为主，听说兼顾的原则，要让学生慢慢学会在听的过程中去获取语言的信息，进而可以开有效语言输出。

2．听力和其他技能是相辅相成的。在听力训练中，也要灵活采用一些跟读、模仿、问答、讨论和卷面练习等口笔头训练形式。

3．指导学生学会边听录音边记笔记，将听力材料中的要点记下来，以便听完材料后可以依靠笔记来完成配套的练习。

4．指导学生加强课外听说训练，养成使用移动终端展开听力碎片化练习的习惯。鼓励学生阅读有关英语国家社会文化的书籍，为听说训练做必要的背景知识准备。

5．指导学生带着问题去听，即抓紧练习前和两个练习之间的间隔，事先浏览下一个练习所提的问题，这样就能知道在听的过程中要抓住和记下哪些要点和关键词，以便有目标地寻找答案，集中注意力搜寻我们需要的信息。

经过一个学期的听力训练，学生应能达到下列基本要求：基本能听懂英语授课；能听懂日常英语谈话；能基本听懂慢速英语节目，语速为每分钟110个词左右，能掌握其中大意，抓住要点；能了解一些常用的听力技巧。

**（六）实验内容安排**

**【实验一】Unit 1 Family**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) They will get to know the theme-related background knowledge: Jeremy Lin; siblings; family;*novela*; Eric Klinenberg; raise; otters; etc.;

2) They will be able to understand the theme-related listening materials: A Famous Family; Brazil’s Changing Families; etc.;

3) They will learn to use simple and understandable English to express themselves about the theme---family;

4) They will get to know basic listening and speaking skills: getting the main idea of a conversation; obtaining detailed information; having a detailed conversation about their families; practicing pronunciation, etc.

**3.实验内容：**

Unit 1 Family

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Raising Otter Babies*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验二】Unit 2 Nature**

**1.实验学时：**2个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following four aspects:

1) They will get to know the theme-related background knowledge: outdoor activities; bucket list; environmentalist; Juan Martinez; ATV; etc.;

2) They will be able to understand the theme-related listening materials: My Adventure Bucket List; Back to Nature; etc.;

3) They will learn to use simple and understandable English to express themselves about the theme---nature;

4) They will get to know basic listening and speaking skills: brainstorming words related to nature; getting the main idea of a conversation; obtaining detailed information; having a detailed conversation about their bucket lists; talking about outdoor activities; talking about pros and cons; etc.

**3.实验内容：**

Unit 2 Nature

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *American Frontier Journey*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验三】Unit 3 Happiness**

**1.实验学时：**2个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following four aspects:

1) They will get to know the theme-related background knowledge: happiness; *Thrive*; *Denmark*; comparing and contrasting; Molokai; etc.

2) They will be able to understand the theme-related listening materials: What Makes You Happy; The Happiest Places on Earth; etc.;

3) They will learn to use simple and understandable English to express themselves about the theme---happiness;

4) They will get to know basic listening and speaking skills: getting the main idea of a conversation; obtaining detailed information; having a detailed conversation about what happiness is; comparing and contrasting two things; etc.

**3.实验内容：**

Unit 3 Happiness

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *An Island Paradise*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验四】Unit Four Conservation**

**1.实验学时：**2个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following four aspects:

1) They will get to know the theme-related background knowledge: animal species, African lions, African elephants, Giant pandas, Bald eagles, wildlifedirect. org, the Wolong National Reserve, etc.

2) They will be able to understand the theme-related listening materials: Why Are They Endangered; Solving Problems, Saving Animals; etc.

3) They will learn to use simple and understandable English to express themselves about the theme---conservation;

4) They will get to know basic listening and speaking skills: getting the main idea of a conversation; obtaining detailed information; having a detailed conversation about endangered species and protecting animals; talking about problems and solutions; etc.

**3.实验内容：**

Unit 4 Conservation

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Saving Orphan Elephants*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验五】Unit Five Friendship**

**1.实验学时：**3个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following four aspects:

1) They will get to know the theme-related background knowledge: the suffix *-ship*, the monkey Piek and the cat Pom, talking about similarities and differences, National Geographic Channel, etc.

2) They will be able to understand the theme-related listening materials: Your Social Network; You’ve Got to Have Friends; etc.

3) They will learn to use simple and understandable English to express themselves about the theme---friendship;

4) They will get to know basic listening and speaking skills: getting the main idea of a conversation; obtaining detailed information; having a detailed conversation about different kinds of friends; describing similarities and differences; etc.

**3.实验内容：**

Unit 5 Friendship

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Unlikely Friends*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验六】Unit Six Fear**

**1.实验学时：**2个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following four aspects:

1) They will get to know the theme-related background knowledge: *freak out*, *phobia*, synonyms, thinking and speaking at the same time, *goliath*, etc.

2) They will be able to understand the theme-related listening materials: Fears And Phobias; Facing Our Fears; etc.

3) They will learn to use simple and understandable English to express themselves about the theme---fear;

4) They will get to know basic listening and speaking skills: getting the main idea of a conversation; obtaining detailed information; having a detailed conversation about things that scare you; talking about fear; describing things that scare you; etc.

**3.实验内容：**

Unit 6 Fear

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *The World’s Largest Spider*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验七】Unit Seven Health**

**1.实验学时：**2个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following four aspects:

1) They will get to know the theme-related background knowledge: *healing pool*, expressions related to health, *myth*, *healing touch*, useful language for disagreeing, Copy Cat, etc.

2) They will be able to understand the theme-related listening materials: Health Myths or Facts; Forever Young -- And Healthy; etc.

3) They will learn to use simple and understandable English to express themselves about the theme---health;

4) They will get to know basic listening and speaking skills: getting the main idea of a conversation; obtaining detailed information; having a detailed conversation about health; describing common health problems; making suggestions and giving advice; etc

**3.实验内容：**

Unit 7 Health

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Now Hear This*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验八】Unit Eight Change**

**1.实验学时：**2个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following four aspects:

1) They will get to know the theme-related background knowledge: change, being a good listener, Millennials, *if-*clause, *generation gap*, etc.

2) They will be able to understand the theme-related listening materials: Millennials; A Disappearing Culture

3) They will learn to use simple and understandable English to express themselves about the theme---change;

4) They will get to know basic listening and speaking skills: getting the main idea of a conversation; obtaining detailed information; having a detailed conversation about change; talking about the past with used to; making predictions and talking about consequences with *if*; etc

**3.实验内容：**

Unit 8 Change

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

5) Some practice based on watching *Jeju Island Divers*

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**六、课程思政**

以教材单元主题和自建校本特色课程思政资源包蕴含的思想内涵为育人切入点，将习近平新时代中国特色社会主义思想、社会主义核心价值观、中华优秀传统文化、科学创新精神和成长教育五大思政模块隐性融入教学全过程，1）使学生在中外语言、思想和文化的比较中培养人文精神和思辨能力，树立正确的民族观、世界观和文化观，坚定文化自信，激发爱国热情；2）使学生在语言实践中夯实听说基本功，提高跨文化合作和沟通意识，在学习、生活和未来工作中能够恰当有效地使用英语，向世界“讲好中国故事，传播中国好声音，阐释好中国特色”；3）使学生在当代中西方国家的社会发展现状对比中培养世界眼光和国际视野，凝聚科学精神、创新精神和实干精神，坚定中国特色社会主义制度自信，把青春正能量凝聚到实现中华民族伟大复兴的中国梦之中。

例如本册书 Unit 2紧扣单元思政教学目标和教学重点，基于教材单元主题和内容,从语言、文化、思维三个层面，提出课程教学设计思路和方案，引导学生树立辩证的公平观，理性看待社会，正确看待自己。了解党和国家在建立社会公平、正义所做的努力和取得的历史性成就；了解公平正义是比发展效率和物质成果更高层次的人的精神追求，是建设社会主义现代化强国的基石。通过本单元的学习，学生能够用英语叙述中国文化中与“公正”与“平等”相关的论述，梳理相关表述的发展脉络与核心要义；以性别平等为中心，传递时代新信息，探讨中国取得的历史性进步。并且学生能够辩证看待教材选文作者的观点，进行跨文化对比、批判性思维等高阶实训，扩展思维的广度和深度，对选篇主题的相关概念进行自觉的中西文化比较。

**七、教材及教学参考书**

**1. 选用教材：**

（1）理论课教材：《全新版大学英语》（第二版）综合教程第三册，李荫华总主编，上海外语教育出版社，2017年

（2）实验课教材：《全新版大学进阶英语》视听说第三册，李荫华总主编，上海外语教育出版社，2017年

**2. 参考书：**

（1）《大学英语教学指南》(2020版).教育部高等教育司. 高等教育出版社，2020年

（2）《大学英语阅读教程》第三册.杜广华主编.中国农业出版社，2016年

（3）《大学英语农耕文化阅读教程》第三册.杜广华主编.中国农业出版社，2022年

（4）《任务型语言教学》.David Nunan主编.伦敦：剑桥大学出版社&北京：外语教学与研究出版社，2011年

（5）《全新版大学英语长篇阅读3》.郭杰克主编.上海外语教育出版社，2017年

（6）《牛津高阶英汉双解词典（第8版）》. 霍恩比. 商务印书馆，2014年

**3.推荐网站（线上资源）：**

中国大学MOOC平台《大学英语》省级精品课程

其他英语学习网站：

(1) 能飞英语 <http://www.langfly.com>

（2）能飞背单词 http://word.langfly.com

（3）能飞听力 http://tingli.langfly.com

（4）爱思英语 http://www.24en.com

（5）大耳朵英语学习网 http://www.ebigear.com

（6）旺旺英语 http://www.wwenglish.com

（7）沪江英语 http://www.hjenglish.com

（8）普特英语<http://www.putclub.com>

（9）英语沙龙杂志社http://www.es123.com

（11）中国日报微信公众号

**八、教学条件**

《大学英语III》自2021年获准省级精品在线开放课程以来，课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**九、教学考核评价**

**1.过程性评价：**占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

**2.终结性评价：**占总评成绩60%，期末闭卷考试。

**3.课程综合评价：**总评成绩100% = 过程性评价40% + 终结性评价60%。

过程性评价原则上占总评成绩的40%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括慕课自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的60%，是指期末课程考试，采用听力测试和笔试相结合的形式，主、客观题型并重，听、说、读、写、译五种能力检测并重，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主，既要有基础知识题型，又要有综合、提高性的题型。

过程性评价中在线自主学习对应课程目标3，语言实践任务对应课程目标中的3和4；终结性评价采用期末考试形式进行笔试，包括听力、阅读、词汇与结构、翻译和写作等题型，对应课程目标中的1，2和3。

# 大学英语IV（精读+听说）

（College English IV）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：**15002214 | **课程总学时：**32 | **实验学时：**8 学时 |
| **课程性质：**必修 | **课程属性:**基础类 | **开设学期：**第 4学期 |
| **课程负责人：**闫彬彬 | **课程团队：**宋洁、刘佳等 | **授课语言：**英语 |
| **适用专业：**非英语专业二年级本科生 | | |
| **对先修的要求：**大学英语I、大学英语II、大学英语III | | |
| **对后续的支撑：**大学英语IV | | |
| **主撰人：**闫彬彬 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《大学英语IV》是为我校非英语专业二年级本科生开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

大学英语课程教学服务于学校的办学目标、学院人才培养目标和学生个性化发展需求，目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时增强其自主学习能力，提高综合文化素养，使其在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需求。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IV》由理论教学（精读课）和实验教学（听说课）两部分组成，课程总学时为32学时，其中，理论教学24学时，每单元平均约4个学时，本学期完成1-6单元的讲授；实验教学8学时，每单元1个学时，本学期完成1-8单元的讲授。在教学中充分运用多媒体网络等现代化教育技术，开展线上线下教学，建立网络学习平台，采用全方位、立体化、网络化的教学手段提高教学效率和教学质量。

**二、课程教学的基本要求**

**1.理论知识方面：**能够基本正确地运用英语语音、词汇、语法及篇章结构等语言知识, 在原有词汇的基础上将词汇量增加到4500；能够借助网络资源、工具书或他人的帮助,对略有语言难度的信息进行处理和加工,理解主旨思想和重要细节,表达基本达意;能够使用有限的学习策略。对于读、写、译单项技能具体要求如下：

阅读理解能力：能读懂语言难度一般的普通题材的文章，领会掌握一些基本的阅读技巧，掌握中心大意及主要事实和有关细节，阅读速度达到每分钟90词。在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟120词。

书面表达能力：掌握描述时间、地点、方位的基本表达方式；掌握比较人、物体及事物的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行简单的文字表达。

翻译能力：能够借助字典对题材熟悉、语言难度较低的短语、句子或者小短文进行英汉互译，译文基本准确，无重大的理解和语言表达错误。

**2.实验技能方面：**能够基本理解语言难度中等、涉及常见的个人和社会交流题材的口头或书面材料;能够就熟悉的主题或话题进行简单的口头和书面交流。对于听说单项技能具体要求如下：

听力理解能力：基本听懂就日常话题展开的简单英语交谈和课堂用语；能基本听懂语速较慢的音、视频材料，理解中心大意和要点；能了解一些基本的听力技巧并逐步学会运用。

口头表达能力：能够就日常话题用英语进行简短的交流；经准备后能够就所熟悉的话题做简短发言；语音、语调、语法基本符合交际规范。

**三、课程的教学设计**

**1.教学设计说明**

《大学英语IV》课程的教学内容主要围绕教材《全新版大学英语》（第二版）第四册各单元所涉及的话题，设计相关的一系列听、说、读、写、译课堂语言实践活动，以加强学生对课文的理解，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言。课堂授课中以Text A为主，通过对文章所涉及的文化背景知识、篇章主题、结构及写作特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计词汇、阅读、讨论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

同时，充分利用中国大学MOOC平台、超星学习通和与教材配套的WeLearn教学平台上丰富资源和功能，采用全方位、立体化、网络化的教学手段，提高教学效率和教学质量，培养学生的自主学习能力，对Text A中的部分练习以及Text B的课文理解等部分采取学生线上自主学习的方式，使学生在课堂学习之外，能进行多样化、个性化的自我训练与提高。听说部分的教学主要是利用教材和教师团队精心挑选的原版音视频材料，让学生聆听地道多元的语音，学习鲜活实用的语言，体验真实的交际情境，领略世界各地的文化生活，达到拓宽视野和思维、提高语言应用能力和跨文化交际能力的目的。教学中同样是采取线上线下相结合的混合式教学模式，在学生完成规定的线上自主学习任务后，教师通过设计形式多样的课堂听说活动，检测学生的自学情况，提升学生的语言表达能力。

**2.课程目标及对毕业要求的支撑**

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| **序号** | **课程目标** | **毕业要求** |
| 1 | **目标1：**学生具有自主学习能力，在原有词汇的基础上将词汇量增加到4500；能听懂语音清晰、题材熟悉及语言比较复杂的录音短对话和题材抽象较长的录音短文；能就熟悉的主题比较自然地用英语进行口头交流；能用常见的应用文体完成更为复杂的写作任务，能就为复杂的话题或提纲在半小时内写出150词结构完整、逻辑清晰、意思连贯、用词恰当的短文；能较为熟练地使用各种写作技巧来展开论述。 |  |
| 2 | **目标 2：**学生能够读懂大学英语四级阅读教材和难度相当的各种题材和体裁的文章；能基本读懂国内的英文书刊，掌握主要意思和内容；能就不同的阅读材料熟练使用有效的阅读技巧；阅读速度达到每分钟100词，在快速阅读篇幅较长、难度中等的材料时，阅读速度达到每分钟130词，学会辩证看待语言材料中作者的观点和态度，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观，培养学生的家国情怀、国际视野和“四个自信”；能在阅读中使用有效的阅读方法，读懂工作、生活中常见的应用文体的材料。 |  |
| 3 | **目标 3**：学生能保持英语学习的兴趣，增强语言文化意识以及语言学习策略意识，建立良好的语感，对英语学习能产生积极情感，做到有规律有计划的学习，较好地融入课堂学习环境，自主学习和合作学习能力得到提升；能借助词典对题材熟悉的文章进行英汉互译，在翻译时主动使用适当的翻译技巧，英汉译速为每小时340英语单词，汉英译速为每小时270个汉字，译文准确流畅，基本无误译现象。 |  |
| 4 | **目标 4**：学生能够在与来自不同文化的人交流时，学会观察到彼此之间的文化和价值观差异，并能根据交际需要运用有限的跨文化交际策略，提升跨文化交际能力；学生能够树立正确的世界观、人生观、价值观，深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，扎根中国大地构建家国情怀，以适应自身发展和社会发展的需要。 |  |

**四、理论教学内容及学时分配（24学时）**

**New College English (Integrated Course) Book Four**

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|  | **Unit 1 Fighting with the Forces of Nature** | **学时数：5** |

**Unit 1 Fighting with the Forces of Nature**

**教学目标：**Students will be able to:

1. master the key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (the elements of nature must be reckoned with in any military campaign) and structure of Text A;

3. understand the cultural background related to the content;

4. write an essay paying special attention to the use of evidence to support the topic sentence.

**教学重点和难点：**1. writing skills used in the text: comparison and contrast;

2. language points and grammatical structures in the text;

3. the narrative skills demonstrated in Text A (the use of evidence to support the topic sentence).

**主要教学内容及要求：**

**内容：** 1. Explain language points and have students practice them:

instruct, invasion, launch, limp, minus, occupation, toll, at the cost of, be faced with, be bogged down, bring to a halt;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：**

了解：the background information about World War Two;

理解：the power of nature;

掌握：the key language points and grammatical structure;

熟练掌握：the narrative skills and useful expression on the theme of *Fighting with the Forces of Nature.*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：请学生提前了解并汇集生活中有哪些常见得forces of nature以及它们对人类的影响，并进行个人观点的课堂展示。为学生提供视频内容A Brief Overview of World War II，让学生提前了解二战相关的文化背景知识，了解二战爆发及最后轴心国失败的原因，挖掘其中的思政元素（如“人类命运共同体”、“和平”、“发展”、“合作”、“共赢”等），并分享学习心得，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。基于文本主题，进行小组讨论：What roles do the forces of nature play in the history of human beings? 由讨论过渡进入课文学习，基于课文，通过group work引导学生探讨两次入侵俄罗斯失败的原因并延伸扩展二战的启示，以及目前全人类面临的共同挑战 ，凸显构建人类命运共同体的重要意义，再结合阅读学习强国文章让学生了解中国在全球抗疫fight against COVID-19中作出的贡献并启发学生讨论作为当代大学生应当如何应对可能的全球气候、环境等挑战，如何践行人类命运共同体。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频并进行写作训练：Please write an English essay of about 150 words on Chairman Xi's remarks. You can use examples to illustrate your view.

构建人类命运共同体是一个美好的目标，也是一个需要一代又一代人接力跑才能实现的目标。

—2017年1月18日，在联合国日内瓦总部的演讲

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|  | **Unit 2 Smart Cars** | **学时数：2** |

**Unit 2 Smart Cars**

**教学目标：**Students will be able to:

1. master the key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (features of smart cars) and structure of Text A;

3. understand the cultural background related to the content;

4. write a resume.

**教学重点和难点：**1. writing skills used in the text：a variety of techniques in expository writing (definition, quotes, a mixture of facts and opinions, etc.);

2. language points and grammatical structures in the text;

3. how to understand scientific terms；how to distinguish facts and opinions.

**主要教学内容及要求：**

**内容：** 1. Explain language points and have students practice them:

alert, application, approximately, bunch, convert, correlate, eliminate, frequency, hazard, lucrative, magnetic, manufacture, monotonous, be poised to, get stuck in;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：** 1. Grasp the main idea and structure of Text A;

2. Master the writing skill: a variety of techniques in expository writing;

3. Express themselves more freely on the theme of *Smart Cars*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：要求学生观看微课视频和TED视频(How a driverless car sees the road)，使学生提前了解相比传统汽车，智能汽车在哪些方面有创新，并引导学生了解世情和国情，培养学生的思辨能力，使学生能客观地认识到当前我国智能汽车制造工业发展的优势和困难并理性地看待2020年我国科学技术领域取得的十大成就与亟待攻关的前沿技术难题，厚植学生技术创新与科技报国的情怀，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。基于文本内容，进行小组讨论，让学生总结本单元课文作者讲到哪些智能汽车的技术创新点。通过视听视频Beidou Introduction进行视听填空，让学生了解中国自主研发北斗系统的艰难历程并总结北斗精神， 如自主创新、万众一心、追求卓越等；通过视频《科学家精神》引导学生学习表达如自主创新、科学家精神、科学报国、科技强国等一系列的思政术语，进而总结中国科学家应该有哪些精神, 例如创新、爱国和奉献等。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频进行课后训练：学习视听视频Chips for self-driving cars caught up in China-U.S. tech war并回答相关问题。

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|  | **Unit 3 Job Interview** | **学时数：4** |

**Unit 3 Job Interview**

**教学目标：** Students will be able to:

1. master key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (four keys to getting hired) and structure of Text A;

3. understand the cultural background related to the content;

4. write an application letter.

**教学重点和难点：**1. writing skills used in the text: different strategies of illustrating one’s points;

2. language points and grammatical structures in the text;

3. usage of words with multiple meanings in Text A.

**主要教学内容及要求：**

**内容：**1. Explain language points and have students practice them：

applicant, blurt, bracket, chuckle, deadline, endeavor, grill, incidentally, interview, partition, pry, sparkle, standpoint, take a crack at;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求**：1. Grasp the main idea and structure of Text A;

2. Master the writing skill: different strategies of illustrating one’s points;

3. Express themselves more freely on the theme of *Job Interview*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：给学生布置课前思考问题What should job applicants do to prepare for an interview according to your idea？请学生观看学习视频Top 10 Job Interview Questions & Answers并围绕视频中的问题去采访家长、长辈或朋友从而自主总结出求职者应当如何做好面试准备，让学生对职场能力和职场要求有基本的了解并启发学生思路，帮助学生理解青年成长、成才与确立终身学习和职业规划的关系以及如何实行终身学习的理念并做好自己的职业规划，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。基于文本内容，进行小组讨论，让学生找到文本中四个理想工作因素的具体内容和故事要点。阅读习近平总书记2020年2月21日写给在首钢医院实习的西藏大学医学院学生的回信，重温习总书记对广大高校毕业生提出的殷切期望，并对其中主要内容进行翻译训练。引导鼓励学生基于自己的个性、特长和兴趣以及国家需求做出自己的职业规划，小组内分享和讨论并进行个人陈述和展示。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，根据课堂和文本内容，制作一个英文简历，通过书面输出训练巩固语言知识。

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|  | **Unit 4 Globalization** | **学时数：5** |

**Unit 4 Globalization**

**教学目标：** Students will be able to:

1. master key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (the impact of globalization on national identity and national loyalty) and structure of Text A;

3. understand the cultural background related to the content;

4. write an essay paying special attention to coherence.

**教学重点和难点：** 1. writing skills used in the text: objectivity of the author of Text A in presenting different viewpoints;

2. language points and grammatical structures in the text;

3. how to keep objectivity in presenting different viewpoints.

**主要教学内容及要求：**

**内容：**1. Explain language points and have students practice them:

sweep aside, strengthen, make no difference, a handful of, network, earnest, considerable, increasingly, vanish, facilitate, at odds with, be committed to, establishment, divorce, endorse, erase, witness, landmark, overtake, unlike, patriotic, let alone, domestic, contradiction, aspire, strike a balance;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：**1. Grasp the main idea and structure of Text A;

2. Master the writing skill: how to achieve objectivity and coherence in writing;

3. Express themselves more freely on the theme of *Globalization*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：通过微课视频资源帮助学生初步了解全球化的定义、表现以及重要性，引导学生在全球化浪潮下要保持清醒的头脑，认可民族文化和国家文化，坚持文化认同，坚定文化自信，同时启发学生对于全球化进行批判性思考，让学生辩证地分析全球化利弊，探讨全球化给中国带来怎样的挑战和机遇，能够进一步思考青年的前途和命运与国家紧密相连，认识到全球化下中国青年的任务和担当，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过

Guess it is which country’s brand看图识品牌小活动让学生了解在经济全球化的背景下，大家都在消费来自世界各地的产品。小组围绕Globalization: opportunity or challenge进行讨论并鼓励学生展示分享自己的观点。阅读课文并搜寻问题答案“全球化对于民族认同有什么影响？民族认同是被加强了还是被减弱了？”并在文中找到与“全球化”有关的词汇或表述进行积累学习。基于视频分享，班内每个小组选择一个中国在全球化中的典型故事并向全班同学做一个5分钟的展示。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，在课堂讨论的基础上，继续收集参考相关资源，进行写作，通过书面输出进行语言训练的同时深化对讲好中国故事的认识：Huawei or iPhone?  (If you are going to buy a new mobile phone, what’s your choice? Will you choose a Chinese brand, such as Huawei, or a foreign brand, such as iphone? Please list your reasons.)

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|  | **Unit 5 Never Judge by Appearances** | **学时数：4** |

**Unit 5 Never Judge by Appearances**

**教学目标：** Students will be able to:

1. master key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (Edward Burton, a rich merchant who looked gentle and kind, was actually vicious enough to destroy a human life) and structure of Text A;

3. understand the cultural background related to the content;

4. fill out a remittance application form.

**教学重点和难点：**1. writing skills used in the text: powerful contrast in delineating a person’s character;

2. language points and grammatical structures in the text;

3. descriptions of characters in Text A.

**主要教学内容及要求：**

**内容：**1. Explain language points and have students practice them：

candid, commit, constitution, deceptive, definite, evidently, hitherto, insane, instinct, stroke, transparent, trifle, trim, vacancy, wrinkle, all of a piece, be taken aback, down and out, drive at, in accordance with;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求**：1. Grasp the main idea and structure of Text A;

2. Master the writing skill: powerful contrast in delineating a person’s character;

3. Express themselves more freely on the theme of *Never Judge by Appearances*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：通过比较中国古代“四大美女”和“四大‘丑女’”，引导学生正确认识内在美或者心灵美的持久社会价值。通过观看视频，引导学生了解当代心灵美的典范——脱贫攻坚先进人物、时代楷模张桂梅的先进事迹，从而帮助学生树立正确的审美观：相貌之美浅于肌肤，心灵之美深入骨髓，引导学生培养正确的交际观；进一步引导学生探讨人性之光芒：真、善、美的社会价值，从而树立正确的人生观、世界观和价值观，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。基于课前学习任务，围绕单元主题，结合谚语“A friend in need is a friend indeed”的本义，组织学生开展课堂小组讨论，探究Text A 题目 “A friend in need”的讽刺意义，帮助学生在理解课文大意的基础上充分认识“以貌取人”和“以貌交友”的危害并引导学生理解什么是真正的朋友。结合中国传统文化中孟子、何坦等人有关交友的言论，以“管鲍之和、范张之谊”等典故为例，进一步探究中国传统文化中的交友观和择友标准；同时，以中国传统典故“以貌取人，失之子羽”为例，通过小组讨论和辩论的形式引导学生认识内在美或者“心灵美”的社会价值以及如何辩证看待 “外在美”与“内在美”之间的关系。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。课后进行诗歌欣赏：*When You Are Old*( by W. B. Yeats)并模仿朗诵；观看英文电影《美丽心灵》并撰写一篇300单词左右的影评。

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|  | **Unit 6 The Pace of Life** | **学时数：4** |

**Unit 6 The Pace of Life**

**教学目标:** Students will be able to:

1. master key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (an in-depth analysis of time-famine---reasons, reactions and a remedy) and structure of Text A;

3. understand the cultural background related to the content;

4. write an essay paying special attention to conciseness.

**教学重点和难点**： 1. writing skills used in the text: various techniques employed by the writer: concession, direct quotations, supporting the opinion with facts, etc.;

2. language points and grammatical structures in the text;

3. the transitional devices; techniques to support the opinions.

**主要教学内容及要求：**

**内容：**1. Explain language points and have students practice them：

abundance, appliance, arise, distribution, divert, domestic, famine, forecast, forum, fraction, frontier, futile, oblige, offspring, provoke, shortage, streamline, amount to, be doomed to, eat into, on the go, pour in, set about, spring up, switch off;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：**1. Grasp the main idea and structure of Text A;

2. Master the writing skill: various techniques employed by the writer: concession, direct quotations, supporting the opinion with facts, etc.;

3. Express themselves more freely on the theme of *The Pace of Life*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：让学生收集与慢节奏的生活和时间相关的英文名言并阅读教师分享的文章“Are you a workaholic?”，通过课前阅读，让学生对工作与生活之间的平衡、技术以及数字信息可能对生活产生的负面影响这些因素有初步的了解，使学生能够批判地看待主流的价值观，比如：忙起来就意味着成功，拥有越多的物质财富就是成功，把事业上取得的成功理解成人生的全部，引导学生树立正确的价值观、金钱观和人生观，培养学生的数字素养、批判质疑和勤于反思的能力、健康生活和自我管理的能力以及解决问题的能力，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。请学生看一段李子柒的视频短篇，并组织小组交流讨论李子柒受欢迎的原因，引出The appeal of slow-paced life without technology这一视角。基于文本主题，结合课前阅读素材,请学生交流他们收集的与慢节奏的生活和时间相关的英文名言和谚语，从而让我们看到工作狂的生活不和谐的问题。观看微课、文本、音视频等辅助教学资源，进行听写填空、回答问题和小组讨论以加深学生对文本内容的认识。围绕信息和技术的日新月异进行主题延伸，提出小组讨论问题：随着技术的更新、信息爆炸和人们欲望的膨胀，个人生活的时间受工作的侵蚀，人们的生活是变得更加和谐幸福还是不幸？

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。课后要求学生坚持每天阅读/听新闻一则，每个口语小组一周随机请一位同学来分享一则新闻。

**五、实验教学内容及学时分配（8学时）**

**（一）实验课程简介**

英语听说实验教学为大学英语教学的重要组成部分，以英语语言知识与英语技能、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，集多种教学模式和教学手段为一体的教学体系。本课程通过专门系统的听力技能训练，促进学生听力发展，为培养学生全面的英语交际能力奠定良好的听力基础。

**（二）实验教学目的和基本要求**

**1．实验教学目的**

大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们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。

**2．基本要求**

1）听力理解能力：能基本听懂英语授课；能听懂日常英语谈话和一般性题材讲座；能听懂慢速英语节目，语速为每分钟120个词左右，能掌握其中大意，抓住要点；能尝试运用一些听力技巧帮助理解。

2）口语表达能力：能在学习过程中用英语作简单交流，并能就某一主体进行讨论；能就日常话题和英语国家的人士进行交谈；能就所熟悉的话题经准备后作简短发言，表达比较清楚，语音、语调基本正确。

**（三）实验安全操作规范**

1.任课教师根据课表和统一安排使用语音室。

2.任课教师在使用语音实验室前必须经过培训，掌握设备的正确使用方法后，才能进行操作使用。

3.任课教师使用设备前应严格按照规定的流程开启、操作主控设备并检查设备是否运转正常，如发生故障应立即通知管理员。

4.任课教师设备使用完毕后应按操作程序关闭设备，切断电源，整理好仪器设备并认真填写《语音实验室使用情况登记表》。

5.上课期间任课教师应对实验室内所有设备的安全负有责任。对学生在未经允许情况下擅自操作设备、损坏设备的不良行为应及时制止。

6.任课教师自备的存储设备在使用前必须经过病毒检查，确认安全后方能使用。如存储设备未经检测而使用致使设备感染病毒并出现故障的，任课教师必须承担责任。

7.禁止任课教师删除或变更主控计算机内的文件和设置。禁止私自安装各类软件，确因教学需要，本人应提前申请由管理人员负责安装。课后任课教师应主动删除自己使用的私有文件。

教书育人,教育学生养成爱护公物、保持语音室整洁的良好习惯。

**（四）实验项目名称与学时分配**

听说实验部分学时为8，实际授课4周，每周2学时。完成《全新版大学进阶英语:视听说教程》第四册1-6单元的内容，1个学时完成一个单元的讲授与实验。

**（五）实验方式及基本要求**

1．在教学过程中，要始终坚持以“听”为主，听说兼顾的原则，要让学生慢慢学会在听的过程中去获取语言的信息，进而可以开有效语言输出。

2．听力和其他技能是相辅相成的。在听力训练中，也要灵活采用一些跟读、模仿、问答、讨论和卷面练习等口笔头训练形式。

3．指导学生学会边听录音边记笔记，将听力材料中的要点记下来，以便听完材料后可以依靠笔记来完成配套的练习。

4．指导学生加强课外听说训练，养成使用移动终端展开听力碎片化练习的习惯。鼓励学生阅读有关英语国家社会文化的书籍，为听说训练做必要的背景知识准备。

5．指导学生带着问题去听，即抓紧练习前和两个练习之间的间隔，事先浏览下一个练习所提的问题，这样就能知道在听的过程中要抓住和记下哪些要点和关键词，以便有目标地寻找答案，集中注意力搜寻我们需要的信息。

经过一个学期的听力训练，学生应能达到下列基本要求：基本能听懂英语授课；能听懂日常英语谈话；能基本听懂慢速英语节目，语速为每分钟110个词左右，能掌握其中大意，抓住要点；能了解一些常用的听力技巧。

**（六）实验内容安排**

**【实验一】Unit 1 Success**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) get to know the background knowledge related to the listening materials;

2) understand the theme-related listening materials;

3) learn to express themselves more freely on the theme of *success*;

4) get to know a basic listening skill: getting details of a conversation.

**3.实验内容：**

Unit 1 Success

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

【实验二】**Unit 2 Consumerism**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) get a good knowledge of consumerism and the related background knowledge;

2) understand the theme-related listening materials;

3) learn to express themselves more freely on the topics relevant to *consumerism*;

4) get to know a basic listening skill: getting details of a conversation.

**3.实验内容：**

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验三】Unit 3 Art**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) get to know the cultural background related to the listening materials;

2) understand the theme-related listening materials;

3) learn to use simple and understandable English to express themselves on the theme of *art*;

4) get to know a basic listening skill: getting details of a conversation.

**3.实验内容：**

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

**4.实验要求：**Students should complete the listening, speaking and video learning activities according to the class schedule under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验四】Unit 4 Collaboration**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) get to know the cultural background related to the listening materials;

2) understand the theme-related listening materials;

3) express themselves more freely on the theme of *collaboration*;

4) get to know a basic listening skill: getting details of a conversation.

**3.实验内容：**

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验五】Unit 5 Survival**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) get to know the cultural background related to the listening materials;

2) understand the theme-related listening materials;

3) express themselves more freely on the theme of *survival*;

4) get to know a basic listening skill: getting details of a conversation.

**3.实验内容：**

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验六】Unit 6 Innovation**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

1) get to know the cultural background related to the listening materials;

2) understand the theme-related listening materials;

3) express themselves more freely on the theme of *innovation*;

4) get to know a basic listening skill: getting details of a conversation.

**3.实验内容：**

1) Warm up

2) Listening and Speaking

3) Video Learning

4) Expansion Activity

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验七】Test Paper 1**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

get an overall review of the whole book

**3.实验内容：**finish Test Paper One

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**【实验八】Test Paper 2**

**1.实验学时：**1个学时

**2.实验目的：**After learning this unit, students are expected to make progress in the following aspects:

get an overall review of the whole book

**3.实验内容：**finish Test Paper Two

**4.实验要求：**Students should complete the listening, speaking and video learning under the instruction and help of the teacher, and then make self-assessment.

**5.实验设备及器材：**语音实验室

**六、课程思政**

以教材单元主题和自建校本特色课程思政资源包蕴含的思想内涵为育人切入点，将习近平新时代中国特色社会主义思想、社会主义核心价值观、中华优秀传统文化、科学创新精神和成长教育五大思政模块隐性融入教学全过程，1）使学生在中外语言、思想和文化的比较中培养人文精神和思辨能力，树立正确的民族观、世界观和文化观，坚定文化自信，激发爱国热情；2）使学生在语言实践中夯实听说基本功，提高跨文化合作和沟通意识，在学习、生活和未来工作中能够恰当有效地使用英语，向世界“讲好中国故事，传播中国好声音，阐释好中国特色”；3）使学生在当代中西方国家的社会发展现状对比中培养世界眼光和国际视野，凝聚科学精神、创新精神和实干精神，坚定中国特色社会主义制度自信，把青春正能量凝聚到实现中华民族伟大复兴的中国梦之中。

例如本册书 Unit 1紧扣单元思政教学目标和教学重点，基于教材单元主题和内容,从语言、文化、思维三个层面，提出课程教学设计思路和方案，建立本单元学习与建立本单元学习与人类命运共同体的关联，引导学生从“人类命运共同体”这一价值观出发，看待世界复杂形势和全球性问题，肩负起承前启后，继往开来的青春责任，投入到构建人类命运共同体的大业中，应对人类共同挑战。通过本单元的学习，学生能够用英语正确表达人类命运共同体，用英语举例表达中国为构建人类命运共同体所做出的努力，如中国在国际抗疫中做出的贡献，能够辩证看待教材选文作者的观点，进行思维广度和深度的拓展，考虑作为当代青年大学生，应当如何为构建人类命运共同体做出自己的贡献。

**七、教材及教学参考书**

**1. 选用教材：**

（1）理论课教材：《全新版大学英语》（第二版）综合教程第四册，李荫华总主编，上海外语教育出版社，2017年

（2）实验课教材：《全新版大学进阶英语》视听说第四册，李荫华总主编，上海外语教育出版社，2017年

**2. 参考书：**

（1）《大学英语教学指南》(2020版).教育部高等教育司.高等教育出版社，2020年

（2）《大学英语阅读教程》第四册.潘桂荣主编.中国农业出版社，2016年

（3）《大学英语农耕文化阅读教程》第四册.纪卫宁主编.中国农业出版社，2022年

（4）《任务型语言教学》.David Nunan主编.伦敦：剑桥大学出版社&北京：外语教学与研究出版社，2011年

（5）《全新版大学英语长篇阅读4》.郭杰克主编.上海外语教育出版社，2017年

（6）《牛津高阶英汉双解词典（第8版）》. 霍恩比. 商务印书馆，2014年

**3.推荐网站（线上资源）：**

中国大学MOOC平台《大学英语》省级精品课程

其他英语学习网站：

(1) 能飞英语 <http://www.langfly.com>

（2）能飞背单词 http://word.langfly.com

（3）能飞听力 http://tingli.langfly.com

（4）爱思英语 http://www.24en.com

（5）大耳朵英语学习网 http://www.ebigear.com

（6）旺旺英语 http://www.wwenglish.com

（7）沪江英语 http://www.hjenglish.com

（8）普特英语<http://www.putclub.com>

（9）英语沙龙杂志社http://www.es123.com

（11）中国日报微信公众号

**八、教学条件**

《大学英语IV》自2021年获准省级精品在线开放课程以来，课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**九、教学考核评价**

**1.过程性评价：**占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

**2.终结性评价：**占总评成绩60%，期末闭卷考试。

**3.课程综合评价：**总评成绩100% = 过程性评价40% + 终结性评价60%。

过程性评价原则上占总评成绩的40%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括慕课自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的60%，是指期末课程考试，采用听力测试和笔试相结合的形式，主、客观题型并重，听、说、读、写、译五种能力检测并重，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主，既要有基础知识题型，又要有综合、提高性的题型。

过程性评价中在线自主学习对应课程目标3，语言实践任务对应课程目标中的3和4；终结性评价采用期末考试形式进行笔试，包括听力、阅读、词汇与结构、翻译和写作等题型，对应课程目标中的1，2和3。

# 大学英语1

（College English 1）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：**15002237 | **课程总学时：**32 | **实验学时：** 0 学时 |
| **课程性质：**必修 | **课程属性:**基础类 | **开设学期：**第 1 学期 |
| **课程负责人：**刘佳 | **课程团队：**刘佳、陈洁等 | **授课语言：**英语 |
| **适用专业：**非英语专业一年级本科生(体育、舞表、环设、产品专业) | | |
| **对先修的要求：**无 | | |
| **对后续的支撑：**大学英语2、大学英语3、大学英语4 | | |
| **主撰人：**刘佳 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《大学英语1》是为我校非英语专业一年级本科生(体育、舞表、环设、产品专业)开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

大学英语课程教学服务于学校的办学目标、学院人才培养目标和学生个性化发展需求，目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时增强其自主学习能力，提高综合文化素养，使其在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需求。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1》课程总学时为32学时，本学期完成1-6单元的讲授。在教学中充分运用多媒体网络等现代化教育技术，开展线上线下教学，建立网络学习平台，采用全方位、立体化、网络化的教学手段提高教学效率和教学质量。

**二、课程教学的基本要求**

能够基本正确地运用英语语音、词汇、语法及篇章结构等语言知识, 在原有词汇的基础上将词汇量增加到3500; 能够借助网络资源、工具书或他人的帮助,对略有语言难度的信息进行处理和加工,理解主旨思想和重要细节,表达基本达意;能够使用有限的学习策略。对于读、写、译单项技能具体要求如下：

阅读理解能力：能读懂语言难度一般的普通题材的文章，领会掌握一些基本的阅读技巧，掌握中心大意及主要事实和有关细节，阅读速度达到每分钟60词。在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟80词。

书面表达能力：掌握描述时间、地点、方位的基本表达方式；掌握比较人、物体及事物的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行简单的文字表达。

翻译能力：能够借助字典对题材熟悉、语言难度较低的短语、句子或者小短文进行英汉互译，译文基本准确，无重大的理解和语言表达错误。

**三、课程的教学设计**

**1.教学设计说明**

《大学英语1》课程的教学内容主要围绕教材《全新版大学英语》（第二版）第一册各单元所涉及的话题，设计相关的一系列读、写、译课堂语言实践活动，以加强学生对课文的理解，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言。课堂授课中以Text A为主，通过对文章所涉及的文化背景知识、篇章主题、结构及写作特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计词汇、阅读、讨论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

同时，充分利用中国大学MOOC平台、超星学习通和与教材配套的WeLearn教学平台上丰富资源和功能，采用全方位、立体化、网络化的教学手段，提高教学效率和教学质量，培养学生的自主学习能力，对Text A中的部分练习以及Text B的课文理解等部分采取学生线上自主学习的方式，使学生在课堂学习之外，能进行多样化、个性化的自我训练与提高。教学中同样是采取线上线下相结合的混合式教学模式，在学生完成规定的线上自主学习任务后，教师通过设计形式多样的课堂活动，检测学生的自学情况，提升学生的语言表达能力。

**2.课程目标及对毕业要求的支撑**

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| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | **目标1：**学生更主动地把握词汇学习规律，在原有词汇的基础上将词汇量增加到3500；进一步巩固和加深基本语法知识；能用常见的应用文体完成一般的写作任务，能描述个人经历、事件、观感、情感等，能就一般性话题或提纲在半小时内写出80词的短文，内容基本完整、用词恰当，语篇连贯；能在一般或应用写作中使用恰当的写作技能。 |  |
| 2 | **目标 2：**能够基本读懂一般性题材的英文文章，阅读速度达到每分钟60词，在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟80词，能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节；学会辩证看待语言材料中作者的观点和态度，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观，培养学生的家国情怀、国际视野和“四个自信”；能在阅读中使用有效的阅读方法，读懂工作、生活中常见的应用文体的材料。 |  |
| 3 | **目标 3**：学生能产生或保持英语学习的兴趣，增强语言文化意识以及语言学习策略意识，建立较好的语感，对英语学习能产生积极情感，做到有规律有计划的学习，较好地融入课堂学习环境，自主学习和合作学习能力得到提升；能借助词典对题材熟悉的文章进行英汉互译，在翻译时使用适当的翻译技巧，英汉译速为每小时260个英语单词，汉英译速为每小时180个汉字，译文基本流畅。 |  |
| 4 | **目标 4**：学生能够在与来自不同文化的人交流时，学会观察到彼此之间的文化和价值观差异，并能根据交际需要运用有限的跨文化交际策略，提升跨文化交际能力；学生能够树立正确的世界观、人生观、价值观，深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，扎根中国大地构建家国情怀，以适应自身发展和社会发展的需要。 |  |

**四、理论教学内容及学时分配（32学时）**

**New College English (Integrated Course) Book One**

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| --- | --- | --- |
|  | **Unit 1 Growing Up** | **学时数：6** |

**Unit 1 Growing Up**

**教学目标：**Students will be able to:

1. Master key words and some important language points of the text and learn how to use them in context;

2. Grasp the main idea (the essence of writing is to write what one enjoys writing) and structure of Text A (narration in chronological sequence);

3. Understand the cultural background related to the content.

**教学重点和难点：**1. The writing skills used in the text;

2. The language points and grammatical structures in the text;

3. The narrative skills demonstrated in Text A (selection of details, repetition, coherence).

**主要教学内容及要求：**

**内容：** 1. Cultural background discussion;

2. Text structure analysis (the chronological sequence of the story development);

3. Key words and phrases study (agony, anticipate, command, compose, distribute, tackle, tedious, hold back, take hold, what’s more, etc.);

4. Grammatical structure study (It is said that clause);

5. Writing skills study (repetition and selection of details in the narration).

**要求：**

了解：the real meaning of growing up and other background information

理解：the essence of writing

掌握：the key language points and grammatical structure

熟练掌握：the narrative skills and useful expression on the theme of *Growing Up*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：请学生收集与“青春理想”相关的时代金句、中西名言（quotes about youth and ideals），选出最打动自己的一条；提供Samuel Ullman的散文诗*Youth*，让学生朗读，并思考挖掘其中的思政元素（如意志坚定、锐意进取、勇敢自信、坚守理想等）；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于spaghetti的相关知识，完成填空小练习；课件及微课学习关于Chinese noodles的历史、命名、种类、传播等文化知识，更好讲述中国故事，进行思政延伸；课件简介American school system，之后引导学生用英语简介Chinese school system。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 150 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

奋斗是青春最亮丽的底色。“自信人生二百年，会当水击三千里。”民族复兴的使命要靠奋斗来实现，人生理想的风帆要靠奋斗来扬起。

　 —2019年4月30日，在纪念五四运动100周年大会上的讲话

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|  | **Unit 2 Friendship** | **学时数：2** |

**Unit 2 Friendship**

**教学目标：**Students will be able to:

1. Grasp the main idea (never delay expressing your true feelings to a friend) and structure of the text (developing a story around a letter);

2. Appreciate characteristic features of spoken English as demonstrated in Text A (spoken English is much more informal than written English);

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.

**教学重点和难点：**1. the theme-related listening and speaking practice;

2. the language points and grammatical structures in the text;

3. the characteristic features of spoken English.

**主要教学内容及要求：**

**内容：** 1.Cultural background discussion;

2. Text structure analysis (developing a story around a letter);

3. Key words and phrases study (available, choke, correspondence, destination, estimate, mostly, postpone, reunion, skip, tough, urge, all the way, go by, hang out, learn by heart, lose touch, on one’s mind, etc.);

4. Grammatical structure study (may/might just as well, as if);

5. Writing strategy study (How to write a personal letter).

**要求：**

了解：the different understandings of friendship in different cultures

理解：the meaning of true friendship

掌握：the key language points and grammatical structure

熟练掌握：the differences between spoken English and written English, and how to express themselves orally on the theme of *Friendship.*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：引导学生认识中外伟大革命领袖之间的友谊：马克思和恩格斯，瞿秋白和鲁迅，讨论他们之间为何能建立友谊：共同的革命追求; 讨论什么是朋友的最重要的特质，探讨友谊的基础；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于friendship的相关知识，完成填空小练习；学习中国的各种外交伙伴关系的英文表达，并尝试翻译。词汇讲解举例与思政点结合，完成词汇的搭配练习和翻译练习。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行课外调研： Research: Choose a representative country of one kind of diplomatic relationship with China and carry out research on the historical development of the relationship between the two countries by using Internet resources and other materials. Write an essay about 500 words and try to summarize the gain and loss of the developing path of the relationship.

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|  | **Unit 3 Understanding Science** | **学时数：6** |

**Unit 3 Understanding Science**

**教学目标：**Students will be able to:

1. Grasp the main idea (to ensure the survival of human civilization, measures must be taken to help the public understand science) and structure of the text (introducing a topic, developing the topic with supporting details, supplying a conclusion);

2. Appreciate the style differences between narrative writing (Text A, Unit 1) and expository writing (Text A, Unit 3);

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

4. Conduct a series of reading, listening, speaking and writing activities centered upon the theme of the unit.

**教学重点和难点：**1. the theme-related listening and speaking practice;

2. the language points and grammatical structures in the text;

3. the style differences between narrative writing and expository writing.

**主要教学内容及要求：**

**内容：**1.Cultural background discussion;

2. Text structure analysis (introducing a topic, developing the topic with supporting details, drawing a conclusion);

3. Key words and phrases study (basis, brief, competition, concept, contract, convey, ensure, hence, likely, sufficient, steady, tend, do without, fit into, lie in, put across, slow down, etc.);

4. Grammatical structure study (as many as, as is shown);

5. Writing strategy study (How to write an expository essay).

**要求：**

了解：the history and development of science

理解：the different attitudes of the public toward science

掌握：the key language points and grammatical structure

熟练掌握：the style differences between narrative writing and expository writing, and how to express themselves orally on the theme of *Understanding Science.*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：1.围绕课前任务，组织学生进行小组讨论与交流、推选代表发言，引领学生进入思政学习语境。2.阅读有关“四大发明”的相关文本、观看Top 10 inventions of all time视频，引出科学创造对人类生活影响的讨论。3.开展批判性思维，以辩论或发言的形式表达对现代科学发展的两面性思考,引入霍金的观点，导入课文主题；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于science的相关知识，完成填空小练习；组织学生观看视频(霍金微传记)、阅读文本(霍金简单介绍)、（总统自由勋章颁奖词聆听）—了解霍金及其对科学的贡献和人格魅力；在文本分析过程中提炼公众科学观和霍金对科学发展的展望。通过微课（What is science?）引导学生思考科学的意义和目的、科学发展与构建人类命运共同体的关系、中国对世界科学发展的贡献等；结合课文内容、霍金观点和当前新冠疫情鼓励学生发表评论，就科技发展速度、永续发展问题分享小组成员观点。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并完成拓展资源内微课（Popularization of Science）的学习及小组合作项目，讨论撰写报告；完成拓展资源PPＴ内的词汇、翻译练习。

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|  | **Unit 4 The American Dream** | **学时数：6** |

**Unit 4 The American Dream**

**教学目标：**Students will be able to:

1. Understand the main idea (Tony Trivisonno realized his American Dream through his own efforts) and structure of the text (one part telling the story of Tony’s life and the other giving the author’s comments on it);

2. Learn to describe a person by his/her characteristic features, together with supporting details which demonstrate the features;

3. Grasp the key language points in the text and learn how to use them in the context;

4. Conduct a series of reading, listening, speaking and writing activities centered upon the theme of the unit.

**教学重点和难点：**1. the theme-related listening and speaking practice;

2. the language points and grammatical structures in the text;

3. the description of a person by his/her characteristic features, together with supporting details which demonstrate the features.

**主要教学内容及要求：**

**内容：**1.Cultural background discussion;

2. Text structure analysis (one part telling the story of Tony’s life and the other giving the author’s comments on it);

3. Key words and phrases study (assume, balance, capacity, diet, giant, handle, property, loan, skilled, sponsor, call on, for sale, pass away, turn away, turn down, work out, etc.).

**要求：**

了解：what is American Dream

理解：the difference between American Dream and Chinese Dream

掌握：the key language points and grammatical structure

熟练掌握：the way to describe a person by his/her characteristic features, and to express themselves orally on the theme of *The American Dream.*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：学生了解有关美国西进运动的背景知识和一些努力实现美国梦的代表人物的故事，观看视频The Chinese Dream in America，同时阅读The Chinese Dream in Western Reality、Making Chinese Dream a Reality、The Audacity of Hope等文章，结合美国梦的演变过程，深入学习中国梦的内涵，领会新时代社会主义核心价值观的要义，增强民族自豪感和使命感；思考并形成自己的理解及感悟，做好课堂讨论及发言的准备；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过观看微课，聆听关于美国梦的音频、歌曲**，**阅读有关美国梦的文章及书籍，结合对Text A课文中主人公Tony如何实现其美国梦的分析，完成复合式听写、判断题和回答问题、匹配题等练习，定义美国梦；提出如下两个问题，进行pair work，要求结合课堂上列举的历史事件、名人故事、文学及影视作品，分析美国梦的积极性与局限性，交流看法并选出小组代表，总结发言。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，观看TED励志演讲Dream，结合自己的专业发展，思考如何将家国情怀融入自己的梦想，做新时代的追梦人，撰写主题为“新时代大学生在当前形势下实现自己的中国梦所面临的挑战及应对措施”的个人总结并提交。

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|  | **Unit 5 Work to Live or Live to Work** | **学时数：6** |

**Unit 5 Work to Live or Live to Work**

**教学目标：**Students will be able to:

1. Grasp the main idea (the author tries to define a typical workaholic in the American corporate world with the story of Phil) and structure of the text;

2. Appreciate the writing strategy and style demonstrated in Text A (to set the tone of irony by choice of words, selection of details, use of quotation marks, etc.);

3. Grasp the key language points in the text and learn how to use them in the context;

4. Understand the cultural background related to the content;

5. Conduct a series of reading, listening, speaking and writing activities centered upon the theme of the unit.

**教学重点和难点：**1. The theme-related listening and speaking practice;

2. The language points in the text;

**主要教学内容及要求：**

**内容：**1. Cultural background discussion;

2. Text structure analysis (the beginning and conclusion of the text);

3. Key words and phrases study (acquaintance, classic, compete, embarrass, executive, favorite, inquiry, instantly, option, replace, retire, stock, survive, ask around, care for, die of, grab at, pick out, straighten out, etc.).

**要求：**

了解：what is the purpose of your life

理解：the way to maintain a proper work-life balance

掌握：the key language points and grammatical structure

熟练掌握：how to begin and conclude your writing, and the oral expression on the theme of *Work to Live or Live to Work*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：(1)Why do people work? 让同学们阅读关于工作的名言名句，并探讨对工作的不同态度，引导学生进行头脑风暴，思考工作的价值；同时，通过观看视频深入理解并概括工作的价值和意义。（2）Why do Chinese people work hard? 中国被认为是世界上最勤劳的民族，让同学们思考中国人为什么如此勤劳，引导同学们热爱中国传统文化，以劳模为荣，为实现中华民族伟大复兴做出应有的贡献；同时，引导学生思考劳模和工作狂的不同点，帮助学生树立正确的职业观。同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。课堂互动练习设计：

① Pair work：人生中除工作之外其他有意义的事情；

② Group discussion：分享身边努力工作者平衡工作与生活的事例；

③ Group discussion：讨论如何平衡工作与生活；

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，写作练习：How to Maintain the Ideal Study-Life Balance?

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|  | **Unit 6 Romance** | **学时数：6** |

**Unit 6 Romance**

**教学目标：**Students will be able to:

1. Grasp the main idea (the nature of a heart is seen in its response to the unattractive) and structure of the text;

2. Appreciate the narrative skills demonstrated in the text (switch between tenses, change of narrator), some rhetorical devices (simile and metaphor) and the use of informal language in conversation;

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.

**教学重点和难点：**1. The theme-related listening and speaking practice;

2. The language points and grammatical structures in the text;

3. The narrative skills demonstrated in the text, some rhetorical devices and the use of informal language in conversation.

**主要教学内容及要求：**

**内容：**1. Cultural background discussion;

2. Text structure analysis (switch between tenses, change of narrator);

3. Key words and phrases study (absorb, broaden, correspond, disgust, fertile, grateful, hesitate, identify, keen, locate, reflect, sensible, slim, sustain, thoughtful, go sb.’s way, more than a little, take a chance, etc.);

4. Grammatical structure study (whichever, more than).

**要求：**

了解：what is true love

理解：what is the essence of love

掌握：the key language points and grammatical structure

熟练掌握：two rhetorical devices and the use of informal language in conversation, and oral expression on the theme of *Romance*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：What is love? 请同学们从中英两种语言文化中寻找答案并进行比较，尤其是从中国古典诗歌中寻找对爱情的描述，引导学生热爱中国优秀传统文化，增强文化自信。What is the essence of love? 发动学生头脑风暴，思考什么是爱的真谛，从而引出下一个话题：择偶标准，引导学生形成正确的爱情观和择偶观；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，课堂活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。从课文中涉及到的文化背景“圣瓦伦丁节”的来源讲起，让学生准确认识西方情人节的真正内涵，了解其文化传统，并由此引入中国传统的情人节—七夕节，引导学生用英语讲述中国传统节日及其文化背景，最后结合单元主题发起讨论：What do we learn from the Legend of Qixi Festival? 通过小组活动开展课堂讨论，在理解课文内容的基础上，帮助学生展开辩证思维，形成正确的爱情观。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，①学习革命年代的红色情书； ②阅读China Daily上面关于“疫情中的爱”的报道。

**五、课程思政**

以教材单元主题和自建校本特色课程思政资源包蕴含的思想内涵为育人切入点，将习近平新时代中国特色社会主义思想、社会主义核心价值观、中华优秀传统文化、科学创新精神和成长教育五大思政模块隐性融入教学全过程，1）使学生在中外语言、思想和文化的比较中培养人文精神和思辨能力，树立正确的民族观、世界观和文化观，坚定文化自信，激发爱国热情；2）使学生在语言实践中夯实听说基本功，提高跨文化合作和沟通意识，在学习、生活和未来工作中能够恰当有效地使用英语，向世界“讲好中国故事，传播中国好声音，阐释好中国特色”；3）使学生在当代中西方国家的社会发展现状对比中培养世界眼光和国际视野，凝聚科学精神、创新精神和实干精神，坚定中国特色社会主义制度自信，把青春正能量凝聚到实现中华民族伟大复兴的中国梦之中。

例如本册书 Unit 1紧扣单元思政教学目标和教学重点，基于教材单元主题和内容,从语言、文化、思维三个层面，提出课程教学设计思路和方案，建立本单元学习与青春理想的关联，引导学生探讨成长的意义，认识理想与坚持的重要性，鼓励学生发现、坚持自己的人生理想，不断成长，并把国家、社会、公民的价值要求融为一体，自觉把小我融入大我，为“两个一百年”奋斗目标贡献自己的青春与才干。通过本单元的学习，学生能够用英语讲述“坚持理想、贡献国家”（pursuit of one’s ideal in the big scenario of China’s development）的中国青年故事，传递正能量，树立使命感，思考自身成长与国家和社会发展的关系，同时学会辩证看待教材选文作者的观点，进行跨文化对比、批判性思维等高阶实训，扩展思维的广度和深度，对选篇主题的相关概念进行自觉的中西文化比较，如了解spaghetti, Chinese noodles，American school system, Chinese school system相关文化知识等。

**六、教材及教学参考书**

**1.选用教材：**

《全新版大学英语》（第二版）综合教程第一册，李荫华总主编，上海外语教育出版社，2017年

**2.参考书：**

（1）《大学英语教学指南》(2020版).教育部高等教育司,2020年

（2）《大学英语阅读教程》第一册.李喜芬主编.中国农业出版社，2016年

（3）《大学英语农耕文化阅读教程》第一册.李喜芬主编.中国农业出版社，2022年

（4）《任务型语言教学》.David Nunan主编.伦敦：剑桥大学出版社&北京：外语教学与研究出版社，2011年

(5)《全新版大学英语长篇阅读1》.郭杰克主编.上海外语教育出版社，2017年

**3.推荐网站（线上资源）：**

中国大学MOOC平台《大学英语》省级精品课程

其他英语学习网站：

(1) 能飞英语 <http://www.langfly.com>

（2）能飞背单词 http://word.langfly.com

（3）能飞听力 http://tingli.langfly.com

（4）爱思英语 http://www.24en.com

（5）大耳朵英语学习网 http://www.ebigear.com

（6）旺旺英语 http://www.wwenglish.com

（7）沪江英语 http://www.hjenglish.com

（8）普特英语微信公众号

（9）英语沙龙杂志社http://www.es123.com

（11）中国日报微信公众号

**七、教学条件**

《大学英语1》自2021年获准省级精品在线开放课程以来，课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**八、教学考核评价**

**1.过程性评价：**占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

**2.终结性评价：**占总评成绩60%，期末闭卷考试。

**3.课程综合评价：**总评成绩100% = 过程性评价40% + 终结性评价60%。

过程性评价原则上占总评成绩的40%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括慕课自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的60%，是指期末课程考试，采用笔试的形式，主、客观题型并重，读、写、译多种能力检测并重，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主，既要有基础知识题型，又要有综合、提高性的题型。

过程性评价中在线自主学习对应课程目标3，语言实践任务对应课程目标中的3和4；终结性评价采用期末考试形式进行笔试，包括阅读、词汇与结构、翻译和写作等题型，对应课程目标中的1，2和3。

# 大学英语2

（College English 2）

**课程基本信息**

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| **课程编号：**15002238 | **课程总学时：**32 | **实验学时：**0 学时 |
| **课程性质：**必修 | **课程属性:**基础类 | **开设学期：**第 2 学期 |
| **课程负责人：**何炫 | **课程团队：**李筱洁、张乾等 | **授课语言：**英语 |
| **适用专业：**非英语专业一年级本科生(体育、舞表、环设、产品专业) | | |
| **对先修的要求：**大学英语1 | | |
| **对后续的支撑：**大学英语3、大学英语4 | | |
| **主撰人：**何炫 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《大学英语2》是为我校非英语专业一年级本科生(体育、舞表、环设、产品专业)开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

大学英语课程教学服务于学校的办学目标、学院人才培养目标和学生个性化发展需求，目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时增强其自主学习能力，提高综合文化素养，使其在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需求。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2》课程总学时为32学时，本学期完成1-6单元的讲授。在教学中充分运用多媒体网络等现代化教育技术，开展线上线下教学，建立网络学习平台，采用全方位、立体化、网络化的教学手段提高教学效率和教学质量。

**二、课程教学的基本要求**

能够基本正确地运用英语语音、词汇、语法及篇章结构等语言知识, 在原有词汇的基础上将词汇量增加到3800；能够借助网络资源、工具书或他人的帮助,对略有语言难度的信息进行处理和加工,理解主旨思想和重要细节,表达基本达意;能够使用有限的学习策略。对于读、写、译单项技能具体要求如下：

阅读理解能力：能读懂语言难度一般的普通题材的文章，领会掌握一些基本的阅读技巧，掌握中心大意及主要事实和有关细节，阅读速度达到每分钟70词。在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟90词。

书面表达能力：掌握描述时间、地点、方位的基本表达方式；掌握比较人、物体及事物的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行简单的文字表达。

翻译能力：能够借助字典对题材熟悉、语言难度较低的短语、句子或者小短文进行英汉互译，译文基本准确，无重大的理解和语言表达错误。

**三、课程的教学设计**

**1.教学设计说明**

《大学英语2》课程的教学内容主要围绕教材《全新版大学英语》（第二版）第二册各单元所涉及的话题，设计相关的一系列读、写、译课堂语言实践活动，以加强学生对课文的理解，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言。课堂授课中以Text A为主，通过对文章所涉及的文化背景知识、篇章主题、结构及写作特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计词汇、阅读、讨论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

同时，充分利用中国大学MOOC平台、超星学习通和与教材配套的WeLearn教学平台上丰富资源和功能，采用全方位、立体化、网络化的教学手段，提高教学效率和教学质量，培养学生的自主学习能力，对Text A中的部分练习以及Text B的课文理解等部分采取教学中同样是采取线上线下相结合的混合式教学模式，在学生完成规定的线上自主学习任务后，教师通过设计形式多样的课堂听说活动，检测学生的自学情况，提升学生的语言表达能力。

**2.课程目标及对毕业要求的支撑**

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| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | **目标1：**学生更主动地把握词汇学习规律，在原有词汇的基础上将词汇量增加到3800；进一步巩固和加深基本语法知识；能与英语国家人士进行简单的交谈；能听懂日常英语谈话和一般性题材的简单英语讲座；能用常见的应用文体完成稍微复杂的写作任务，能就一般性话题或提纲在半小时内写出100词的短文，内容完整、用词恰当，语篇连贯；能比较有效地使用各种写作技巧来展开论述。 |  |
| 2 | **目标 2：**能够基本读懂一般性题材的英文文章，阅读速度达到每分钟70词，在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟90词，能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节；学会辩证看待语言材料中作者的观点和态度，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观，培养学生的家国情怀、国际视野和“四个自信”；能在阅读中使用有效的阅读方法，读懂工作、生活中常见的应用文体的材料。 |  |
| 3 | **目标 3**：学生能产生或保持英语学习的兴趣，增强语言文化意识以及语言学习策略意识，建立较好的语感，对英语学习能产生积极情感，做到有规律有计划的学习，较好地融入课堂学习环境，自主学习和合作学习能力得到提升；能借助词典对题材熟悉的文章进行英汉互译，在翻译时使用适当的翻译技巧，英汉译速为每小时280个英语单词，汉英译速为每小时200个汉字，译文基本流畅。 |  |
| 4 | **目标 4**：学生能够在与来自不同文化的人交流时，学会观察到彼此之间的文化和价值观差异，并能根据交际需要运用有限的跨文化交际策略，提升跨文化交际能力；学生能够树立正确的世界观、人生观、价值观，深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，扎根中国大地构建家国情怀，以适应自身发展和社会发展的需要。 |  |

**四、理论教学内容及学时分配（32学时）**

**New College English (Integrated Course) Book Two**

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|  | **Unit 1 Ways of learning** | **学时数：4** |

**Unit 1 Ways of learning**

**教学目标：**Students will be able to:

1. Grasp the main idea (that it would be ideal if we could strike a balance between the Chinese and the Western styles of learning) and the structure of the text (introduction of the topic by an anecdote – elaboration by comparison and contrast – conclusion by a suggestion);

2. Master the key language points and the grammatical structures in the text;

3. Appreciate the various writing techniques employed by the writer---comparison and contrast, topic sentences followed by detail sentences, use of transitional devices;

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A – education in the West;

3. Language points and grammatical structures in the text;

4. Various writing techniques employed by the writer---comparison and contrast, topic sentences followed by detail sentences, use of transitional devices;

**主要教学内容及要求：**

**内容：** 1. Explain cultural background (Education in the West)

2. Explain language points (attach, tender, neglect, critical, etc.), grammatical structures (so much so that, assuming that…) and have students practice them;

3. Explain the structure (a beginning where the topic is introduced; the body and a conclusion);

4. Learn some ways to introduce a theme and appreciate the different ways to compare and contrast (point-by-point method or one-side-at-a-time method);

**要求：**

了解：the real meaning of Chinese-style learning

理解：the different educational concept between China and the West

掌握：the key language points and grammatical structure

熟练掌握：the various writing techniques employed by the writer---comparison and contrast, topic sentences followed by detail sentences, use of transitional devices

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造思政学习语言环境：请学生讨论并回答问题“What do you know about Chinese attitudes toward tradition and creativity?”；提供中华文化术语库中“Inheritance and Innovation（因革）”词条，并结合《论语•为政》、《太玄•玄莹》和《文心雕龙•物色》中的相关部分，让学生了解中国从古至今对于传承与创新的思考与践行，挖掘其中的思政元素，深入思考中国的传统文化。同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。观看视频*“How China became a country of innovation”*并完成填空练习；课件及微课学习关于《中国的非物质文化遗产：传承与创新》，帮助学生更好地理解非遗的框架和内涵，理解非遗保护的迫切性和必要性。引导学生用英语简介传统和创新的辩证关系，以及发展自主创新的重要意义。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练：Please write an English essay of about 120 words on “Is China Leading in Global Innovation?”要求使用对比的方法进行写作，包含三部分内容：a. 中国近十年的进步（纵向对比）；b. 中国与其他国家存在的差距（横向对比）；c. 你的看法。

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|  | **Unit 2 Values** | **学时数：4** |

**Unit 2 Values**

**教学目标：**Students will be able to:

1. Grasp the main idea (one can live a life full of riches without being rich financially) and the structure of the text;

2. Master the key language points and the grammatical structures in the text;

3. Appreciate the wording (“riches”) in the title of the text;

4. Understand the cultural background related to the content.

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A (Salvation Army; Salvation Army’s Bell Ringer Program, etc.);

3. Language points and grammatical structures in the text;

4. Imply deeper meaning of English words

**主要教学内容及要求：**

**内容：** 1. Explain cultural background (Salvation Army; Salvation Army’s Bell Ringer Program, etc.)

2. Explain language points (confront, donation, vital, pursuit, in contrast to, consequence, etc.) and have students practice them;

3. Explain the structure (start an essay with an anecdote or piece of news);

**要求：**

了解：the cultural background related to the content

理解：ways of implying deeper meaning

掌握：the key language points and the grammatical structures in the text;

熟练掌握：the different ways of starting an essay

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务：把学生分成小组，让每个小组集体讨论出一个小组成员认为能反应金钱与幸福关系的名言，然后找出能支持这个句子的电影故事或者名人生平故事，制作成电子海报，准备课堂分享与展示。提供视频 *“Will Winning the Lottery Make You Happier?* 让学生观看，并思考挖掘其中的思政元素（如引导学生思考物质财富和幸福的关系，鼓励学生通过提高自我、帮助他人、服务社会、建设国家来追求高层次的幸福感；探究新时代中国人幸福感背后的深层原因，领悟中国特色社会主义幸福观的真正含义，自觉地将“爱国”、“友善”等社会主义核心价值观转化成个人的精神追求和行动指南。）;同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。让学生阅读文章“Can-do Attitude In Wuhan” ，让学生思考什么是can-do attitude， 以及这种积极的人生态度如何提升人的幸福感。观看视频“The Pursuit of Happiness”，探讨孔子和苏格拉底对幸福定义的异同之处，加深对中国特色社会主义幸福观的理解。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 120 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

平凡铸就伟大，英雄来自人民。每个人都了不起！

—2020年12月31日，习近平2021年新年贺词：惟愿山河锦绣、国泰民安！

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|  | **Unit 3 The Generation Gap** | **学时数：2** |

**Unit 3 The Generation Gap**

**教学目标：**Students will be able to:

1. grasp the main idea (Parents and children usually have different ideas and outlooks about the same world which always cause some conflicts between them);

2. Master the key language points and the grammatical structures in the text;

3. Appreciate the basic elements of a play;

**教学重点和难点：**

1. The structure of Text A

2. Language points and grammatical structures in the text;

**主要教学内容及要求：**

**内容：**1. Explain language points (squat, mumble, whisper, know better than, hand down, etc.) and have students practice them;

2. Grasp the structure of the text (the main components of a drama, such as settings, stage instructions, characters, conflicts, climax, etc.);

**要求：**

了解：the phenomenon of generation gap

理解：the main components of a drama, such as settings, stage instructions, characters, conflicts, climax, etc.

掌握：the key language points and the grammatical structures in the text

熟练掌握：how to write a poster in an appropriate way

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，请学生查找国学典籍如《论语》中有关的句子及英文表达，收集与“孝”相关的古今故事、诗词赏析、时代金句。提供视频《习近平总书记用典微视频：国之本在家》，分组讨论，理解并贯彻习主席重要讲话精神，并让学生挖掘其中的思政元素（如“家风”、“孝顺”等），分享心得；同时完成中国大学MOOC平台上单元预习任务。

**课中：** 学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于 家风Family values、 孝顺 filial piety、敬老爱老 respect the elderly等

的相关知识，完成填空小练习；请学生思考并用英语讨论以下问题：① 中西方家庭教育异同② 直升机式父母、水母式父母、海豚式父母的含义及其优缺点③ 如何和长辈和谐相处。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 120 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

中华民族历来重视家庭，正所谓“天下之本在国，国之本在家”，家和万事兴。

—2018年2月14日，在2018年春节团拜会上的讲话

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|  | **Unit 4 The Virtual World** | **学时数：4** |

**Unit 4 The Virtual World**

**教学目标：**Students will be able to:

1. Grasp the main idea (though constantly worried about the negative effects of virtual life on her, the author, a computer addict, just can’t resist its lure and has to turn back into it time and again) and the structure of the text;

2. Master the key language points and the grammatical structures in the text;

3. Deduce the meaning of new vocabulary related to computers and the Internet;

4. Understand the cultural background related to the content.

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A – The Virtual World;

3. Language points and grammatical structures in the text;

4. The various writing techniques employed by the writer---comparison and contrast, use of headlines, use of facts and details);

**主要教学内容及要求：**

**内容：** 1. Explain cultural background (Virtual World)

2. Explain language points (arrange, stretch, abuse, symptom, etc.), grammatical structures (as though, find oneself…) and have students practice them;

3. Explain the structure and coherence in the text

4. Explain the usage of on-phrase and adjectives followed by an infinitive

**要求：**

了解：the cultural background related to the content

理解：the various writing techniques employed by the writer--comparison and contrast, use of headlines, use of facts and details

掌握：the key language points and the grammatical structures in the text

熟练掌握：how to write email in an appropriate way

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务：请学生收集与“虚拟世界”（the virtual world）及网络交流（online communication）相关的电影、案例、名言警句等等，挖掘其中影射出来的现实问题。提供习近平总书记在第2届、第3届世界互联网大会上的讲话，让学生就其中的思政元素，如网络空间命运共同体 （a Community of Shared Future in Cyberspace）、网络犯罪（Cybercrimes）等，分享心得体会；同时完成中国大学MOOC平台上单元预习任务。

**课中：** 学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于virtual world的相关知识，完成填空小练习；观看视频*W*hy people are choosing to quit social media? 引导学生意识到过度沉迷社交媒体对生活的不良影响，促使学生通过小组讨论反思如何平衡网络世界和真实世界的生活，不要因为沉迷网络社交而忽视了身边的人。此外，指导学生用英语讨论“慎独”中国儒家的道德修养方式在社交媒体中的重要性。

**课后：** 进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 120 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

“君子务本，本立而道生。”中国愿同国际社会一道，坚持以人类共同福祉为根本，坚持网络主权理念，推动全球互联网治理朝着更加公正合理的方向迈进，推动网络空间实现平等尊重、创新发展、开放共享、安全有序的目标。

—2016年11月17日，在第三届世界互联网大会开幕式上发表的讲话

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|  | **Unit 5 True Height** | **学时数：5** |

**Unit 5 True Height**

**教学目标：**Students will be able to:

1. Grasp the main idea (dreaming and hard work helped Michael Stone on his way to success) and the structure of the text (narration with flashback);

2. Master the key language points and the grammatical structures in the text;

3. Appreciate certain narrative skills(using details to bring out character, a surprise ending, use of puns) employed by the writer.

4. Understand the cultural background related to the content

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A – Olympics;

3. Language points and grammatical structures in the text;

4. The various writing techniques employed by the writer---using details to bring out character, a surprise ending, use of puns

**主要教学内容及要求：**

**内容：** 1. Explain cultural background (Olympics)

2. Explain language points (coincide with, stretch out, emotion, sponsor etc.), grammatical structures (as soon as, either …or) and have students practice them;

3. Explain the structure (narration with flashback);

**要求：**

了解： the cultural background of Olympics

理解：the main idea (dreaming and hard work helped Michael Stone on his way to success) and the structure of the text (narration with flashback)

掌握： the key language points and the grammatical structures in the text

熟练掌握：the various writing techniques employed by the writer--using details to bring out character, a surprise ending, use of puns

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务：请学生收集古今中外身残志坚的名人在追求梦想的途中克服重重障碍最终获得成功的故事并用英语讨论以下问题。① Can you name some celebrities with physical disability in ancient China? ② Can you say something about their life experiences and achievements? ③ What are the important qualities that contribute to the success of these celebrities? 提供音频材料《成功是一种选择》让学生做听力填空练习。思考挖掘其中的思政元素（如勇敢自信、坚守梦想等）；同时完成中国大学MOOC平台上单元预习任务。

**课中：** 学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件及视频学习关于Olympics以及中国在奥运会发展史上身份地位变化的相关知识，完成问答练习，增强学生的爱国热情；课件及微课学习中对比西体育精神，以女排精神为例，讲述中国故事，增强文化自信，之后引导学生用英语简介the relationship between dream and hard work。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 120 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

一年来，许多人和事感动着我们。一辈子深藏功名、初心不改的张富清，把青春和生命献给脱贫事业的黄文秀，为救火而捐躯的四川木里31名勇士，用自己身体保护战友的杜富国，以十一连胜夺取世界杯冠军的中国女排……许许多多无怨无悔、倾情奉献的无名英雄，他们以普通人的平凡书写了不平凡的人生......　让我们只争朝夕，不负韶华，共同迎接2020年的到来。

--2020年1月1日，习近平2020年新年贺词：只争朝夕，不负韶华

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| --- | --- | --- |
|  | **Unit 6 Women, Half the Sky** | **学时数：5** |

**Unit 6 Women, Half the Sky**

**教学目标：**Students will be able to:

1. Grasp the main idea (a woman can learn anything a man can, but determination and hard work are required) and the structure of the text

2. Master the key language points and the grammatical structures in the text;

3. Appreciate the different forms of concessive clauses

4. Understand the cultural background related to the content

**教学重点和难点：**1. The structure of Text A;

2. The background of Text A – feminism;

3. Language points and grammatical structures in the text;

4. The important grammatical usage in the text---concessive clause

**主要教学内容及要求：**

**内容：**1. Explain cultural background (Feminism)

2. Explain language points (stumble abnormal, imply, shudder, panic, etc.), grammatical structures (I’m not denying that…, can’t help…) and have students practice them;

3. Explain the structure of the text

**要求：**

了解：the cultural background of Feminism

理解：the various writing techniques employed by the writer

掌握： the key language points and the grammatical structures in the text

熟练掌握：how to write a persuasive essay

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务: 请学生收集“国际妇女节”资料和自己最喜欢的古今中外杰出女性人物信息，思考以下问题。① What do you know about International Women’s Day? ② As to those outstanding ladies, home or abroad, past or present, who do you appreciate most? Why? 提供杰出女性代表人物信息素材，供学生参考，同时，提供与本单元思政主题相关的材料，要求学生在阅读之后了解性别平等和妇女赋权是联合国可持续发展目标之一。

**课中：** 学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过课件学习，引导学生了解芭比娃娃历史和文化，认识中国传统儿童玩具，并进行相关翻译练习，并引导学生用英语介绍中国传统儿童玩具，练习向世界讲述中国文化的能力，提升中华文化影响力。观看艾玛·沃特森2014年被联合国妇女联合署任命为亲善大使，为推进男女平权的He for She项目发表的“Gender equality is your issue too”视频演讲选段，引导学生进行批判性思考，从而加深对习主席“建设一个妇女免于被歧视的世界，打造一个包容发展的社会，还有很长的路要走，还需要付出更大努力。”这一句话的理解，并联系自身实际，思考可行性举措，为性别平等和妇女赋权添砖加瓦。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频，并进行写作训练： Please write an English essay of about 150 words on Chairman Xi’s remarks. You can use examples to illustrate your view.

在中国人民追求美好生活的过程中，每一位妇女都有人生出彩和梦想成真的机会。中国将更加积极贯彻男女平等基本国策，发挥妇女“半边天”作用，支持妇女建功立业、实现人生理想和梦想。中国妇女也将通过自身发展不断促进世界妇女运动发展，为全球男女平等事业作出更大贡献。

——2015年9月27日，在全球妇女峰会上发表讲话

**五、课程思政**

以教材单元主题和自建校本特色课程思政资源包蕴含的思想内涵为育人切入点，将习近平新时代中国特色社会主义思想、社会主义核心价值观、中华优秀传统文化、科学创新精神和成长教育五大思政模块隐性融入教学全过程，1）使学生在中外语言、思想和文化的比较中培养人文精神和思辨能力，树立正确的民族观、世界观和文化观，坚定文化自信，激发爱国热情；2）使学生在语言实践中夯实听说基本功，提高跨文化合作和沟通意识，在学习、生活和未来工作中能够恰当有效地使用英语，向世界“讲好中国故事，传播中国好声音，阐释好中国特色”；3）使学生在当代中西方国家的社会发展现状对比中培养世界眼光和国际视野，凝聚科学精神、创新精神和实干精神，坚定中国特色社会主义制度自信，把青春正能量凝聚到实现中华民族伟大复兴的中国梦之中。

例如本册书 Unit 5紧扣单元思政教学目标和教学重点，基于教材单元主题和内容,从语言、文化、思维三个层面，提出课程教学设计思路和方案，建立本单元学习与坚持梦想而不断攻坚克难的奋斗精神的关联，引导学生探讨尤其是身陷逆境时坚持与奋斗对实现梦想的重要性，使学生意识到在追梦和圆梦的途中若是障碍重重，要学会调整心态，树立迎难而上勇攀高峰的信心，坚持以奋斗之我，为民族复兴铺路架桥，为祖国建设添砖加瓦。一方面，培养学生听、说、读、写、译的英语综合应用能力，另一方面，培养学生文化素养和人文思辨能力，就本单元的主题overcoming obstacles, recurring dream, work for等进行思考与表达，在培养英语语言能力的同时提升思辨能力以及文化自觉与自信。通过本单元学习，学生能够用英语表述中华民族伟大复兴中国梦的内涵与外延的相关术语；学生能够用英语讲述为中国建设追寻梦想坚持奋斗的名人故事，传递正能量，让世界了解中国；同时学会辨证看待教材选文作者叙述的故事，对选篇主题的相关概念进行自觉的中西文化比较，思考中西体育文化差异的渊源；思考What’s the relationship between dreaming and hard work to success?等问题。

**六、教材及教学参考书**

**1.选用教材：**

《全新版大学英语》（第二版）综合教程第二册，李荫华总主编，上海外语教育出版社，2017年

**2.参考书：**

（1）《大学英语教学指南》(2020版).教育部高等教育司. 高等教育出版社，2020年

（2）《大学英语农耕文化阅读教程》第二册.赵丽萍主编.中国农业出版社，2022年

（3）《任务型语言教学》.David Nunan主编.伦敦：剑桥大学出版社&北京：外语教学与研究出版社，2011年

(4)《全新版大学英语长篇阅读2》.郭杰克主编.上海外语教育出版社，2017年

（5）《牛津高阶英汉双解词典（第8版）》. 霍恩比. 商务印书馆，2014年

**3.推荐网站（线上资源）：**

中国大学MOOC平台《大学英语》省级精品课程

其他英语学习网站：

(1) 能飞英语 <http://www.langfly.com>

（2）能飞背单词 http://word.langfly.com

（3）能飞听力 http://tingli.langfly.com

（4）爱思英语 http://www.24en.com

（5）大耳朵英语学习网 http://www.ebigear.com

（6）旺旺英语 http://www.wwenglish.com

（7）沪江英语 http://www.hjenglish.com

（8）普特英语<http://www.putclub.com>

（9）英语沙龙杂志社http://www.es123.com

（11）中国日报微信公众号

**七、教学条件**

《大学英语2》自2021年获准省级精品在线开放课程以来，课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**八、教学考核评价**

**1.过程性评价：**占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；语言实践环节；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

**2.终结性评价：**占总评成绩60%，期末闭卷考试。

**3.课程综合评价：**总评成绩100% = 过程性评价40% + 终结性评价60%。

过程性评价原则上占总评成绩的40%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括慕课自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的60%，是指期末课程考试，采用听力测试和笔试相结合的形式，主、客观题型并重，读、写、译多种能力检测并重，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主，既要有基础知识题型，又要有综合、提高性的题型。

过程性评价中在线自主学习对应课程目标3，语言实践任务对应课程目标中的3和4；终结性评价采用期末考试形式进行笔试，包括阅读、词汇与结构、翻译和写作等题型，对应课程目标中的1，2和3。

# 大学英语3

（College English 3）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：**15002239 | **课程总学时：**32 | **实验学时：** 0 学时 |
| **课程性质：**必修 | **课程属性:**基础类 | **开设学期：**第 3 学期 |
| **课程负责人：**宋洁 | **课程团队：**宋洁、刘佳等 | **授课语言：**英语 |
| **适用专业：**非英语专业二年级本科生(体育、舞表、环设、产品专业) | | |
| **对先修的要求：**大学英语1、大学英语2 | | |
| **对后续的支撑：**大学英语4 | | |
| **主撰人：**宋洁 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《大学英语3》是为我校非英语专业二年级本科生(体育、舞表、环设、产品专业)开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

大学英语课程教学服务于学校的办学目标、学院人才培养目标和学生个性化发展需求，目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时增强其自主学习能力，提高综合文化素养，使其在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需求。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3》课程总学时为32学时，本学期完成1-6单元的讲授。在教学中充分运用多媒体网络等现代化教育技术，开展线上线下教学，建立网络学习平台，采用全方位、立体化、网络化的教学手段提高教学效率和教学质量。

**二、课程教学的基本要求**

能够基本正确地运用英语语音、词汇、语法及篇章结构等语言知识, 在原有词汇的基础上将词汇量增加到4000；能够借助网络资源、工具书或他人的帮助,对略有语言难度的信息进行处理和加工,理解主旨思想和重要细节,表达基本达意;能够使用有限的学习策略。对于读、写、译单项技能具体要求如下：

阅读理解能力：能读懂语言难度一般的普通题材的文章，领会掌握一些基本的阅读技巧，掌握中心大意及主要事实和有关细节，阅读速度达到每分钟90词。在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟110词。

书面表达能力：掌握描述时间、地点、方位的基本表达方式；掌握比较人、物体及事物的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行简单的文字表达。

翻译能力：能够借助字典对题材熟悉、语言难度较低的短语、句子或者小短文进行英汉互译，译文基本准确，无重大的理解和语言表达错误。

**三、课程的教学设计**

**1.教学设计说明**

《大学英语3》课程的教学内容主要围绕教材《全新版大学英语》（第二版）第三册各单元所涉及的话题，设计相关的一系列读、写、译课堂语言实践活动，以加强学生对课文的理解，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言。课堂授课中以Text A为主，通过对文章所涉及的文化背景知识、篇章主题、结构及写作特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计词汇、阅读、讨论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

同时，充分利用中国大学MOOC平台、超星学习通和与教材配套的WeLearn教学平台上丰富资源和功能，采用全方位、立体化、网络化的教学手段，提高教学效率和教学质量，培养学生的自主学习能力，对Text A中的部分练习以及Text B的课文理解等部分采取学生线上自主学习的方式，使学生在课堂学习之外，能进行多样化、个性化的自我训练与提高。教学中同样是采取线上线下相结合的混合式教学模式，在学生完成规定的线上自主学习任务后，教师通过设计形式多样的课堂听说活动，检测学生的自学情况，提升学生的语言表达能力。

**2.课程目标及对毕业要求的支撑**

|  |  |  |
| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | **目标1：**学生更主动地把握词汇学习规律，在原有词汇的基础上将词汇量增加到4000；能用常见的应用文体完成更为复杂的写作任务，能就一般性话题或提纲在半小时内写出110词的短文，内容完整、用词恰当，语篇连贯；能较为熟练地使用各种写作技巧来展开论述。 |  |
| 2 | **目标 2：**学生能够基本读懂大学英语四级阅读教材和难度相当的各种题材和体裁的文章；能就不同的阅读材料主动使用有效的阅读技巧；阅读速度达到每分钟90词，在快速阅读篇幅较长、难度中等的材料时，阅读速度达到每分钟110词，能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节；学会辩证看待语言材料中作者的观点和态度，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观，培养学生的家国情怀、国际视野和“四个自信”；能在阅读中使用有效的阅读方法，读懂工作、生活中常见的应用文体的材料。 |  |
| 3 | **目标 3**：学生能产生或保持英语学习的兴趣，增强语言文化意识以及语言学习策略意识，建立良好的语感，对英语学习能产生积极情感，做到有规律有计划的学习，较好地融入课堂学习环境，自主学习和合作学习能力得到提升；能借助词典对题材熟悉的文章进行英汉互译，在翻译时主动使用适当的翻译技巧，英汉译速为每小时300个英语单词，汉英译速为每小时220个汉字，译文更为流畅。 |  |
| 4 | **目标 4**：学生能够在与来自不同文化的人交流时，学会观察到彼此之间的文化和价值观差异，并能根据交际需要运用有限的跨文化交际策略，提升跨文化交际能力；学生能够树立正确的世界观、人生观、价值观，深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，扎根中国大地构建家国情怀，以适应自身发展和社会发展的需要。 |  |

**四、理论教学内容及学时分配（32学时）**

**New College English (Integrated Course) Book Three**

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|  | **Unit 1 Changes in the Way We Live** | **学时数：6** |

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

**教学目标：**Students will be able to:

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

2. grasp the main idea and the structure of the text and appreciate the various writing techniques employed by the writer;

3. understand the cultural background related to the content.

**教学重点和难点：**

1. The structure of text A;

2. The narrative skills demonstrated in Text A (comparison and contrast, transitional words and devices);

3. Language points and grammatical structures in the text.

**主要教学内容及要求：**

**内容：**

1. Background information about American Civil-war and Underground Railroad;

2. Analyze the structure (clear and logical structure in narration);

3. Explain language points (get by, pursue the schedule, illustrate, keep up with, etc.), grammatical structure (inversion) and have students practice them;

4. Knowledge of word formation and confusable words.

**要求：**

了解：the background information

理解：the meaning of happiness

掌握：the key language points and grammatical structure

熟练掌握：the narrative skills and useful expression on the theme of *Changes in the Way We Live*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造思政学习语言环境。设计问题：What do you know about Chinese Farmers’ Harvest Festival？为学生参考推荐资源，完成关于中国农民丰收节的知识问答，为课堂讨论做准备。提供CGTN（中国国际电视台）的有关农民丰收节的视频和文章报道，使学生对中国乡村新面貌有初步了解，让学生挖掘其中的思政元素（如和谐、敬业、勤劳致富）；同时完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，选择重点词汇，结合China Daily和CGTN的时政新闻，精选例句，配以图片。练习设计包括：英译汉：把英文例句翻译成中文；描述图片：根据所给词汇和图片造句，并和例句进行比较。学习微课，完成思考、口语表达和听写练习，向学生介绍道家哲学思想与自然的关系、天人合一的理念，引导学生领悟中国传统文化的智慧，探讨现代人如何实现人与自然和谐共生的生活方式。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，在课堂讨论的基础上，继续收集参考相关资源，进行写作，通过书面输出进行语言训练的同时深化对讲好中国故事的认识；同时检查巩固重要语言点，翻译练习引导学生关注政府重要文件，聚焦自然环境保护。

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|  | **Unit 2 Civil Rights Heroes** | **学时数：6** |

**Unit 2 Civil Rights Heroes**

**教学目标：**Students will be able to:

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

2. understand the main idea of the text (the heroes and the place of the Underground Railroad in early civil-rights struggle in the US);

3. understand the cultural background related to the content;

4. use Internet resources and other sources of information.

**教学重点和难点：**

1. Narrative writing of events in history;

2. Language points and grammatical structures in the text;

3. The narrative skills demonstrated in Text A.

**主要教学内容及要求：**

**内容：**

1. Cultural background information of the Underground Railroad in American civil-rights struggles;

2. Analyze text structure (representative stories in narrative writing);

3. Explain the key language points (Historic/ historical; exploit; on the side; close in (on); forge, etc.) and grammatical structures (direct and indirect speech) in the text;

4. Writing strategies study (coherence).

**要求：**

了解：some American history and culture knowledge

理解：representative stories in narrative writing

掌握：the key language points and grammatical structure

熟练掌握：writing strategies study (coherence)

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务，营造思政学习语言环境。请学生收集中国文化中与“公正”与“平等”有关的论述，选出印象最深刻的一条。同时，提供2019年政府工作报告中英双语版，让学生挖掘其中与“公正”与“平等”有关的论述，并分享心得；同时完成中国大学MOOC平台上单元预习任务。

**课中：** 学习资源为课文。首先，背诵英文版社会主义核心价值观。从content questions 进阶到extended questions，再进入paraphrase的深入理解。Pair work讨论：美国社会种族不平等导致的各种社会问题及其后果。观看演讲、学习跟读。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。要求学生每天坚持收听“头条英语播报”，每周听写其中的一篇；并且，每月精读《习近平谈治国理政》中一篇文章与译文。

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|  | **Unit 3 Security** | **学时数：2** |

**Unit 3 Security**

**教学目标：**Students will be able to:

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

2. grasp the main idea (America is deteriorating into “the most insecure nation”) and the structure of the text (opening-body-conclusion);

3. understand the cultural background related to the content;

4. learn how to use facts to support one’s central point of view.

**教学重点和难点：**

1. Writing skills: how to use facts to support one’s central point of view;

2. language points and grammatical structures in the text;

3. Writing strategies: cause and effect; comparison and contras.

**主要教学内容及要求：**

**内容：**

1. Background information introduction;

2. Analyze the structure of the text (opening-body-conclusion);

3. Explain the key language points (look back on, barrier, civilize, vulnerable, stand for, etc.) and grammatical structure (double negation) in the text;

4. Writing strategy study (how to write an expository essay).

**要求：**

了解：the cultural background

理解：the main idea and the structure of the text (opening-body-conclusion)

掌握：the key language points and grammatical structures in the text

熟练掌握：writing strategy study (how to write an expository essay)

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务，营造思政学习语言环境。让学生收集与安全相关的中文成语以及与“安全”相关的英文名言（quotes about security）。同时让学生在课前阅读文章CGTN时评文章: “Protesters Called for Justice For Victims of Police Brutality”以及美国每年1000人死于警察暴力执法，让学生挖掘其中的思政元素（如社会“安全”与“和谐”及公民“自由”，及其这些元素之间的联系，分享心得。

**课中：** 学习资源为课文。词汇讲解和配套例句和课文原句翻译；讲授完包含思政元素的所有语言知识点之后，让学生总结这些词汇和短语给人的整体印象，凸显文章主题词：安全、和谐和自由的关联。观看微课、文本、视听等辅助教学资源，进行听写填空、问题的回答和小组讨论以加深对议题的认识。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。要求学生坚持每天阅读/听新闻一则，每个口语小组一周随机请一位同学来分享一则新闻。并且要求学生阅读并背诵“弘扬中国文化，讲中国故事的翻译资料”（全新版大学英语口语测试试题库），老师每周限定范围，然后随机邀请同学现场口译。

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|  | **Unit 4 Imagination and Creativity** | **学时数：6** |

**Unit 4 Imagination and Creativity**

**教学目标：**Students will be able to:

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

2. grasp the main idea (Einstein was a child of his time) and the structure of the text;

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

4. understand the cultural background related to the content.

**教学重点和难点：**

1. The various techniques employed by the writer (using a question as the title of the text, illustrating his answer with various supporting facts, use of subheadings, use of quotations, etc.);

2. The important language points and grammatical structures;

3. Writing strategies.

**主要教学内容及要求：**

**内容：**

1. Background information introduction;

2. Analyze the global structure;

3. Explain the key language points (outbreak, impressive, stimulates, beyond doubt, doze off, undermine etc.) and grammatical structures (with + noun + complement) in the text;

4. Writing strategy (starting an essay with an anecdote and use of subheadings, use of quotations, etc.).

**要求：**

了解：the cultural background

理解：the main idea and the structure of the text

掌握：the important language points and grammatical structures

熟练掌握：Writing strategy (starting an essay with an anecdote and use of subheadings, use of quotations, etc.)

**教学组织与实施：**

**课前：**要求学生预习课文，理解课文大意，并学习掌握有关科技成就及科学精神等相关思政术语。

**课中：** 学习资源为课文。以4个关键词Who，What，Why和How开头的问题帮助学生复述文章大意；其次，通过文章中不同人物对爱因斯坦的描述，具体分析其特质，尤其是学术素养，最终,请学生接受“灵魂的拷问”－“爱因斯坦是外星人吗”（Was Einstein a Space Alien?）。小组讨论：要求学生课前按小组完成话题讨论，在课堂上任意抽取小组进行展示，具体话题是“假设爱因斯坦通过平行世界来到中国，你将如何向他介绍现代中国？”（If Einstein came to China in his alternative universe, how would you introduce our modern China to him?），要求学生掌握如何运用其已有的知识，解说现代中国，讲述中国故事，并注意跨文化沟通。

**课后：** 进行知识和能力的巩固与加强，开展线上线下单元测试。1. 段落翻译：要求学生翻译中医（Traditional Chinese Medicine）相关段落，引导其用英语讲述中国传统科技和文化；2. 写作任务：要求学生课后完成有关“the power of imagination and innovation in realizing Chinese Dream by improving the scientific technology of China”英语作文一篇；学生可通过思维导图确定基本的写作框架，同时再通过视频观看，积累具体写作素材；引导学生进一步理解科学精神在实现“中国梦”过程中的作用，并激发学生对中国现代科技发展的自豪与热望；3. 个人演讲：要求学生完成有关“Raising young Chinese scientific literacy”的个人演讲；学生可通过观看微课（Raise Young Chinese Scientific Literacy）和视频，理解题目要求，梳理演讲思路，要求学生通过单元内容的学习，进一步将科学精神具体运用到自己的生活学习中去。

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|  | **Unit 5 Giving Thanks** | **学时数：6** |

**Unit 5 Giving Thanks**

**教学目标：**Students will be able to:

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

2. grasp the main idea and structure of the text;

3. understand the cultural background related to the content;

4. memorize words through association.

**教学重点和难点：**

1. Writing skills: letter writing;

2. Important language points and grammatical structures;

3. Knowledge about American some festivals and traditions.

**主要教学内容及要求：**

**内容：**

1. Cultural study of Thanksgiving Day and other related festivals;

2. Explain the key language points (put to sea, be under way, get to, for sb’s sake, undergo, long for, etc.), and grammatical structure (word formation, adjective + of, etc.);

3. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：**

了解：Thanksgiving Day and other related festivals

理解：the strong emotions presented in the text

掌握：writing skills: letter writing

熟练掌握：the key language points and grammatical structures in the text

**教学组织与实施：**

**课前：** 围绕单元主题，布置前置任务，营造思政学习语言环境。观看相关视频和微课思考What makes China so fascinating? What connects us together? What is gratitude? 观看歌曲视频《感恩的心》让学生自然又快速的融入感恩主题。《感恩，中国》视频给学生展示外国友人所感受中国的美妙,升华学生的爱国情操。《感恩，世界》视频，结合2020新冠疫情，展现国人对世界各国人民帮助的感恩, 引导学生的世界观和价值观, 让学生更深的体会人类命运共同体。一节关于什么是感恩的微课和一段感恩小故事引导学生思考什么是感恩以及如何表达感恩。

**课中：** 学习资源为课文。对课文相应句子进行释义并运用核心词汇翻译句子。对2020年抗疫期间外交部长王毅答记者问中的一段话进行汉译英练习。单词测验，词汇学习的巩固。学生学习熟悉西方感恩节词汇；观看关于感恩节起源的视频；根据视频回答问题。提炼课中的两大主题：. Parents’ love 和 pay and reward 设计问题让学生辩证地讨论,促进学生积极思考，加深话题讨论内涵，锻炼学生批判思维能力。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。模仿视频——感恩父母，并要求学生向帮助过自己的人说出感恩。建议录制视频或语音，鼓励学生敞开心扉，大声说出感恩的话；写一封感谢信，在练习英文写作的基础上表达感恩，并用文字记录、表达感恩。

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|  | **Unit 6 The Human Touch** | **学时数：6** |

**Unit 6 The Human Touch**

**教学目标：**Students will be able to:

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

2. understand the main idea (Old Behrman saved Johnson’s life at the expense of his own) and structure of the text (O. Henry’s short story);

3. appreciate how the repeated use of clues helps weave a piece of narrative together;

4. understand the cultural background related to the content.

**教学重点和难点：**

1. Narrative writing skill: (characteristic of O. Henry’s short stories);

2. Important language points and grammatical structures;

3. Character depiction and usage of clues.

**主要教学内容及要求：**

**内容：**

1. Cultural background about O. Henry and his short stories;

2. Analyze the features of the narrative techniques employed by the author;

3. Explain the key language points (acute, cling to, fragile, endure, subtract, dreary, stalk, mock, etc.) and grammatical structures (the order of adjectives before a noun) in the text;

4. Explain how to appreciate literature works.

**要求：**

了解：cultural background about O. Henry and his short stories

理解：the features of the narrative techniques employed by the author

掌握：how to appreciate literature works

熟练掌握：the key language points and grammatical structures in the text

**教学组织与实施：**

**课前：** 围绕单元主题，分3个层次，引导学生逐步认识和理解“善（kindness）”，营造思政学习的思维和语言环境。学生观看视频文件“Mr. Indifference”，思考并回答与视频内容相关的问题；学生阅读与“善”相关的诗句和雷锋格言，理解其内涵并翻译成英语；学生根据图片内容，结合提示问题，用英语讲述故事“雷锋雨夜送亲人”；学生听歌曲“All About Kindness”，先完善歌词内容，然后通过分析“行善的利与弊” 来探讨“行善的价值”。

**课中：** 学习资源为课文。从学习强国中“中华文化专词”选取本单元涉及词汇进行中英文对比分析与翻译；从content questions进阶到extended questions，再进入paraphrase的深入理解；观看视频回答问题。

**课后：** 进行知识和能力的巩固与加强，开展线上线下单元测试。每天坚持阅读学习强国头条英语播报；观看抗疫英语视频，精读习近平主席的“伟大出自平凡，平凡造就伟大。”“人民是历史的创造者，人民是真正的英雄。”等系列讲话的英文翻译，完成老师布置的关于抗疫英雄的作文。

**五、课程思政**

以教材单元主题和自建校本特色课程思政资源包蕴含的思想内涵为育人切入点，将习近平新时代中国特色社会主义思想、社会主义核心价值观、中华优秀传统文化、科学创新精神和成长教育五大思政模块隐性融入教学全过程，1）使学生在中外语言、思想和文化的比较中培养人文精神和思辨能力，树立正确的民族观、世界观和文化观，坚定文化自信，激发爱国热情；2）使学生在语言实践中夯实听说基本功，提高跨文化合作和沟通意识，在学习、生活和未来工作中能够恰当有效地使用英语，向世界“讲好中国故事，传播中国好声音，阐释好中国特色”；3）使学生在当代中西方国家的社会发展现状对比中培养世界眼光和国际视野，凝聚科学精神、创新精神和实干精神，坚定中国特色社会主义制度自信，把青春正能量凝聚到实现中华民族伟大复兴的中国梦之中。

例如本册书 Unit 2紧扣单元思政教学目标和教学重点，基于教材单元主题和内容,从语言、文化、思维三个层面，提出课程教学设计思路和方案，引导学生树立辩证的公平观，理性看待社会，正确看待自己。了解党和国家在建立社会公平、正义所做的努力和取得的历史性成就；了解公平正义是比发展效率和物质成果更高层次的人的精神追求，是建设社会主义现代化强国的基石。通过本单元的学习，学生能够用英语叙述中国文化中与“公正”与“平等”相关的论述，梳理相关表述的发展脉络与核心要义；以性别平等为中心，传递时代新信息，探讨中国取得的历史性进步。并且学生能够辩证看待教材选文作者的观点，进行跨文化对比、批判性思维等高阶实训，扩展思维的广度和深度，对选篇主题的相关概念进行自觉的中西文化比较。

**六、教材及教学参考书**

**1. 选用教材：**

《全新版大学英语》（第二版）综合教程第三册，李荫华总主编，上海外语教育出版社，2017年

**2. 参考书：**

（1）《大学英语教学指南》(2020版).教育部高等教育司. 高等教育出版社，2020年

（2）《大学英语阅读教程》第三册.杜广华主编.中国农业出版社，2016年

（3）《大学英语农耕文化阅读教程》第三册.杜广华主编.中国农业出版社，2022年

（4）《任务型语言教学》.David Nunan主编.伦敦：剑桥大学出版社&北京：外语教学与研究出版社，2011年

（5）《全新版大学英语长篇阅读3》.郭杰克主编.上海外语教育出版社，2017年

（6）《牛津高阶英汉双解词典（第8版）》. 霍恩比. 商务印书馆，2014年

**3.推荐网站（线上资源）：**

中国大学MOOC平台《大学英语》省级精品课程

其他英语学习网站：

(1) 能飞英语 <http://www.langfly.com>

（2）能飞背单词 http://word.langfly.com

（3）能飞听力 http://tingli.langfly.com

（4）爱思英语 http://www.24en.com

（5）大耳朵英语学习网 http://www.ebigear.com

（6）旺旺英语 http://www.wwenglish.com

（7）沪江英语 http://www.hjenglish.com

（8）普特英语<http://www.putclub.com>

（9）英语沙龙杂志社http://www.es123.com

（11）中国日报微信公众号

**七、教学条件**

《大学英语3》自2021年获准省级精品在线开放课程以来，课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**八、教学考核评价**

**1.过程性评价：**占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

**2.终结性评价：**占总评成绩60%，期末闭卷考试。

**3.课程综合评价：**总评成绩100% = 过程性评价40% + 终结性评价60%。

过程性评价原则上占总评成绩的40%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括慕课自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的60%，是指期末课程考试，采用笔试形式，主、客观题型并重，读、写、译多种能力检测并重，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主，既要有基础知识题型，又要有综合、提高性的题型。

过程性评价中在线自主学习对应课程目标3，语言实践任务对应课程目标中的3和4；终结性评价采用期末考试形式进行笔试，包括阅读、词汇与结构、翻译和写作等题型，对应课程目标中的1，2和3。

# 大学英语4

（College English 4）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：**15002240 | **课程总学时：**32 | **实验学时：**0 学时 |
| **课程性质：**必修 | **课程属性:**基础类 | **开设学期：**第 4学期 |
| **课程负责人：**闫彬彬 | **课程团队：**宋洁、刘佳等 | **授课语言：**英语 |
| **适用专业：**非英语专业二年级本科生(体育、舞表、环设、产品专业) | | |
| **对先修的要求：**大学英语1、大学英语2、大学英语3 | | |
| **对后续的支撑：**大学英语4 | | |
| **主撰人：**闫彬彬 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《大学英语4》是为我校非英语专业二年级本科生(体育、舞表、环设、产品专业)开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

大学英语课程教学服务于学校的办学目标、学院人才培养目标和学生个性化发展需求，目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时增强其自主学习能力，提高综合文化素养，使其在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需求。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4》课程总学时为32学时，本学期完成1-6单元的讲授。在教学中充分运用多媒体网络等现代化教育技术，开展线上线下教学，建立网络学习平台，采用全方位、立体化、网络化的教学手段提高教学效率和教学质量。

**二、课程教学的基本要求**

能够基本正确地运用英语语音、词汇、语法及篇章结构等语言知识, 在原有词汇的基础上将词汇量增加到4200;能够借助网络资源、工具书或他人的帮助,对略有语言难度的信息进行处理和加工,理解主旨思想和重要细节,表达基本达意;能够使用有限的学习策略。对于读、写、译单项技能具体要求如下：

阅读理解能力：能读懂语言难度一般的普通题材的文章，领会掌握一些基本的阅读技巧，掌握中心大意及主要事实和有关细节，阅读速度达到每分钟100词。在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟120词。

书面表达能力：掌握描述时间、地点、方位的基本表达方式；掌握比较人、物体及事物的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行简单的文字表达。

翻译能力：能够借助字典对题材熟悉、语言难度较低的短语、句子或者小短文进行英汉互译，译文基本准确，无重大的理解和语言表达错误。

**三、课程的教学设计**

**1.教学设计说明**

《大学英语4》课程的教学内容主要围绕教材《全新版大学英语》（第二版）第四册各单元所涉及的话题，设计相关的一系列读、写、译多种课堂语言实践活动，以加强学生对课文的理解，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言。课堂授课中以Text A为主，通过对文章所涉及的文化背景知识、篇章主题、结构及写作特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计词汇、阅读、讨论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

同时，充分利用中国大学MOOC平台、超星学习通和与教材配套的WeLearn教学平台上丰富资源和功能，采用全方位、立体化、网络化的教学手段，提高教学效率和教学质量，培养学生的自主学习能力，对Text A中的部分练习以及Text B的课文理解等部分采取学生线上自主学习的方式，使学生在课堂学习之外，能进行多样化、个性化的自我训练与提高。教学中同样是采取线上线下相结合的混合式教学模式，在学生完成规定的线上自主学习任务后，教师通过设计形式多样的课堂听说活动，检测学生的自学情况，提升学生的语言表达能力。

**2.课程目标及对毕业要求的支撑**

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| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | **目标1：**学生具有自主学习能力，在原有词汇的基础上将词汇量增加到4200；能用常见的应用文体完成更为复杂的写作任务，能就为复杂的话题或提纲在半小时内写出120词结构完整、逻辑清晰、意思连贯、用词恰当的短文；能较为熟练地使用各种写作技巧来展开论述。 |  |
| 2 | **目标 2：**学生能够读懂大学英语四级阅读教材和难度相当的各种题材和体裁的文章；能基本读懂国内的英文书刊，掌握主要意思和内容；能就不同的阅读材料熟练使用有效的阅读技巧；阅读速度达到每分钟90词，在快速阅读篇幅较长、难度中等的材料时，阅读速度达到每分钟120词，学会辩证看待语言材料中作者的观点和态度，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观，培养学生的家国情怀、国际视野和“四个自信”；能在阅读中使用有效的阅读方法，读懂工作、生活中常见的应用文体的材料。 |  |
| 3 | **目标 3**：学生能保持英语学习的兴趣，增强语言文化意识以及语言学习策略意识，建立良好的语感，对英语学习能产生积极情感，做到有规律有计划的学习，较好地融入课堂学习环境，自主学习和合作学习能力得到提升；能借助词典对题材熟悉的文章进行英汉互译，在翻译时主动使用适当的翻译技巧，英汉译速为每小时320个英语单词，汉英译速为每小时220个汉字，译文准确流畅，基本无误译现象。 |  |
| 4 | **目标 4**：学生能够在与来自不同文化的人交流时，学会观察到彼此之间的文化和价值观差异，并能根据交际需要运用有限的跨文化交际策略，提升跨文化交际能力；学生能够树立正确的世界观、人生观、价值观，深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，扎根中国大地构建家国情怀，以适应自身发展和社会发展的需要。 |  |

**四、理论教学内容及学时分配（32学时）**

**New College English (Integrated Course) Book Four**

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| --- | --- | --- |
|  | **Unit 1 Fighting with the Forces of Nature** | **学时数：6** |

**Unit 1 Fighting with the Forces of Nature**

**教学目标：**Students will be able to:

1. master the key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (the elements of nature must be reckoned with in any military campaign) and structure of Text A;

3. understand the cultural background related to the content;

4. write an essay paying special attention to the use of evidence to support the topic sentence.

**教学重点和难点：**1. writing skills used in the text: comparison and contrast;

2. language points and grammatical structures in the text;

3. the narrative skills demonstrated in Text A (the use of evidence to support the topic sentence).

**主要教学内容及要求：**

**内容：** 1. Explain language points and have students practice them:

instruct, invasion, launch, limp, minus, occupation, toll, at the cost of, be faced with, be bogged down, bring to a halt;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：**

了解：the background information about World War Two;

理解：the power of nature;

掌握：the key language points and grammatical structure;

熟练掌握：the narrative skills and useful expression on the theme of *Fighting with the Forces of Nature.*

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：请学生提前了解并汇集生活中有哪些常见得forces of nature以及它们对人类的影响，并进行个人观点的课堂展示。为学生提供视频内容A Brief Overview of World War II，让学生提前了解二战相关的文化背景知识，了解二战爆发及最后轴心国失败的原因，挖掘其中的思政元素（如“人类命运共同体”、“和平”、“发展”、“合作”、“共赢”等），并分享学习心得，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。基于文本主题，进行小组讨论：What roles do the forces of nature play in the history of human beings? 由讨论过渡进入课文学习，基于课文，通过group work引导学生探讨两次入侵俄罗斯失败的原因并延伸扩展二战的启示，以及目前全人类面临的共同挑战 ，凸显构建人类命运共同体的重要意义，再结合阅读学习强国文章让学生了解中国在全球抗疫fight against COVID-19中作出的贡献并启发学生讨论作为当代大学生应当如何应对可能的全球气候、环境等挑战，如何践行人类命运共同体。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频并进行写作训练：Please write an English essay of about 150 words on Chairman Xi's remarks. You can use examples to illustrate your view.

构建人类命运共同体是一个美好的目标，也是一个需要一代又一代人接力跑才能实现的目标。

—2017年1月18日，在联合国日内瓦总部的演讲

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|  | **Unit 2 Smart Cars** | **学时数：2** |

**Unit 2 Smart Cars**

**教学目标：**Students will be able to:

1. master the key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (features of smart cars) and structure of Text A;

3. understand the cultural background related to the content;

4. write a resume.

**教学重点和难点：**1. writing skills used in the text：a variety of techniques in expository writing (definition, quotes, a mixture of facts and opinions, etc.);

2. language points and grammatical structures in the text;

3. how to understand scientific terms；how to distinguish facts and opinions.

**主要教学内容及要求：**

**内容：** 1. Explain language points and have students practice them:

alert, application, approximately, bunch, convert, correlate, eliminate, frequency, hazard, lucrative, magnetic, manufacture, monotonous, be poised to, get stuck in;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：** 1. Grasp the main idea and structure of Text A;

2. Master the writing skill: a variety of techniques in expository writing;

3. Express themselves more freely on the theme of *Smart Cars*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：要求学生观看微课视频和TED视频(How a driverless car sees the road)，使学生提前了解相比传统汽车，智能汽车在哪些方面有创新，并引导学生了解世情和国情，培养学生的思辨能力，使学生能客观地认识到当前我国智能汽车制造工业发展的优势和困难并理性地看待2020年我国科学技术领域取得的十大成就与亟待攻关的前沿技术难题，厚植学生技术创新与科技报国的情怀，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。基于文本内容，进行小组讨论，让学生总结本单元课文作者讲到哪些智能汽车的技术创新点。通过视听视频Beidou Introduction进行视听填空，让学生了解中国自主研发北斗系统的艰难历程并总结北斗精神， 如自主创新、万众一心、追求卓越等；通过视频《科学家精神》引导学生学习表达如自主创新、科学家精神、科学报国、科技强国等一系列的思政术语，进而总结中国科学家应该有哪些精神, 例如创新、爱国和奉献等。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，同时提供补充阅读的文章和视频进行课后训练：学习视听视频Chips for self-driving cars caught up in China-U.S. tech war并回答相关问题。

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|  | **Unit 3 Job Interview** | **学时数：6** |

**Unit 3 Job Interview**

**教学目标：** Students will be able to:

1. master key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (four keys to getting hired) and structure of Text A;

3. understand the cultural background related to the content;

4. write an application letter.

**教学重点和难点：**1. writing skills used in the text: different strategies of illustrating one’s points;

2. language points and grammatical structures in the text;

3. usage of words with multiple meanings in Text A.

**主要教学内容及要求：**

**内容：**1. Explain language points and have students practice them：

applicant, blurt, bracket, chuckle, deadline, endeavor, grill, incidentally, interview, partition, pry, sparkle, standpoint, take a crack at;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求**：1. Grasp the main idea and structure of Text A;

2. Master the writing skill: different strategies of illustrating one’s points;

3. Express themselves more freely on the theme of *Job Interview*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：给学生布置课前思考问题What should job applicants do to prepare for an interview according to your idea？请学生观看学习视频Top 10 Job Interview Questions & Answers并围绕视频中的问题去采访家长、长辈或朋友从而自主总结出求职者应当如何做好面试准备，让学生对职场能力和职场要求有基本的了解并启发学生思路，帮助学生理解青年成长、成才与确立终身学习和职业规划的关系以及如何实行终身学习的理念并做好自己的职业规划，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。基于文本内容，进行小组讨论，让学生找到文本中四个理想工作因素的具体内容和故事要点。阅读习近平总书记2020年2月21日写给在首钢医院实习的西藏大学医学院学生的回信，重温习总书记对广大高校毕业生提出的殷切期望，并对其中主要内容进行翻译训练。引导鼓励学生基于自己的个性、特长和兴趣以及国家需求做出自己的职业规划，小组内分享和讨论并进行个人陈述和展示。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，根据课堂和文本内容，制作一个英文简历，通过书面输出训练巩固语言知识。

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|  | **Unit 4 Globalization** | **学时数：6** |

**Unit 4 Globalization**

**教学目标：** Students will be able to:

1. master key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (the impact of globalization on national identity and national loyalty) and structure of Text A;

3. understand the cultural background related to the content;

4. write an essay paying special attention to coherence.

**教学重点和难点：** 1. writing skills used in the text: objectivity of the author of Text A in presenting different viewpoints;

2. language points and grammatical structures in the text;

3. how to keep objectivity in presenting different viewpoints.

**主要教学内容及要求：**

**内容：**1. Explain language points and have students practice them:

sweep aside, strengthen, make no difference, a handful of, network, earnest, considerable, increasingly, vanish, facilitate, at odds with, be committed to, establishment, divorce, endorse, erase, witness, landmark, overtake, unlike, patriotic, let alone, domestic, contradiction, aspire, strike a balance;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：**1. Grasp the main idea and structure of Text A;

2. Master the writing skill: how to achieve objectivity and coherence in writing;

3. Express themselves more freely on the theme of *Globalization*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：通过微课视频资源帮助学生初步了解全球化的定义、表现以及重要性，引导学生在全球化浪潮下要保持清醒的头脑，认可民族文化和国家文化，坚持文化认同，坚定文化自信，同时启发学生对于全球化进行批判性思考，让学生辩证地分析全球化利弊，探讨全球化给中国带来怎样的挑战和机遇，能够进一步思考青年的前途和命运与国家紧密相连，认识到全球化下中国青年的任务和担当，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。通过

Guess it is which country’s brand看图识品牌小活动让学生了解在经济全球化的背景下，大家都在消费来自世界各地的产品。小组围绕Globalization: opportunity or challenge进行讨论并鼓励学生展示分享自己的观点。阅读课文并搜寻问题答案“全球化对于民族认同有什么影响？民族认同是被加强了还是被减弱了？”并在文中找到与“全球化”有关的词汇或表述进行积累学习。基于视频分享，班内每个小组选择一个中国在全球化中的典型故事并向全班同学做一个5分钟的展示。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试，在课堂讨论的基础上，继续收集参考相关资源，进行写作，通过书面输出进行语言训练的同时深化对讲好中国故事的认识：Huawei or iPhone?  (If you are going to buy a new mobile phone, what’s your choice? Will you choose a Chinese brand, such as Huawei, or a foreign brand, such as iphone? Please list your reasons.)

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|  | **Unit 5 Never Judge by Appearances** | **学时数：6** |

**Unit 5 Never Judge by Appearances**

**教学目标：** Students will be able to:

1. master key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (Edward Burton, a rich merchant who looked gentle and kind, was actually vicious enough to destroy a human life) and structure of Text A;

3. understand the cultural background related to the content;

4. fill out a remittance application form.

**教学重点和难点：**1. writing skills used in the text: powerful contrast in delineating a person’s character;

2. language points and grammatical structures in the text;

3. descriptions of characters in Text A.

**主要教学内容及要求：**

**内容：**1. Explain language points and have students practice them：

candid, commit, constitution, deceptive, definite, evidently, hitherto, insane, instinct, stroke, transparent, trifle, trim, vacancy, wrinkle, all of a piece, be taken aback, down and out, drive at, in accordance with;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求**：1. Grasp the main idea and structure of Text A;

2. Master the writing skill: powerful contrast in delineating a person’s character;

3. Express themselves more freely on the theme of *Never Judge by Appearances*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：通过比较中国古代“四大美女”和“四大‘丑女’”，引导学生正确认识内在美或者心灵美的持久社会价值。通过观看视频，引导学生了解当代心灵美的典范——脱贫攻坚先进人物、时代楷模张桂梅的先进事迹，从而帮助学生树立正确的审美观：相貌之美浅于肌肤，心灵之美深入骨髓，引导学生培养正确的交际观；进一步引导学生探讨人性之光芒：真、善、美的社会价值，从而树立正确的人生观、世界观和价值观，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。基于课前学习任务，围绕单元主题，结合谚语“A friend in need is a friend indeed”的本义，组织学生开展课堂小组讨论，探究Text A 题目 “A friend in need”的讽刺意义，帮助学生在理解课文大意的基础上充分认识“以貌取人”和“以貌交友”的危害并引导学生理解什么是真正的朋友。结合中国传统文化中孟子、何坦等人有关交友的言论，以“管鲍之和、范张之谊”等典故为例，进一步探究中国传统文化中的交友观和择友标准；同时，以中国传统典故“以貌取人，失之子羽”为例，通过小组讨论和辩论的形式引导学生认识内在美或者“心灵美”的社会价值以及如何辩证看待 “外在美”与“内在美”之间的关系。

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。课后进行诗歌欣赏：*When You Are Old*( by W. B. Yeats)并模仿朗诵；观看英文电影《美丽心灵》并撰写一篇300单词左右的影评。

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|  | **Unit 6 The Pace of Life** | **学时数：6** |

**Unit 6 The Pace of Life**

**教学目标:** Students will be able to:

1. master key words and some important language points of the text and learn how to use them in context;

2. grasp the main idea (an in-depth analysis of time-famine---reasons, reactions and a remedy) and structure of Text A;

3. understand the cultural background related to the content;

4. write an essay paying special attention to conciseness.

**教学重点和难点**： 1. writing skills used in the text: various techniques employed by the writer: concession, direct quotations, supporting the opinion with facts, etc.;

2. language points and grammatical structures in the text;

3. the transitional devices; techniques to support the opinions.

**主要教学内容及要求：**

**内容：**1. Explain language points and have students practice them：

abundance, appliance, arise, distribution, divert, domestic, famine, forecast, forum, fraction, frontier, futile, oblige, offspring, provoke, shortage, streamline, amount to, be doomed to, eat into, on the go, pour in, set about, spring up, switch off;

2. Conduct a series of theme-related reading, listening, speaking and writing activities.

**要求：**1. Grasp the main idea and structure of Text A;

2. Master the writing skill: various techniques employed by the writer: concession, direct quotations, supporting the opinion with facts, etc.;

3. Express themselves more freely on the theme of *The Pace of Life*.

**教学组织与实施：**

**课前：**围绕单元主题，布置前置任务，营造单元主题学习语言环境：让学生收集与慢节奏的生活和时间相关的英文名言并阅读教师分享的文章“Are you a workaholic?”，通过课前阅读，让学生对工作与生活之间的平衡、技术以及数字信息可能对生活产生的负面影响这些因素有初步的了解，使学生能够批判地看待主流的价值观，比如：忙起来就意味着成功，拥有越多的物质财富就是成功，把事业上取得的成功理解成人生的全部，引导学生树立正确的价值观、金钱观和人生观，培养学生的数字素养、批判质疑和勤于反思的能力、健康生活和自我管理的能力以及解决问题的能力，同时提醒学生完成中国大学MOOC平台上单元预习任务。

**课中：**学习资源为课文，活动包括教师提问、导读、总结及学生思考、小组讨论、发言等。请学生看一段李子柒的视频短篇，并组织小组交流讨论李子柒受欢迎的原因，引出The appeal of slow-paced life without technology这一视角。基于文本主题，结合课前阅读素材,请学生交流他们收集的与慢节奏的生活和时间相关的英文名言和谚语，从而让我们看到工作狂的生活不和谐的问题。观看微课、文本、音视频等辅助教学资源，进行听写填空、回答问题和小组讨论以加深学生对文本内容的认识。围绕信息和技术的日新月异进行主题延伸，提出小组讨论问题：随着技术的更新、信息爆炸和人们欲望的膨胀，个人生活的时间受工作的侵蚀，人们的生活是变得更加和谐幸福还是不幸？

**课后：**进行知识和能力的巩固与加强，开展线上线下单元测试。课后要求学生坚持每天阅读新闻一则，每个小组一周随机请一位同学来分享一则新闻。

**六、课程思政**

以教材单元主题和自建校本特色课程思政资源包蕴含的思想内涵为育人切入点，将习近平新时代中国特色社会主义思想、社会主义核心价值观、中华优秀传统文化、科学创新精神和成长教育五大思政模块隐性融入教学全过程，1）使学生在中外语言、思想和文化的比较中培养人文精神和思辨能力，树立正确的民族观、世界观和文化观，坚定文化自信，激发爱国热情；2）使学生在语言实践中夯实听说基本功，提高跨文化合作和沟通意识，在学习、生活和未来工作中能够恰当有效地使用英语，向世界“讲好中国故事，传播中国好声音，阐释好中国特色”；3）使学生在当代中西方国家的社会发展现状对比中培养世界眼光和国际视野，凝聚科学精神、创新精神和实干精神，坚定中国特色社会主义制度自信，把青春正能量凝聚到实现中华民族伟大复兴的中国梦之中。

例如本册书 Unit 1紧扣单元思政教学目标和教学重点，基于教材单元主题和内容,从语言、文化、思维三个层面，提出课程教学设计思路和方案，建立本单元学习与建立本单元学习与人类命运共同体的关联，引导学生从“人类命运共同体”这一价值观出发，看待世界复杂形势和全球性问题，肩负起承前启后，继往开来的青春责任，投入到构建人类命运共同体的大业中，应对人类共同挑战。通过本单元的学习，学生能够用英语正确表达人类命运共同体，用英语举例表达中国为构建人类命运共同体所做出的努力，如中国在国际抗疫中做出的贡献，能够辩证看待教材选文作者的观点，进行思维广度和深度的拓展，考虑作为当代青年大学生，应当如何为构建人类命运共同体做出自己的贡献。

**七、教材及教学参考书**

**1. 选用教材：**

《全新版大学英语》（第二版）综合教程第四册，李荫华总主编，上海外语教育出版社，2017年

**2. 参考书：**

（1）《大学英语教学指南》(2020版).教育部高等教育司.高等教育出版社，2020年

（2）《大学英语阅读教程》第四册.潘桂荣主编.中国农业出版社，2016年

（3）《大学英语农耕文化阅读教程》第四册.纪卫宁主编.中国农业出版社，2022年

（4）《任务型语言教学》.David Nunan主编.伦敦：剑桥大学出版社&北京：外语教学与研究出版社，2011年

（5）《全新版大学英语长篇阅读4》.郭杰克主编.上海外语教育出版社，2017年

（6）《牛津高阶英汉双解词典（第8版）》. 霍恩比. 商务印书馆，2014年

**3.推荐网站（线上资源）：**

中国大学MOOC平台《大学英语》省级精品课程

其他英语学习网站：

(1) 能飞英语 <http://www.langfly.com>

（2）能飞背单词 http://word.langfly.com

（3）能飞听力 http://tingli.langfly.com

（4）爱思英语 http://www.24en.com

（5）大耳朵英语学习网 http://www.ebigear.com

（6）旺旺英语 http://www.wwenglish.com

（7）沪江英语 http://www.hjenglish.com

（8）普特英语<http://www.putclub.com>

（9）英语沙龙杂志社http://www.es123.com

（11）中国日报微信公众号

**七、教学条件**

《大学英语4》自2021年获准省级精品在线开放课程以来，课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**八、教学考核评价**

**1.过程性评价：**占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

**2.终结性评价：**占总评成绩60%，期末闭卷考试。

**3.课程综合评价：**总评成绩100% = 过程性评价40% + 终结性评价60%。

过程性评价原则上占总评成绩的40%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括慕课自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的60%，是指期末课程考试，采用笔试形式，主、客观题型并重，读、写、译多种能力检测并重，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主，既要有基础知识题型，又要有综合、提高性的题型。

过程性评价中在线自主学习对应课程目标3，语言实践任务对应课程目标中的3和4；终结性评价采用期末考试形式进行笔试，包括阅读、词汇与结构、翻译和写作等题型，对应课程目标中的1，2和3。

# 交际英语I

（Communicative English I）

**课程基本信息**

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| **课程编号：15002215** | **课程总学时：16** | **实验学时： 0 学时** |
| **课程性质：**选修 | **课程属性:**基础类 | **开设学期：第 一 学期** |
| **课程负责人：余红卫** | **课程团队：**马瑶、闫彬彬等 | **授课语言：英语** |
| **适用专业：**本校所有非英语专业本科大一学生 | | |
| **对先修的要求：**无 | | |
| **对后续的支撑：**无 | | |
| **主撰人：余红卫** | **审核人：刘佳** | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《交际英语I》是大学英语交际能力培养系列课程中的基础课程，属于河南农业大学非英语专业本科限定选修课程，目的在于培养学生的口语交际和语用能力。授课对象为本科一年级学生，开课时间为第1学期，总计16学时，1学分，英语授课。本课程根据教育部《大学英语教学指南》(2020版）及我校人才培养定位实际要求来确定其教学内容和制订其教学大纲。

本课程教学目标如下：1）帮助学生提升英语表达能力，学习语用技能，锻炼日常交流会话的信心，达到能够进行英语会话、话题讨论、复述与总结、陈述与讨论、初步的演讲和辩论，做到吐词清晰、发音正确、表达顺畅、逻辑合理； 2）拓宽国际视野，提高跨文化交际意识，培养跨文化交际的实际能力；3）提升思辨能力，增强文化差异的敏感性和宽容性；4) 课程在着重语言能力培养的同时，还利用教材所承载的思政元素，将理想信念教育和社会主义核心价值观塑造融入课程，引导学生树立正确的世界观、人生观和价值观，培养具有专业本领、人文素养、家国情怀、全球视野和跨文化能力的全面发展的复合型人才，以实现学生自我发展，并满足国家和社会对新时代国际化人才的需求。

本课程教学任务如下：课程以跨文化交际中实际案例作为引领，以交际法、任务教学法、产出导向法等为指导，按照由易入难，循序渐进的原则，以学生为主体，以输入为依托，以输出为驱动，以产出为导向，选取贴近学生真实生活场景的音频、视频和文字资料作为语言输入资源，结合灵活多样的练习设计，如授课、视听训练、发音技巧训练、双人会话、小组话题讨论、电影片段配音、公众演讲、辩论等多种形式组织教学和训练，通过大量、真实、地道的语言输入和沉浸式的学习和训练，激励学生接触真实的语言环境，引导学生参与语言活动，积极思考、热烈讨论，促进学生对中西方文化之间的异同有较为敏锐的感知，全面培养学生的英语综合应用能力和跨文化交际能力，拓展学生的知识面，增强自主学习能力，提高综合文化素养。

**二、课程教学的基本要求**

1.基础知识方面：

1）基本词汇

应领会掌握3500-4500单词和400-500个习惯用语或固定搭配，其中复用式掌握的积极词汇为1000单词（包括中学所掌握的单词和词组)，能在口头和书面上较熟练的运用，并具备基本的构词法知识，具有按照基本构词法识别生词的能力。学生应保持每周1000单词的阅读和20分钟的视听输入，并在课堂上活跃参加各类口语交际活动。

2）基本语法

了解基本语法知识，了解英语的词类、时态、语态、简单句的基本句型，具备分析并列句和复合句的能力。

2. 实践技能方面：

1）听力理解能力：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，能听懂语速为每分钟100词左右的英语短文，能根据所听材料进行推理和分析，掌握其中心大意，抓住要点和有关细节，领会作者的态度、感情和真实意图，并用英语作简要笔记，能运用基本的听力技巧。

2）口语交际能力：熟悉教材设计的自我介绍、大学生活、友谊、健康、运动、时尚、家庭、爱情等方面的话题，并能就这些话题展开讨论，用英语进行简单的会话或陈述，较流利地进行交流和表达，能在会话中使用基本的会话策略，能就所熟悉的话题经准备后作3-5分钟的简短发言，表达比较清楚，语音、语调基本正确。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，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，语音、语调自然。

**三、课程的教学设计**

为实现课程目标，《交际英语I》课程教学应以主题教学法、任务教学法、产出导向法等指导教学实践，以学生为中心，教师应综合使用课本、数字资源和网络教学平台，采取线上线下混合式教学模式，实现教和学的立体化、个性化、自主化，通过针对性的训练和有效的管理来全面提高学生的实际交流能力。具体设计说明如下：

1．彻底改变以教师讲授为主的单一课堂教学模式，真正体现以教师为主导，以学生为主体，以网络为工具，加强过程管理，注重实际效果，构建全面培养学生英语综合应用能力的教学模式。综合采用讲授演示、任务教学法、同伴学习法、工作坊等授课方式。

3．教师应充分利用图书资料、网络平台、数字资源等等先进辅助技术，保证教学中语言输入的质和量。充分利用网络辅助平台收集学习数据，监督学生的学习时间、学习进度、学习成绩，通过虚拟和现实两种途径给予学生反馈、评估和互动。

3．教师应充分利用现代化的教学手段，创造良好的语言交际环境。以主题教学法、任务教学法、产出导向法指导教学实践，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、动力、刺激、目标、手段、内容，让学生在课堂内外应用语言及交际策略去完成、然后口头和书面汇报和总结完成任务情况。另外，要组织开展丰富多彩的英语课外活动优化校园英语学习环境，通过英语报刊、英语广播、英语角、英语演讲、英语竞赛、英语节等形式多样的课外活动，使学生有更多接触英语和运用英语进行沟通和交际的机会。

**四、理论教学内容及学时分配（16学时）**

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| **教学内容** | | | **各教学环节学时分配** | | | **课后作业和自主学习** |
| **课节** | **单元主题** | **教学环节** | **讲授** | **实践** | **小计** |
| 1-2 | Unit 1 Self-introduction | Part I Warming-up  Part II Listening  Part III Watching  Part IV Speaking | 1 | 1 | 2 | Part V Self-test |
| 3-4 | Unit 2 College Life | Part I Warming-up  Part II Listening  Part III Watching  Part IV Speaking | 1 | 1 | 2 | Part V Self-test |
| 5-6 | Unit 3 Friendship | Part I Warming-up  Part II Listening  Part III Watching  Part IV Speaking | 1  1 | 1 | 2 | Part V Self-test |
| 7-8 | Unit 4 Health | Part I Warming-up  Part II Listening  Part III Watching  Part IV Speaking | 1 | 1 | 2 | Part V Self-test |
| 9-10 | Unit 5 Sports | Part I Warming-up  Part II Listening  Part III Watching  Part IV Speaking | 1 | 1 | 2 | Part V Self-test |
| 11-12 | Unit 6 Fashion | Part I Warming-up  Part II Listening  Part III Watching  Part IV Speaking | 1 | 1 | 2 | Part V Self-test |
| 13-14 | Unit 7 Family | Part I Warming-up  Part II Listening  Part III Watching  Part IV Speaking | 1 | 1 | 2 | Part V Self-test |
| 15-16 | Unit 8 Romance | Part I Warming-up  Part II Listening  Part III Watching  Part IV Speaking | 1 | 1 | 2 | Part V Self-test  Test paper one  Test paper two |
| 合计 | |  | 8 | 8 | 16 |  |

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|  | **Unit 1** **Self-introduction** | **Time allotment：2** |

**I. Teaching objectives：**

1) Prepare the students for the topic Self-introduction.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on communication etiquettes based on the quote from Chinese classic *The Book of Rites*.

**II. Key points &** **difficult points：**

1) Key points: useful expressions for self-introduction; listening strategies; pronunciation skills: confusing vowels.

2) Difficult points: spot dictation, listening comprehension of news items.

**III. Teaching contents and requirement:**

Students are expected to:

1) understand the topic of Self-introduction;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for making self-introduction.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**VI. Teaching organization**

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|  | **Teaching steps** |
| 1st period | Part I Warming-up   1. Section one: Appreciate the topic-related quotes. 2. Section two: Discuss the questions with the partner, learn to make a self-introduction by referring to the useful expressions. 3. Section three: Listen to the four statements and fill in the blanks. And then match them with the given pictures on the right column.   Part II Listening   1. Section one: Listen for pronunciation skills. 2. Section two: Listen to long conversation; Spot dictation; News items. |
| 2nd period | Part III Watching   1. Section one: Watch the video clip. 2. Section two: Movie time.   Part IV Speaking   1. Section one: Listen and repeat. 2. Section two: Role play. 3. Section three: Free talk |

**V.** **Teaching principles and methods：**

1) Teaching principle: student-centered

2) Teaching approaches and methods: task-based teaching, communicative teaching, emphasizing cooperation and interactivity, role-play, discussion, debate, presentation

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|  | **Unit 2** **College Life** | **Time allotment：2** |  |

**I. Teaching objectives：**

1) Prepare the students for the topic College Life.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on the goal of college education based on the quote from Chinese classic *The Book of Rites*.

**II. Key points & difficult points：**

1) Key points: listening strategies; pronunciation skills: liaisons.

2) Difficult points: spot dictation, listening comprehension of news items.

**III. Teaching contents and requirement:**

Students are expected to:

1) understand the topic of College Life;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about college life.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**VI. Teaching organization**

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|  | Teaching steps |
| 1st period | Part I Warming-up   1. Section one: Appreciate the topic-related quotes. 2. Section two: Discuss the questions with the partner, talk about college life. 3. Section three: Listen to the four statements and fill in the blanks. And then match them with the given pictures on the right column.   Part II Listening   1. Section one: Listen for pronunciation skills. 2. Section two: Listen to long conversation; Spot dictation; News items. |
| 2nd period | Part III Watching   1. Section one: Watch the video clip. 2. Section two: Movie time.   Part IV Speaking   1. Section one: Listen and repeat. 2. Section two: Role play. 3. Section three: Free talk |

**V. Teaching principles and methods：**

1) Teaching principle: student-centered

2) Teaching approaches and methods: task-based teaching, communicative teaching, emphasizing cooperation and interactivity, role-play, discussion, debate, presentation

**Unit 3 Friendship Time allotment：2**

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**I. Teaching objectives：**

1) Prepare the students for the topic Friendship.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on friendship based on the quote from Chinese classic *Zhuangzi*.

**II. Key points & difficult points：**

1) Key points: listening strategies; pronunciation skills: incomplete explosion.

2) Difficult points: spot dictation, listening comprehension of news items.

**III. Teaching contents and requirement:**

Students are expected to:

1) understand the topic of Friendship;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about friendship.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**VI. Teaching organization**

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|  | Teaching steps |
| 1st period | Part I Warming-up   1. Section one: Appreciate the topic-related quotes. 2. Section two: Discuss the questions with the partner, talk about friendship. 3. Section three: Listen to the four statements and fill in the blanks. And then match them with the given pictures on the right column.   Part II Listening   1. Section one: Listen for pronunciation skills. 2. Section two: Listen to long conversation; Spot dictation; News items. |
| 2nd period | Part III Watching   1. Section one: Watch the video clip. 2. Section two: Movie time.   Part IV Speaking   1. Section one: Listen and repeat. 2. Section two: Role play. 3. Section three: Free talk |

**V. Teaching principles and methods：**

1) Teaching principle: student-centered

2) Teaching approaches and methods: task-based teaching, communicative teaching, emphasizing cooperation and interactivity, role-play, discussion, debate, presentation

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|  | **Unit 4** **Health Time allotment：2** |  |

**I. Teaching objectives：**

1) Prepare the students for the topic Health.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on good health based on the quote from Chinese classic *Tao Te Ching*.

**II. Key points & difficult points：**

1) Key points: listening strategies; pronunciation skills: unstressed syllable.

2) Difficult points: spot dictation, listening comprehension of news items.

**III. Teaching contents and requirement:**

Students are expected to:

1) understand the topic of Health;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about health.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**VI. Teaching organization**

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|  | Teaching steps |
| 1st period | Part I Warming-up   1. Section one: Appreciate the topic-related quotes. 2. Section two: Discuss the questions with the partner, talk about health. 3. Section three: Listen to the four statements and fill in the blanks. And then match them with the given pictures on the right column.   Part II Listening   1. Section one: Listen for pronunciation skills. 2. Section two: Listen to long conversation; Spot dictation; News items. |
| 2nd period | Part III Watching   1. Section one: Watch the video clip. 2. Section two: Movie time.   Part IV Speaking   1. Section one: Listen and repeat. 2. Section two: Role play. 3. Section three: Free talk |

**V. Teaching principles and methods：**

1) Teaching principle: student-centered

2) Teaching approaches and methods: task-based teaching, communicative teaching, emphasizing cooperation and interactivity, role-play, discussion, debate, presentation

**Unit 5** **Sports Time allotment：2**

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**I. Teaching objectives：**

1) Prepare the students for the topic Sports.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on the importance of sports based on the quote from Chinese classic *Lüshi chunqiu*.

**II. Key points & difficult points：**

1) Key points: listening strategies; pronunciation skills: confusing consonants.

2) Difficult points: spot dictation, listening comprehension of news items.

**III. Teaching contents and requirement:**

Students are expected to:

1) understand the topic of Sports;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about sports and daily exercises.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**VI. Teaching organization**

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|  | Teaching steps |
| 1st period | Part I Warming-up   1. Section one: Appreciate the topic-related quotes. 2. Section two: Discuss the questions with the partner, learn to talk about sports and daily exercises. 3. Section three: Listen to the four statements and fill in the blanks. And then match them with the given pictures on the right column.   Part II Listening   1. Section one: Listen for pronunciation skills. 2. Section two: Listen to long conversation; Spot dictation; News items. |
| 2nd period | Part III Watching   1. Section one: Watch the video clip. 2. Section two: Movie time.   Part IV Speaking   1. Section one: Listen and repeat. 2. Section two: Role play. 3. Section three: Free talk |

**V. Teaching principles and methods：**

1) Teaching principle: student-centered

2) Teaching approaches and methods: task-based teaching, communicative teaching, emphasizing cooperation and interactivity, role-play, discussion, debate, presentation

**Unit 6 Fashion Time allotment：2**

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**I. Teaching objectives：**

1) Prepare the students for the topic Fashion.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on the good sense of fashion and aesthetics based on the quote from Chinese poem *The Golden Dress*.

**II. Key points & difficult points：**

1) Key points: listening strategies; pronunciation skills: assimilation.

2) Difficult points: spot dictation, listening comprehension of news items.

**III. Teaching contents and requirement:**

Students are expected to:

1) understand the topic of Fashion;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about fashion.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**VI. Teaching organization**

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|  | Teaching steps |
| 1st period | Part I Warming-up   1. Section one: Appreciate the topic-related quotes. 2. Section two: Discuss the questions with the partner, learn to talk about fashion. 3. Section three: Listen to the four statements and fill in the blanks. And then match them with the given pictures on the right column.   Part II Listening   1. Section one: Listen for pronunciation skills. 2. Section two: Listen to long conversation; Spot dictation; News items. |
| 2nd period | Part III Watching   1. Section one: Watch the video clip. 2. Section two: Movie time.   Part IV Speaking   1. Section one: Listen and repeat. 2. Section two: Role play. 3. Section three: Free talk |

**V. Teaching principles and methods：**

1) Teaching principle: student-centered

2) Teaching approaches and methods: task-based teaching, communicative teaching, emphasizing cooperation and interactivity, role-play, discussion, debate, presentation

**Unit 7** **Family Time allotment：2**

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**I. Teaching objectives：**

1) Prepare the students for the topic Family.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on family and love based on the quote from the Chinese poem *Song of the Parting Son*.

**II. Key points & difficult points：**

1) Key points: listening strategies; pronunciation skills: stressed syllable.

2) Difficult points: spot dictation, listening comprehension of news items.

**III. Teaching contents and requirement:**

Students are expected to:

1) understand the topic of Family;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about family and love.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**VI. Teaching organization**

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|  | Teaching steps |
| 1st period | Part I Warming-up   1. Section one: Appreciate the topic-related quotes. 2. Section two: Discuss the questions with the partner, learn to talk about family. 3. Section three: Listen to the four statements and fill in the blanks. And then match them with the given pictures on the right column.   Part II Listening   1. Section one: Listen for pronunciation skills. 2. Section two: Listen to long conversation; Spot dictation; News items. |
| 2nd period | Part III Watching   1. Section one: Watch the video clip. 2. Section two: Movie time.   Part IV Speaking   1. Section one: Listen and repeat. 2. Section two: Role play. 3. Section three: Free talk |

**V. Teaching principles and methods：**

1) Teaching principle: student-centered

2) Teaching approaches and methods: task-based teaching, communicative teaching, emphasizing cooperation and interactivity, role-play, discussion, debate, presentation

**Unit 8** **Romance Time allotment：2**

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**I. Teaching objectives：**

1) Prepare the students for the topic Romance.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on sincere and pure love based on the quote from Deng Yingchao.

**II. Key points & difficult points：**

1) Key points: listening strategies; pronunciation skills: liaisons.

2) Difficult points: spot dictation, listening comprehension of news items.

**III. Teaching contents and requirement:**

Students are expected to:

1) understand the topic of Romance;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about love.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**VI. Teaching organization**

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|  | Teaching steps |
| 1st period | Part I Warming-up   1. Section one: Appreciate the topic-related quotes. 2. Section two: Discuss the questions with the partner, learn to talk about love. 3. Section three: Listen to the four statements and fill in the blanks. And then match them with the given pictures on the right column.   Part II Listening   1. Section one: Listen for pronunciation skills. 2. Section two: Listen to long conversation; Spot dictation; News items. |
| 2nd period | Part III Watching   1. Section one: Watch the video clip. 2. Section two: Movie time.   Part IV Speaking   1. Section one: Listen and repeat. 2. Section two: Role play. 3. Section three: Free talk |

**V. Teaching principles and methods：**

1) Teaching principle: student-centered

2) Teaching approaches and methods: task-based teaching, communicative teaching, emphasizing cooperation and interactivity, role-play, discussion, debate, presentation

**五、课程思政**

《交际英语I》在课程建设、教材编写、教学实施等各个环节充分体现思政理念，将政治认同、家国情怀、文化素养、道德修养等思政元素融入教学体系，实现工具性和人文性的有机统一。每个单元的导入部分均以中英双语引入与主题相关的中国古代和现当代经典名篇名言，这些独具特色的内容厚植中国优秀传统文化，体现中国智慧和理念，既可以启迪学生对单元主题进行深入思考，又可以提升学生文化自信和家国情怀，引导学生树立正确的世界观、人生观和价值观。

**六、教材及教学参考书**

**1. 选用教材：**

理论课教材：《新理念大学英语视听说教程 学生用书》，刘佳 编著，上海交通大学出版社，2023年出版

**2. 参考书：**

（1）《新理念大学英语视听说教程 教师用书》，刘佳 编著，上海交通大学出版社，2023年。

（2）《大学跨文化英语视听说教程》，张敬源 主编，上海外语教育出版社, 2022年。

（3）跨文化交际英语课程系列：《跨文化交际技巧：如何跟西方人打交道（学生用书）》，(美) 斯诺 (Snow, D.) 编著，上海外语教育出版社, 2023年。

（4）《实用交际英语口语》，向丁丁、季佩英主编，复旦大学出版社，2017年。

**3. 推荐网站（线上资源）：**

（1）WE Learn 智慧教学系统 <https://welearn.sflep.com>

（2）China Daily 中国日报网 http://www.chinadaily.com.cn/

（3）TED Talks https://www.ted.com/

（4）中国大学慕课网 国际级精品在线课程《交际英语》https://www.icourse163.org/course/NWPU-1003246006?from=searchPage&outVendor=zw\_mooc\_pcssjg\_

**七、教学条件**

1）《交际英语I》课程教学团队由具有先进教学理念、创新意识和一线教学经验丰富、专业素质扎实的教师组成，学历均在硕士研究生以上。

2）该课程需要在具有视听设备的语言实验室授课。

**八、教学考核评价**

《交际英语I》课程考核采用过程性评价和终结性评价结合的综合评价方式，分值分配如下：期末考试（60%）；平时表现（40%）（其中包含：课堂出席10%+课堂表现10%+分组项目展示20%）。

# 交际英语II

Communicative English II

**课程基本信息**

|  |  |  |
| --- | --- | --- |
| **课程编号：15002216** | **课程总学时：16** | **实验学时： 0 学时** |
| **课程性质：公共基础必修课** | **课程属性: 素质类** | **开设学期：第 2学期** |
| **课程负责人：翟莹莹** | **课程团队： 刘佳、宋洁等** | **授课语言：英语** |
| **适用专业：非英语专业一年级本科生** | | |
| **对先修的要求：**无 | | |
| **对后续的支撑：**无 | | |
| **主撰人：翟莹莹** | **审核人：刘佳** | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

1.教学理念

《交际英语》是一门以外语教学理论为指导，以英语语言知识与应用技能、跨文化交际和学习策略为主要内容，并融合多种教学模式和教学手段为一体的教学体系。

2.课程性质

《交际英语》是为非英语专业一年级本科学生开设的一门公共基础必修课，旨在通过听、说、读、写、译的综合训练，逐步提高学生运用英语进行交际的能力。

3.教学目标和任务

通过本门课程的学习，使学生掌握英语的交际能力，即英语的语言能力，包括语音、语法和词汇；英语的实用能力，即认识英语实际使用的规矩，了解英语语篇结构的知识及掌握英语的交际策略和英语的认知和感受能力。学生通过大量真实、自然的交际活动，如对子活动、小组讨论、角色扮演等，能更主动、灵活、深刻地掌握英语的交际能力。本课程提供多种类型的交际活动，如听力（听大意、细节、态度及语言）、口语（对子活动、对话、小组讨论、辩论及角色扮演等）、阅读（读大意、细节）、写作（通知、口信、信、新闻及文章）和翻译（口译）。教材使用的语言材料真实自然，涉及日常生活中的多个方面：社会、政治、环境、教育、体育、住房、节假日及 风俗习惯等。此外，教师在教授该课程过程中增加的中国文化元素能帮助学生自主进行中西方文化对比，拓展的课程思政元素有利于提升学生用英语讲好中国故事的能力。

**二、课程教学的基本要求**

1.教师加大语言的输入量，语言的输入量要大于学生的语言练习量，确保学生能听懂英语授课，能听懂日常英语谈话和一般性题材讲座，能基本听懂英语国家中速英语节目，掌握大意并抓住中心要点。

2.教师增加学生练习英语的时间，设定具体的题目和场景，组织演讲、辩论和讨论等活动。让学生能用英语就一般性话题进行比较流利的会话，能基本表达个人意见、情感、观点等，能基本陈述事实、理由和描述事件，表达清楚，语音、语调基本正确。教师在课上展开各种形式的个人、双人、小组活动，促进师生、生生之间的情感交流。此外，教师要对学生的活动要及时给予反馈，提高学生练习的质量。

3.通过线上线下混合式教学，自主学习能力提升。通过小组合作等形式，养成团队合作意识，最终实现能用顺利组织语言，推介中国文化，讲述中国故事。

**三、课程的教学设计**

1.教学设计说明

教学内容：《交际英语II》中设计了大量的、多样的听(包括听大意、态度、具体细节等)、说(包括两人对练、对话、小组讨论、角色扮演、辩论等)、读(包括读大意、具体信息、速读、寻读等)、写(包括写留言、启示、书信、短文、评论、新闻报道等)等符合现实生活交际需要的交际活动，语言材料真实, 内容涉及英语国家和中国人现实生活中的各个方面.包括见面会客、日常生活、描述物品、谈论人物、描述地点、行为处事、展望未来、谈论过去等八个单元。教学过程中, 学生处于活动的中心，教师辅助指导、组织、参与交际活动，并在活动之后在语言方面进行总结。所有活动都编织在用目的语进行交际的一个灵活的、动态的、持续不停的进程中。

教学策略：制定有利于学生个性化学习方法的形成和学生自主学习能力的发展，应以现代信息技术、特别是网络技术为支撑，使大学英语教学朝着个性化学习、不受时间和地点限制的学习、主动式的学习方向发展，应体现英语教学的实用性、文化性和趣味性相融合的原则，应能充分调动教师和学生两个方面的积极性，确立学生在英语教学中的主体地位。

教学方法：本课程提供多种类型的交际活动，如听力（听大意、细节、态度及语言）、口语（对子活动、对话、小组讨论、辩论及角色扮演等）、阅读（读大意、细节）、写作（通知、口信、信、新闻及文章）和翻译（口译）。教材使用的语言材料真实自然，涉及日常生活中的多个方面：社会、政治、环境、教育、体育、住房、节假日及风俗习惯等。

教学过程：（1）创设情境，引出课程；（2）引导学生理解课程内容；（3）组织学生进行交际实践；（4）课堂教学评价和反馈。

教学评价：运用多种评价方法与手段，处理好内部评价与外部评价、形成性评价与终结性评价之间的关系，实现从传统的“对课程结果的终结性评价”向“促进课程发展的形成性评价”转变。每一位课程参与者都是评价的主体。

2.课程目标及对毕业要求的支撑

|  |  |  |
| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | 1.课程目标与毕业要求是否有效对接？  （一个课程目标不要同时覆盖多个不同类型毕业要求，1个毕业要求指标点不要牵涉过多课程目标）  2.课程目标是否合理表述？  （课程目标的内涵应体现毕业要求指标点的要求，准确表达学生通过课程学习所获得的解决问题的能力而非知识掌握要求。应按照学生能力形成的逻辑关系，由浅入深的“纵向”分解，不宜按照教材章节“横向”切割，笼统描述。根据毕业要求指标点的要求，结合课程内容，设计逻辑关系清晰的课程目标，以便于指导课程考核与评价，为毕业要求指标点评价提供有效数据。 | 1 |
| 2 | 目标2：能用英语就一般性话题进行比较流利的会话，能基本表达个人意见、情感、观点等，能基本陈述事实、理由和描述事件，表达清楚，语音、语调基本正确。 | 2 |
| 3 | 目标3：使学生具有一定的国际视野，能够了解专业领域的国际发展趋势与新的研究热点，并能在跨文化背景下使用一门外语清晰的陈述和回答问题，解释和尊重世界不同文化的差异性和多样性。 | 3 |
| 4 | 目标4：通过课程的学习，具有自主学习和终身学习的意识，掌握拓展知识和能力的基本方法和途径。 |  |

**四、理论教学内容及学时分配（16学时）**

|  |  |  |
| --- | --- | --- |
|  | **Unit One Growing Pains** | **学时数：2** |

**第一节 （1学时）**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--listening for gist and specific information; group discussion.

--grasp the intonation meaning in different context.

**主要教学内容及要求：**

Part I Warming-up

Section One Topic-related Quotes

Section Two Discussion

Sections Three Listen and Match

Part II Listening

Section One Listen for Pronunciation Skills

Section Two Further Listening

**教学组织与实施：**

--introduce the background information about Growing Pains.

--analyze various changes in different periods of growing-up and its relevant causes.

--carry out the group discussion.

--grasp the intonation meaning in different context.

--improve the listening skills.

1. **1学时**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--mimic the pronunciation and intonation in the video clip.

--making a topic.

**主要教学内容及要求：**

Part III Watching

Section One Video Clip

Section Two Movie Time

Part IV Speaking

Section One Listen and Repeat

Section Two Role Play

Section Three Free Talk

**教学组织与实施：**

--see a video clip and listen for gist and specific details.

--pair work: do the dubbing job by watching the silent video clip with partners.

--conduct a role play based on the given dialogue.

--make a topic “peer influence”.

--improve the speaking skills.

--assign the homework (Part V Self-test& Part VI Self-assessment).

|  |  |  |
| --- | --- | --- |
|  | **Unit Two Food** | **学时数：2** |

**第一节 （1学时）**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--listening for gist and specific information; group discussion.

--grasp the pauses between the lines.

**主要教学内容及要求：**

Part I Warming-up

Section One Topic-related Quotes

Section Two Discussion

Sections Three Listen and Match

Part II Listening

Section One Listen for Pronunciation Skills

Section Two Further Listening

**教学组织与实施：**

--introduce Food from various aspects.

--find out classic foods both in China and the West.

--carry out the group discussion.

--grasp the pauses between the lines.

--improve the listening skills.

**第二节   1学时**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--mimic the pronunciation and intonation in the video clip.

--making a topic.

**主要教学内容及要求：**

Part III Watching

Section One Video Clip

Section Two Movie Time

Part IV Speaking

Section One Listen and Repeat

Section Two Role Play

Section Three Free Talk

**教学组织与实施：**

--see a video clip and listen for gist and specific details.

--pair work: do the dubbing job by watching the silent video clip with partners.

--conduct a role play based on the given dialogue.

--make a topic “fast food”.

--improve the speaking skills.

--assign the homework (Part V Self-test & Part VI Self-assessment).

|  |  |  |
| --- | --- | --- |
|  | **Unit Three Success** | **学时数：2** |

**第一节 （1学时）**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--listening for gist and specific information; group discussion.

--grasp the pauses between the lines.

**主要教学内容及要求：**

Part I Warming-up

Section One Topic-related Quotes

Section Two Discussion

Sections Three Listen and Match

Part II Listening

Section One Listen for Pronunciation Skills

Section Two Further Listening

**教学组织与实施：**

--introduce several typical successful persons.

--analyze the keys to success.

--carry out the group discussion.

--grasp the pauses between the lines.

--improve the listening skills.

**第二节   1学时**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--mimic the pronunciation and intonation in the video clip.

--making a topic.

**主要教学内容及要求：**

Part III Watching

Section One Video Clip

Section Two Movie Time

Part IV Speaking

Section One Listen and Repeat

Section Two Role Play

Section Three Free Talk

**教学组织与实施：**

--see a video clip and listen for gist and specific details.

--pair work: do the dubbing job by watching the silent video clip with partners.

--conduct a role play based on the given dialogue.

--make a topic “being a celebrity”.

--improve the speaking skills.

--assign the homework (Part V Self-test& Part VI Self-assessment).

|  |  |  |
| --- | --- | --- |
|  | **Unit Four Travelling** | **学时数：2** |

**第一节 （1学时）**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--listening for gist and specific information; group discussion.

--identify the different intonation.

**主要教学内容及要求：**

Part I Warming-up

Section One Topic-related Quotes

Section Two Discussion

Sections Three Listen and Match

Part II Listening

Section One Listen for Pronunciation Skills

Section Two Further Listening

**教学组织与实施：**

--introduce the background information about Travelling.

--analyze the attitudes to travelling from people of different ages.

--carry out the group discussion.

--identify the different intonation.

--improve the listening skills.

**第二节   1学时**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--mimic the pronunciation and intonation in the video clip.

--making a topic.

**主要教学内容及要求：**

Part III Watching

Section One Video Clip

Section Two Movie Time

Part IV Speaking

Section One Listen and Repeat

Section Two Role Play

Section Three Free Talk

**教学组织与实施：**

--see a video clip and listen for gist and specific details.

--pair work: do the dubbing job by watching the silent video clip with partners.

--conduct a role play based on the given dialogue.

--make a topic “travelling abroad”.

--improve the speaking skills.

--assign the homework (Part V Self-test& Part VI Self-assessment).

|  |  |  |
| --- | --- | --- |
|  | **Unit Five Environment** | **学时数：2** |

**第一节 （1学时）**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--listening for gist and specific information; group discussion.

--grasp the stress and reduction.

**主要教学内容及要求：**

Part I Warming-up

Section One Topic-related Quotes

Section Two Discussion

Sections Three Listen and Match

Part II Listening

Section One Listen for Pronunciation Skills

Section Two Further Listening

**教学组织与实施：**

--introduce the background information about Environment.

--analyze various environmental problems and its relevant causes.

--carry out the group discussion.

--grasp the stress and reduction.

--improve the listening skills

**第二节   1学时**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--mimic the pronunciation and intonation in the video clip.

--making a topic.

**主要教学内容及要求：**

Part III Watching

Section One Video Clip

Section Two Movie Time

Part IV Speaking

Section One Listen and Repeat

Section Two Role Play

Section Three Free Talk

**教学组织与实施：**

--see a video clip and listen for gist and specific details.

--pair work: do the dubbing job by watching the silent video clip with partners.

--conduct a role play based on the given dialogue.

--make a topic “smog”.

--improve the speaking skills.

--assign the homework (Part V Self-test& Part VI Self-assessment).

|  |  |  |
| --- | --- | --- |
|  | **Unit Six Science and Technology** | **学时数：2** |

**第一节 （1学时）**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--listening for gist and specific information; group discussion.

--identify the different intonation.

**主要教学内容及要求：**

Part I Warming-up

Section One Topic-related Quotes

Section Two Discussion

Sections Three Listen and Match

Part II Listening

Section One Listen for Pronunciation Skills

Section Two Further Listening

**教学组织与实施：**

--introduce the background information about Science and Technology.

--analyze the changes that science and technology have brought to our lives.

--carry out the group discussion.

--identify the different intonation.

--improve the listening skills.

**第二节   1学时**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--mimic the pronunciation and intonation in the video clip.

--making a topic.

**主要教学内容及要求：**

Part III Watching

Section One Video Clip

Section Two Movie Time

Part IV Speaking

Section One Listen and Repeat

Section Two Role Play

Section Three Free Talk

**教学组织与实施：**

--see a video clip and listen for gist and specific details.

--pair work: do the dubbing job by watching the silent video clip with partners.

--conduct a role play based on the given dialogue.

--make a topic “online shopping”.

--improve the speaking skills.

--assign the homework (Part V Self-test& Part VI Self-assessment).

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|  | **Unit Seven Advertising** | **学时数：2** |

**第一节 （1学时）**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--listening for gist and specific information; group discussion.

--grasp the stress and reduction.

**主要教学内容及要求：**

Part I Warming-up

Section One Topic-related Quotes

Section Two Discussion

Sections Three Listen and Match

Part II Listening

Section One Listen for Pronunciation Skills

Section Two Further Listening

**教学组织与实施：**

--introduce the background information about Advertising.

--analyze various changes in different periods of growing-up and its relevant causes.

--carry out the group discussion.

--grasp the stress and reduction.

--improve the listening skills.

**第二节   1学时**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--mimic the pronunciation and intonation in the video clip.

--making a topic.

**主要教学内容及要求：**

Part III Watching

Section One Video Clip

Section Two Movie Time

Part IV Speaking

Section One Listen and Repeat

Section Two Role Play

Section Three Free Talk

**教学组织与实施：**

--see a video clip and listen for gist and specific details.

--pair work: do the dubbing job by watching the silent video clip with partners.

--conduct a role play based on the given dialogue.

--make a topic “advertisements”.

--improve the speaking skills.

--assign the homework (Part V Self-test& Part VI Self-assessment).

|  |  |  |
| --- | --- | --- |
|  | **Unit Eight Shopping** | **学时数：2** |

**第一节 （1学时）**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--listening for gist and specific information; group discussion.

--grasp the sentence stress.

**主要教学内容及要求：**

Part I Warming-up

Section One Topic-related Quotes

Section Two Discussion

Sections Three Listen and Match

Part II Listening

Section One Listen for Pronunciation Skills

Section Two Further Listening

**教学组织与实施：**

--introduce the background information about Shopping.

--analyze different shopping habits.

--carry out the group discussion.

--grasp the sentence stress.

--improve the listening skills.

**第二节   1学时**

**教学目标：**

--The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

--The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations.

--The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**教学重点和难点：**

--mimic the pronunciation and intonation in the video clip.

--making a topic.

**主要教学内容及要求：**

Part III Watching

Section One Video Clip

Section Two Movie Time

Part IV Speaking

Section One Listen and Repeat

Section Two Role Play

Section Three Free Talk

**教学组织与实施：**

--see a video clip and listen for gist and specific details.

--pair work: do the dubbing job by watching the silent video clip with partners.

--conduct a role play based on the given dialogue.

--make a topic “shopaholics”.

--improve the speaking skills.

--assign the homework (Part V Self-test& Part VI Self-assessment).

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**五、课程思政**

1.家国情怀：Unit 3成功人士的爱国之举；Unit 1《道德经》；Unit 5 环境问题；

2.人生观、价值观和世界观：Unit 1《道德经》节选；Unit 3成功；Unit 4价值观探索；Unit 8 网上购物，

3.文化认同：Unit 2《道德经》节选；Unit 2的美食文化；

4.人文修养：Unit 3唐诗节选；Unit 8幸福的含义；

5.职业理想：Unit 3名人的讨论；Unit 7广告的讨论；

6.工匠精神：Unit 4诗歌节选；Unit 3 名人的讨论；Unit 7广告；Unit 2美食家；

**六、教材及教学参考书**

**1.选用教材：**

新理念大学英语视听说教程，李筱洁主编，上海交通大学出版社，2022年

**2.参考书：**

（1）交际英语对话．翁显雄．世界图书出版公司, 2007

（2）交际英语热门话题47个．吴中成．中国宇航出版社, 2007

（3）交际英语．何传春．广东旅游出版社, 2008

（4）跨文化交际．祖晓梅．外语教学与研究出版社, 2015

（5）跨文化交际与案例分析．朱勇．高等教育出版社, 2018

（6）跨文化交际英语课程系列：跨文化交际技巧：如何跟西方人打交道．斯诺．上海外语教育出版社, 2019

（7）跨文化交际（第九版）．拉里•萨莫瓦尔．北京大学出版社, 2021

**3.推荐网站（线上资源）：**

（1）中国日报国际版，http://www.chiandaily.com.cn

（2）ESOL courses，http://www.esolcourses.com

（3）BBC Learning English，http://bbc.enfamilu.cn

（4）CNN学生新闻，http://edition.cnn.com/cnn10

（5）TEDed，http://ed.ted.com

（6）Put English Club，http://www.putclub.com

（7）中国大学慕课

**七、教学条件**

本课程语教学应具备语言实验室、网络自主学习中心等基本硬件环境，并充分利用学校其他计算机和网络等设备。学生还可以通过校园宽带网或无线局域网进行课下的网络课程学习。学校建有专门的校园外语电台、数码编辑室、语言录播室等硬件设施，为师生提供良好的语言学习和语言教学环境和条件。

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**八、教学考核评价**

**1.过程性评价：**将课前预习、课堂表现、线上测验、课后作业、小组讨论等学习过程纳入课程形成性评价体系；比重为40%。

**2.终结性评价：**听和写采用期末闭卷考试，读和说采用平时课堂记录的形式。比重为60%。

**3.课程综合评价** = 过程性评价\*40%+终结性评价\*60%。

# 学术英语视听说

English for Academic Purpose: Viewing, Listening & Speaking

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002217** | **课程总学时：32** | **实验学时： 0 学时** |
| **课程性质：选修** | **课程属性:素质类** | **开设学期：第 4 学期** |
| **课程负责人：李筱洁** | **课程团队：陈洁、刘静宇等** | **授课语言：英语** |
| **适用专业：非英语专业二年级本科生** | | |
| **对先修的要求：无** | | |
| **对后续的支撑：无** | | |
| **主撰人：李筱洁** | **审核人：张俊杰** | **大纲制定（修订）日期：2023.6** |

**一、课程的教学理念、性质、目标和任务**

《学术英语视听说》是面向我校非英语专业本科学生开设的一门公共选修课，旨在适应新时期大学英语教学的发展方向和新形势下我国人才培养目标对高等教育提出的新要求，将语言知识学习、语言技能训练和人文素养培养有机融合。通过学习该门课程，提高我校学生在学术环境中的英语交流、沟通、表达能力，帮助他们了解国际基本学术规范，为高层次学术研究做好准备。该课程以学术英语视听与口语训练为纲，注重技能的巩固和整合，强调学以致用。同时，课程注重在学术英语视听说训练过程中融入课程思政元素，加强爱国主义教育，增强学生文化自信，培养学生批判性思维，使之既要继承中华优秀传统文化又要弘扬时代精神，既要立足本国又要面向世界，成为交流展示中国科研成果的高端双语复合型人才。

本课程注重增强学生学术素养，培养学生使用英语进行学术交流，从事学术研究的能力。本课程体现以学生主体，教师为引导的教学理念，综合运用启发式、协作式、讨论式等多种教学方法，并借助多媒体、互联网、手机和电脑等现代教育技术手段开展线上线下混合式教学。在知识传授的基础上，利用虚拟仿真实验室、同声传译实训室等实验场所，模拟实际语境进行交际训练，强调学生的全面发展和综合能力的提升。

**二、课程教学的基本要求**

词汇：领会式掌握 600-700个学术英语词汇的用法，包括意义、搭配、语义趋向等，尤其是重点培养学生对预构成语块的敏感性，逐步培养学生正确的英语语感。

语法：进一步掌握语法要点并领会学术英语的语篇结构以学术英语常用交际功能的语言表达法，进一步提高学生在学术英语交际中使用语言的流利程度、准确性和得体性。

视听：充分且准确理解基本的自然科学及社会科学话题的对话、访谈和讲座，并能抓住中心大意、要点和有关细节，领会作者观点和态度；能快速、准确、科学地运用符号、缩写等手段记学术笔记，正确运用合适的笔记结构（树形图、大纲方式、思维导图方式等）且逻辑关联基本清楚。

会话：能准确区分正式语体和非正式语体，学会准确得体地发表意见，参加讨论，介绍研究课题，在全班同学面前做汇报讲演；能就教材内容作简短问答、复述和思辨性分析，并能准确清晰地转述听力材料中的观点，同时表达自己的看法和观点；能对特定学术话题进行深入分析并以小组合作的形式完成选定学术类话题的数字故事视频的创作以及汇报展示；了解国际基本学术礼仪和规范，能在正式及非正式场合下有效、得体地进行交流沟通。

**三、课程的教学设计**

1.教学设计说明

《学术英语视听说》课程通过训练学生应用听说技能，在实际语境进行交际，强调学生的全面发展和综合能力的提升，包括语言应用能力、自主学习能力、思辨能力、人际交往能力、小组合作能力等。利用线上线下、课内课外等多渠道开展教学活动，教学过程坚持以学生为中心，运用产出导向法，培养学生学术英语听说能力。坚持过程性评价与终结性评价相结合的评价方式，兼顾教师评价、学生互评和学生自评。

2.课程目标及对毕业要求的支撑

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| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | 目标1：通过课程的学习，使学生具备区别正式语体和非正式语体的能力。 |  |
| 2 | 目标2：通过课程的学习，使学生具备识别并规范使用学术英语词汇、短语与句式的能力。 |  |
| 3 | 目标3：通过课程的学习，使学生具备听懂通用英语学术会话、访谈、讲座、会议等的能力。 |  |
| 4 | 目标4：通过课程的学习，使学生具备在学术环境下准确、得体地用英语进行表达、交际的能力。 |  |

**四、理论教学内容及学时分配（32学时）**

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| --- | --- | --- |
|  | **Chapter 1 Marriage, Family and the Home** | **学时数：6** |

**教学目标：**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about marriage, family stories, family lessons and how we learn to behave under the influence of them;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4）prepare and deliver an oral presentation on an aspect of group dynamics.

**教学重点和难点：**

（1）To think critically about the topic;

（2）To organize notes in columns;

（3）To prepare and deliver an oral presentation on an aspect of group dynamics.

**主要教学内容及要求：**

Listening Skills: Listening for factual information; listening for details; listening for stressed words.

Speaking Skills: Sharing your opinion; responding to questions with short answers; thinking critically about the topic; asking and answering questions.

Vocabulary Skills: Reading and thinking about the topic; examining and guessing vocabulary in/from the context.

Note Taking Skills: Personalizing the topic; grasping main ideas and supporting details; organizing notes in columns.

**教学组织与实施：**

本章教学主要通过课堂讲授、多媒体教学、团队合作、分组讨论、课堂讨论等，使用启发式提问导入章节主题，通过观看视频、模拟情景再现、案例分析等方式进行课前热身讨论，进入正式课程内容教学后，通过师生问答、分组任务等帮助学生深入理解本章节关键信息。在课前、课中和课后均穿插引入课程思政元素。课前预习任务完成情况、课中问答与活动参与情况以及课后作业练习均计入过程性评价。

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| --- | --- | --- |
|  | **Chapter 2 The Power of the Group** | **学时数：4** |

**教学目标：**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the power of the group, including living with teenagers, expressions about groups and culture shock: group pressure in action;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4）prepare and deliver an oral presentation on an aspect of group dynamics.

**教学重点和难点：**

（1）To think critically about the topic;

（2）To organize notes in columns;

（3）To prepare and deliver an oral presentation on an aspect of group dynamics.

**主要教学内容及要求：**

Listening Skills: Listening for specific information; Listening for main ideas; Listening for the tone of voice.

Speaking Skills: Sharing your opinion; Personalizing the topic; Thinking critically about the topic; conducting a survey; Studying a syllabus.

Vocabulary Skills: Reading and thinking about the topic; Examining vocabulary in the context; Building the background knowledge on the topic; Guessing vocabulary from context.

Note Taking Skills: Organizational phrases; Organizing notes in outline form; Using a lecture’s diagrams and charts.

**教学组织与实施：**

本章教学主要通过课堂讲授、多媒体教学、团队合作、分组讨论、课堂讨论等，使用启发式提问导入章节主题，通过观看视频、模拟情景再现、案例分析等方式进行课前热身讨论，进入正式课程内容教学后，通过师生问答、分组任务等帮助学生深入理解本章节关键信息。在课前、课中和课后均穿插引入课程思政元素。课前预习任务完成情况、课中问答与活动参与情况以及课后作业练习均计入过程性评价。

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| --- | --- | --- |
|  | **Chapter 3 Gender Roles** | **学时数：6** |

**教学目标：**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the gender roles and gender differences between a boy and girl in family and society, and the benefits of single-gender education for girls;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4） prepare and deliver an oral presentation on an aspect of group dynamics.

**教学重点和难点：**

（1）To conduct a survey;

（2）To organize notes in outline form;

（3）To prepare and deliver an oral presentation to demonstrate and support a particular point of view on a topic.

**主要教学内容及要求：**

Listening Skills: Listening for specific information; Listening for opinions; Drawing inferences.

Speaking Skills: Personalizing the topic; Answering multiple-choice questions; Sharing your opinion; Conducting and discussing a class experiment; Sharing our point of view; Thinking critically about the topic.

Vocabulary Skills: Reading and thinking about the topic; Personalizing the topic; Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context.

Note Taking Skills: Using symbols and abbreviations.

**教学组织与实施：**

本章教学主要通过课堂讲授、多媒体教学、团队合作、分组讨论、课堂讨论等，使用启发式提问导入章节主题，通过观看视频、模拟情景再现、案例分析等方式进行课前热身讨论，进入正式课程内容教学后，通过师生问答、分组任务等帮助学生深入理解本章节关键信息。在课前、课中和课后均穿插引入课程思政元素。课前预习任务完成情况、课中问答与活动参与情况以及课后作业练习均计入过程性评价。

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| --- | --- | --- |
|  | **Chapter 4 Gender Issues Today** | **学时数：6** |

**教学目标：**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the gender discrimination in the workplace, gender inequality at home and in the workplace and the relationship between gender and language;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4）prepare and deliver an oral presentation to demonstrate and support a particular point of view on a topic.

**教学重点和难点：**

（1）To listen for tone of voice;

（2）To Conducting an interview and discussing the findings;

（3）To prepare and deliver an oral presentation to demonstrate and support a particular point of view on a topic.

**主要教学内容及要求：**

Listening Skills: Listening for specific information; Listening for tone of voice.

Speaking Skills: Examining graphics, Answering multiple-choice questions; Answering true/false questions; Conducting an interview and discussing your findings.

Vocabulary Skills: Reading and thinking about the topic; Personalizing the topic; Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context.

Note Taking Skills: Using telegraphic language.

**教学组织与实施：**

本章教学主要通过课堂讲授、多媒体教学、团队合作、分组讨论、课堂讨论等，使用启发式提问导入章节主题，通过观看视频、模拟情景再现、案例分析等方式进行课前热身讨论，进入正式课程内容教学后，通过师生问答、分组任务等帮助学生深入理解本章节关键信息。在课前、课中和课后均穿插引入课程思政元素。课前预习任务完成情况、课中问答与活动参与情况以及课后作业练习均计入过程性评价。

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| --- | --- | --- |
|  | **Chapter 5 Mass Media Today** | **学时数：6** |

**教学目标：**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the mass media today, including the problems with TV news, opinions about the news, and the process of making an event to new report;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4）prepare and deliver an oral presentation as a group on an aspect of media and society.

**教学重点和难点：**

（1）To listen for signal words;

（2）To summarize what you have heard;

（3）To prepare and deliver an oral presentation as a group on an aspect of media and society.

**主要教学内容及要求：**

Listening Skills: Listening for specific information; Listening for main ideas; Listening for stressed words; Listening for signal words.

Speaking Skills: Brainstorming about the topic; Sharing your opinion; Answering multiple-choice questions; Applying what you have learned.

Vocabulary Skills: Reading and thinking about the topic; Personalizing the topic; Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context.

Note Taking Skills: Summarizing what you have heard; Choosing a format for organizing your notes.

**教学组织与实施：**

本章教学主要通过课堂讲授、多媒体教学、团队合作、分组讨论、课堂讨论等，使用启发式提问导入章节主题，通过观看视频、模拟情景再现、案例分析等方式进行课前热身讨论，进入正式课程内容教学后，通过师生问答、分组任务等帮助学生深入理解本章节关键信息。在课前、课中和课后均穿插引入课程思政元素。课前预习任务完成情况、课中问答与活动参与情况以及课后作业练习均计入过程性评价。

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| --- | --- | --- |
|  | **Chapter 6 Impact of the Media on Our Lives** | **学时数：6** |

**教学目标：**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the impact of the media on our lives, including the advantages and disadvantages of the media, and the dangers of the mass media;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills.

（4）prepare and deliver an oral presentation as a group on an aspect of media and society.

**教学重点和难点：**

（1）To listen for tone of voice;

（2）To conduct and present your own research;

（3）To prepare and deliver an oral presentation as a group on an aspect of media and society.

**主要教学内容及要求：**

Listening Skills: Listening for specific information; Listening for tone of voice.

Speaking Skills: Personalizing the topic; Sharing your opinion; Thinking critically about the topic; Conducting and presenting your own research; Applying what you have learned.

Vocabulary Skills: Reading and thinking about the topic; Personalizing the topic; Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context.

Note Taking Skills: Recording numerical information; Organizing your notes as a map.

**教学组织与实施：**

本章教学主要通过课堂讲授、多媒体教学、团队合作、分组讨论、课堂讨论等，使用启发式提问导入章节主题，通过观看视频、模拟情景再现、案例分析等方式进行课前热身讨论，进入正式课程内容教学后，通过师生问答、分组任务等帮助学生深入理解本章节关键信息。在课前、课中和课后均穿插引入课程思政元素。课前预习任务完成情况、课中问答与活动参与情况以及课后作业练习均计入过程性评价。

**五、课程思政**

《学术英语视听说》作为学术英语（EAP）类课程，是大学英语课程体系中重要的核心拓展类课程，也是培养高素质学术人才的重要课程。本课程将思政教育融入学术英语视听说教学，丰富了课程的内涵，同时也赋予思政教育以前沿活力。学术英语视听说课程思政在立德树人方面有着重要的时代价值，其教学目的不再是单纯地让学生了解世界各国的优秀文明和文化、前沿科学技术和思想理念，而是要主动服务于国家战略，满足中华文化“走出去”、“一带一路”倡议和构建人类命运共同体对复合型人才的需求。课程引导学生坚定文化自信，讲好中国故事，传播好中国声音，向世界传递中国传统文化，提升中国的国际学术话语权。学术英语兼具工具性、学术性和人文性。通过学习本课程，学生可以了解国外的文化与学术动态，加强对不同文化的理解，培养跨文化交际能力，同时培养自己对中国传统文化的阐释能力，弘扬社会主义核心价值观。

以Chapter 2 The Power of the Group为例，该章节主题是“团队的力量”,主要内容是对比了个人成就和团队成果的差异、团队内部的分工机制以及科研项目研究中的团队协作，引导学生对章节主题进行探讨、发表见解，矫正学生受到的西方个人英雄主义影响，对中华文化的集体观和大局观形成正确认识并树立自信。其中一个重要教学环节是通过观看两则新闻报道，引入中国与西方文化对于英雄人物的界定和认识有相同之处，如不畏强权，不惧艰险，直面困难等，但也存在明显的差异：中国文化对崇尚的英雄往往与爱国主义、民族大义、集体主义联系在一起，强调“舍小家顾大家”。讲解分析之后，安排学生以四人小组为单位，充分发挥团队力量，完成一次主题演讲，要求涵盖中西方文化对集体的不同认识并引入习近平总书记关于集体主义的论述，论述青年一代学生该如何树立正确的集体观，增强为实现中华民族伟大复兴而奋斗的自豪感和使命感。

**六、教材及教学参考书**

**1.选用教材：**

《大学学术英语视听说教程》（第一版），Kim, Sanabria著，杨惠中编，上海外语教育出版社，2019年。

**2.参考书：**

（1）《新时代大学学术英语视听说教程》，韩金龙、崔岭著，上海外语教育出版社，2019年。

（2）《学术英语视听说》，杨惠中、Patricia, A. Dunkel、Phyllis, L. Lim、秦秀白编著，上海外语教育出版社，2015年。

（3）《学术英语听力》，Cambell, Colin、Smith, Jonathan著，外语教学与研究出版社，2015年。

（4）《通用英语视听说》，郎曼、侯霞编著，西安交通大学出版社，2022年。

（5）《学术英语视听说教程》，徐国萍、周红红编，北京交通大学出版社，2017年。

**3.推荐网站（线上资源）：**

（1） Learn English: Advanced Academic Speaking and Listening, https://www.coursera.org/specializations/speaklistenenglish

（2）Randall’s Cyber Listening Lab, https://www.esl-lab.com/academic-english/

（3）学术英语视听说，郑州大学，https://www.icourse163.org/course/ZZU-1461104168?%20appId=null&outVendor=zw\_mooc\_pcsslx\_

（4）国际学术交流英语，哈尔滨工业大学，https://www.icourse163.org/course/HIT-1003761009?from=searchPage&outVendor=zw\_mooc\_pcssjg\_\_

**七、教学条件**

师资方面：《学术英语视听说》课程组教师均来自我校大学英语教学部，目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

软硬件条件：学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**八、教学考核评价**

**1.过程性评价：**

过程性评价成绩（平时成绩）=课堂综合表现40%+小组模拟学术英语交流展示30%+个人模拟学术英语报告展示30%

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| --- | --- | --- |
| **考核形式** | **比重** | **考核细则** |
| 课堂综合表现 | 40% | 课前预习、回答问题、主题讨论与汇报、课堂演讲、 线上任务（包括但不限于学习通、WE Learn等平台）等，最后按40%计入课程平时成绩。 |
| 小组模拟学术英语交流展示 | 30% | 小组根据选定的学术主题创作模拟场景交流展示，并完成基于场景展示的创作背景、过程和意义的文字报告。同组学生分数相同，此部分最后按30%计入课程平时成绩。 |
| 个人学术英语报告展示 | 30% | 每位学生独立完成一次自选主题的模拟学术报告，并提交讲稿，此部分最后按15%计入课程总成绩。 |

**2.终结性评价：**

本课程终结性评价采取闭卷考试形式，各题型比重分配如下：

终结性评价成绩（期末考试成绩）=听力选择题35%+听力填空题35%+听力听写题30%

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| --- | --- | --- |
| **考核形式** | **比重** | **考核细则** |
| 听力选择题 | 35% | 单选题，内容包括学术情景下正式与非正式对话、学术采访/访谈与讲座等，该题型占课程期末考试成绩的35%。 |
| 听力填空题 | 35% | 填空题，内容包括学术采访/访谈、讲座、报告与演讲等，该题型占课程期末考试成绩的35%。 |
| 听力听写题 | 30% | 听写题，形式包括Dictation和Summarizing，内容包括学术采访/访谈、讲座、报告与演讲等，该题型占课程期末考试成绩的30%。 |

**3.课程综合评价：**

课程综合评价成绩=过程性评价成绩50%+终结性评价成绩50%

|  |  |  |
| --- | --- | --- |
| **考核形式** | **比重** | **对应课程目标** |
| 过程性评价成绩 | 50% | 目标1、2、3、4 |
| 终结性评价成绩 | 50% | 目标1、2、3 |

# 实用英语口语

（Practical Oral English ）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002223** | **课程总学时：24** | **实验学时： 0 学时** |
| **课程性质：选修** | **课程属性:素质类** | **开设学期：第 3 学期** |
| **课程负责人：刘佳** | **课程团队：牛烁、张海红等** | **授课语言：英语** |
| **适用专业：非英语专业二年级本科生** | | |
| **对先修的要求：无** | | |
| **对后续的支撑：无** | | |
| **主撰人：刘佳** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《实用英语口语》是一门面向非英语专业二年级学生的公共选修课，目的在于向学生传授英语口语的基本知识和技能技巧，为喜爱英语口语的同学提供系统学习口语的机会，同时让学生了解英语口语在全球化时代的重要性，从理论上与实践上提高学生在日常生活和工作职场中的口头表达和沟通能力，以及公共场合的英语演讲能力，使他们能够流利幽默、有艺术性地表达自己；能够逻辑通顺、思路清晰地说服听众；并且学会利用现代技术进行演讲；通过分析中外名家的演讲来了解口语中的中西文化差异，锻炼辩证思维能力。正确引导学生开阔视野，丰富经验以提高他们的英语语言文化意识和沟通能力。另外，教师在教授本课程过程中增加中国文化元素进行中西文化对比，同时拓展课程思政元素的内涵，帮助学生提高用英语讲好中国故事的能力。

本课程共有24学时，每周2个学时，每4个学时完成一个单元。主要讲授英语语音语调知识，主题词汇及基本语法的掌握，日常口语沟通及演讲的技能技巧等。本课程主要采取英语交际法和情境教学法教学，体现以学生为主体、教师为主导的教学理念。每一堂课以PPT形式的主题讲座开始，其中包括热身问题的讨论、课文主题词汇的补充和丰富以及主题内容补充读物以扩展学生的主题知识面，尤其加深对内容的理解。课文的教授主要发展学生的英语口语能力，但是也始终着重训练和提高他们的听力技能。通过个人叙/陈述、双人对话、小组讨论、角色扮演等多种口语实践形式，让学生理解单元课文内容和巩固语言点和知识点。通过要求学生课后讨论难度更深一层、与主题相关的问题，发展学生对主题内容进行深层次讨论的英语口语能力、创新和思辨能力。本课程通过就所教主题进行口语训练、多媒体音频和视频等教学方式和手段，提高教学效果。

**二、课程教学的基本要求**

通过本课程的讲授，要求学生能听懂英语国家人士关于日常生活和社会生活的谈话; 听懂真实交际场合下各种英语会话; 能就所熟悉的话题进行交流，掌握各种不同的日常交际的表达方式；训练学生流畅、礼貌、有效地表达思想，能发现并改正自己在口头交际活动中所犯的各种语音、语调及表达错误；通过线上线下混合式教学，自主学习能力提升；通过小组合作等形式，养成团队合作意识和素养；在具备一定听、说技能基础上能用顺利组织语言，推介中国文化，讲述中国故事。具体要求分为如下两个方面：

* 1. 基本要求：
     1. 能就教材内容和适当的听力材料进行问答和复述
     2. 能进行简单的日常会话
     3. 能就所熟悉的话题作简短发言
     4. 表达思想基本清楚， 语音、语调基本正确
  2. 较高要求：
     1. 能进行一般的日常会话
     2. 能就一般的社会生活话题进行简短的交谈、讨论和发言
     3. 表达思想准确、清楚
     4. 能够恰当运用跨文化交际策略表达比较复杂的观点

**三、课程的教学设计**

1.教学设计说明

设计组织形式多样的教学活动，如项目教学、角色扮演、案例教学和模拟教学等；强调情境教学，尽量为学生提供练习语言知识和交际技能的机会；课堂教学注重课堂互动，激发学生的学习兴趣，在面授、课堂实践、课堂讨论中，教师充分发挥课堂教学管理者、促进者和信息、反馈、帮助的提供者的作用。口语教学应以学生为主体、教师为主导，充分调动教师和学生两个方面的积极性，尤其要确立学生在教学中的主导地位，改变过去以教师为中心的教学模式，注重培养学生的自主学习的能力和个性化学习的能力，激发学生的学习动机，最大限度地让学生参与学习的全过程。教师在教学中多开展以任务为中心的、形式多样的教学活动，采用启发式、讨论式、发现式和研究式的教学方法，充分调动学生学习的积极性，并要根据不同的教学对象、教学内容、教学目的和要求，选择相应的教学方法，并鼓励教师积极探索新的教学方法。要充分利用多媒体和网络技术资源，设计出适合我校教学情况的基于网络和课堂的混合式教学模式，使教师不断更新教学内容、提高教学效率，同时也为学生提供一个更加灵活、方便、实用和广阔的学习和实践的空间，促进学生个性化学习方法的形成和学生自主学习能力的发展。

同时应在教师的指导下有目的、有计划、有组织地进行课外英语口语学习和活动，课外口语学习和活动是课堂口语教学的延伸与扩展，是培养和发展学生能力的重要途径。课外口语学习和活动应以课堂口语教学的内容为基础，激发学生的口语学习兴趣，并应注重培养学生的自主学习能力、语言综合运用能力、组织能力、交际能力、思维能力和创新能力。其活动的形式应多样性，并体现英语教学的实用性、知识性和趣味性相结合的原则，具体形式可包括：演讲、辩论、知识问答、专题访谈、模拟会议等。

2.课程目标及对毕业要求的支撑

|  |  |  |
| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | 目标1：通过课程的学习，使学生能听懂英语国家人士关于日常生活和社会生活的谈话; 基本听懂真实交际场合下各种英语会话 |  |
| 2 | 目标2：通过课程的学习，使学生能够语音正确，语调得体，能用自己的语言复述已听到或读到的内容，能用基本正确的语言表达感情， 并能就熟悉的材料经过 1 至 2 分钟的思考作两分钟左右连贯性讲话，能就一般日常生活进行简单会话 |  |
| 3 | 目标3：通过课程的学习，使学生了解主要英语国家的文化背景和生活习俗，同时辩证对待中西文化差异，可以顺利组织语言用英语介绍中国文化，提升文化自信 |  |

**四、理论教学内容及学时分配（24学时）**

|  |  |  |
| --- | --- | --- |
|  | **Chapter 1 Meeting and Inviting People** | **学时数：4** |

**教学目标：** After studying this unit, the students are expected to be able to:

1）understand oral learning methods;

2）understand the teaching plan and assessment methods of this course;

3）know what things are appropriate and inappropriate to do when meeting people for the first time;

**教学重点和难点：**meeting and inviting people 等交际情景所需词汇与句式是重点，meeting and inviting people 等交际情景中对句式词汇的自由遣用以及交际意识是难点。

**主要教学内容及要求：**

了解： methods of oral English learning

理解： the standards of oral English: a. voice and intonation; b. fluency and coherence; c. vocabulary richness; d. grammar accuracy and richness

掌握： how to form the habit of speaking in English in class from the very beginning

熟练掌握：the basic vocabulary and sentence structure that appear in this chapter

**教学组织与实施：**

1. Teachers adopt communicative teaching methods, provide learning strategies and resources, create communicative scenarios, and allow students to communicate and interact through communicative activities such as listening and speaking, using multimedia and internet resources to provide students with examples of cross-cultural English communication and English speeches, organizing students to engage in extensive and intensive listening exercises;

Learn and imitate;

2. Students adopt collaborative learning and task-based learning methods to engage in group discussions, mutual evaluation, and personal speeches on a given topic.

|  |  |  |
| --- | --- | --- |
|  | **Chapter 2 Talking About Opinions and Feelings** | **学时数：4** |

**教学目标：** After studying this unit, the students are expected to be able to:

1）master the characteristics of English pronunciation and intonation;

2）understand the similarities and differences in pronunciation between English and Chinese;

3）get familiar with English pronunciation, rhythm, and intonation;

4）start a conversation with a stranger;

**教学重点和难点：**talking about opinions and feelings 等交际情景所需词汇与句式是重点，talking about opinions and feelings 等交际情景中对句式词汇的自由遣用以及交际意识是难点。

**主要教学内容及要求：**

了解： the influence of one’s local pronunciation on English pronunciation

理解： the characteristics of English pronunciation and intonation

掌握： the useful words and expressions of opinions and feelings

熟练掌握：various ways to express one’s opinions and feelings

**教学组织与实施：**

1. Teachers adopt communicative teaching methods, provide learning strategies and resources, create communicative scenarios, and allow students to communicate and interact through communicative activities such as listening and speaking, using multimedia and internet resources to provide students with examples of cross-cultural English communication and English speeches, organizing students to engage in extensive and intensive listening exercises;

Learn and imitate;

2. Students adopt collaborative learning and task-based learning methods to engage in group discussions, mutual evaluation, and personal speeches on a given topic.

|  |  |  |
| --- | --- | --- |
|  | **Chapter 3 Describing People and Objects** | **学时数：4** |

**教学目标：** After studying this unit, the students are expected to be able to:

1）understand and master the rhythm of sentences is formed by alternating stress and unstress, which is different from the pronunciation habit of Chinese without word stress;

2）understand the cultural connotation and cultural thought model of words;

3）get to know how to describe one’s personality traits;

**教学重点和难点：**describing people and objects 等交际情景所需词汇与句式是重点，describing people and objects 等交际情景中对句式词汇的自由遣用以及交际意识是难点。

**主要教学内容及要求：**

了解： the rhythm of English sentences

理解： the division of English sentence meaning groups

掌握： difficult sentences in the text

熟练掌握：the basic vocabulary and sentence structure that appear in this chapter

**教学组织与实施：**

1. Teachers adopt communicative teaching methods, provide learning strategies and resources, create communicative scenarios, and allow students to communicate and interact through communicative activities such as listening and speaking, using multimedia and internet resources to provide students with examples of cross-cultural English communication and English speeches, organizing students to engage in extensive and intensive listening exercises;

Learn and imitate;

2. Students adopt collaborative learning and task-based learning methods to engage in group discussions, mutual evaluation, and personal speeches on a given topic.

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| --- | --- | --- |
|  | **Chapter 4 Talking About Events in the Past and Future** | **学时数：4** |

**教学目标：** After studying this unit, the students are expected to be able to:

1）understand ascending and falling tones are related to pitch and stressed syllables;

2）understand the difference between oral English and written English;

3）master the skills of real-life conversations;

**教学重点和难点：**talking about events in the past and future 等交际情景所需词汇与句式是重点，talking about events in the past and future 等交际情景中对句式词汇的自由遣用以及交际意识是难点。

**主要教学内容及要求：**

了解：ascending and falling tones

理解： the difference between oral English and written English

掌握： common English expressions

熟练掌握：the basic vocabulary and sentence structure that appear in this chapter

**教学组织与实施：**

1. Teachers adopt communicative teaching methods, provide learning strategies and resources, create communicative scenarios, and allow students to communicate and interact through communicative activities such as listening and speaking, using multimedia and internet resources to provide students with examples of cross-cultural English communication and English speeches, organizing students to engage in extensive and intensive listening exercises;

Learn and imitate;

2. Students adopt collaborative learning and task-based learning methods to engage in group discussions, mutual evaluation, and personal speeches on a given topic.

|  |  |  |
| --- | --- | --- |
|  | **Chapter 5 Offering and Getting Help** | **学时数：4** |

**教学目标：** After studying this unit, the students are expected to be able to:

1）think and speak properly in a variety of communicational situations;

2）conduct discussions on a given theme;

3）give short talks on familiar topics with clear articulation and correct pronunciation;

**教学重点和难点：**offering and getting help 等交际情景所需词汇与句式是重点，offering and getting help 等交际情景中对句式词汇的自由遣用以及交际意识是难点。

**主要教学内容及要求：**

了解： the methods for expanding oral expression ideas

理解： the methods for retelling and summarizing

掌握： use the sentence patterns to state out one’s own ideas according to the topic

熟练掌握：various forms of expressions related to offering and getting help

**教学组织与实施：**

1. Teachers adopt communicative teaching methods, provide learning strategies and resources, create communicative scenarios, and allow students to communicate and interact through communicative activities such as listening and speaking, using multimedia and internet resources to provide students with examples of cross-cultural English communication and English speeches, organizing students to engage in extensive and intensive listening exercises;

Learn and imitate;

2. Students adopt collaborative learning and task-based learning methods to engage in group discussions, mutual evaluation, and personal speeches on a given topic.

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| --- | --- | --- |
|  | **Chapter 6 Talking About Study** | **学时数：4** |

**教学目标：** After studying this unit, the students are expected to be able to:

1）master the four steps of oral expression: a. State the main viewpoint or attitude; b. explain the reason; c. example; d. repeating viewpoints or attitudes (in a different way);

2）conduct discussions on a given theme;

3）give short talks on familiar topics with clear articulation and correct pronunciation;

**教学重点和难点：**talking about study 等交际情景所需词汇与句式是重点，talking about study 等交际情景中对句 式词汇的自由遣用以及交际意识是难点。

**主要教学内容及要求：**

了解： the methods for expanding oral expression ideas

理解： the methods for emphasizing

掌握： use the sentence patterns to state out one’s own ideas according to the topic

熟练掌握：various forms of expressions related to offering and getting help

**教学组织与实施：**

1. Teachers adopt communicative teaching methods, provide learning strategies and resources, create communicative scenarios, and allow students to communicate and interact through communicative activities such as listening and speaking, using multimedia and internet resources to provide students with examples of cross-cultural English communication and English speeches, organizing students to engage in extensive and intensive listening exercises;

Learn and imitate;

2. Students adopt collaborative learning and task-based learning methods to engage in group discussions, mutual evaluation, and personal speeches on a given topic.

**五、课程思政**

在教学过程中，除了让学生掌握语言基础知识外，更重要的是育人，帮助学生树立正确的三观，成为具有家国情怀的德才兼备人才。因此《实用英语口语》课程依托与学生生活和学习息息相关的话题展开。在以往的教学设计中，课堂活动更多是对学生表达能力和个人思维能力的训练。而以“立德树人”教学内容为核心，教师需要将话题延伸，与社会主义核心价值观相结合。

例如，在本课程Chapter 3 Describing People and Objects中，学生描述的有自己的家人。教师除了让学生对家庭成员进行描述，表达自己对家人的深厚感情外，同时引导学生感受祖国的伟大，加深他们对祖国“大家庭”的热爱，激发自身的责任感和使命感， 将家国情怀植入学生的内心深处，成为学生努力奋进的动力。在践行立德树人的使命中，教师需要不断挖掘话题与德育教育的结合点，充分发挥口语教学中语言与思维紧密结合的特点，实现价值塑造和人格培养。

**六、教材及教学参考书**

**1.选用教材：**

（1）《大学功能口语（上）》，王维佳编著，译林出版社，2007 年

（2）《现代英语口语1》，杨立民总主编，外语教学与研究出版社，2015 年

**2.参考书：**

（1）《英语口语教程》初级口语．吴祯福主编．外语教学与研究出版社, 2010年

（2）《大学思辨英语教程》口语1．孙有中总主编．外语教学与研究出版社, 2016年

（3）Communicating on Campus: Skills for Academic Speaking, Amy Hemmert & Ged O'Connell, Alta Book Center Publishers, 1998

**3.推荐网站（线上资源）：**

（1）[www.bbc.org.uk](http://www.bbc.org.uk)

（2）[www.economics.com](http://www.economics.com)

（3）[www.ted.com](http://www.ted.com)

（4）www.iciba.com爱词霸

（5）dictionary.cambridge.org 剑桥词典

（6）www.oup.com 牛津高阶詞典

（7）www.m-w.com 韦氏词典

**七、教学条件**

师资方面：《实用英语口语》课程组教师均来自我校大学英语教学部，目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

软硬件条件：学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**八、教学考核评价**

**1.过程性评价：**

过程性评价成绩（平时成绩）=课堂综合表现40%+小组主题口语报告30%+个人课前口语展示30%

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| --- | --- | --- |
| **考核形式** | **比重** | **考核细则** |
| 课堂综合表现 | 40% | 课前预习、回答问题、主题讨论与汇报、课堂演讲、 线上任务（包括但不限于学习通、WE Learn等平台）等，最后按40%计入课程平时成绩。 |
| 小组主题口语报告 | 30% | 小组根据老师分配的口语主题，开展团队合作，在前期查阅资料、调研、成员讨论的基础上形成口语报告内容，最终以短视频、lecture、访谈等形式进行分享。同组学生分数相同，此部分最后按30%计入课程平时成绩。 |
| 个人课前口语展示 | 30% | 每位学生独立完成一次口语展示，主题自选，并提交讲稿，此部分最后按15%计入课程总成绩。 |

**2.终结性评价：**期末开卷口试，要求学生能脱稿回答问题，并表达观点不少于2分钟。

**3.课程综合评价：**

课程综合评价成绩=过程性评价成绩50%+终结性评价成绩50%

|  |  |  |
| --- | --- | --- |
| **考核形式** | **比重** | **对应课程目标** |
| 过程性评价成绩 | 50% | 目标1、2、3 |
| 终结性评价成绩 | 50% | 目标1、2 |

# 英语演讲与辩论

English Speech and Debate

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002235** | **课程总学时：24** | **实验学时：** |
| **课程性质：选修** | **课程属性:素质类** | **开设学期：第 3 学期** |
| **课程负责人：周亚楠** | **课程团队：周亚楠、赵静静等** | **授课语言：英语** |
| **适用专业：非英语专业二年级本科生** | | |
| **对先修的要求：无** | | |
| **对后续的支撑：无** | | |
| **主撰人：赵静静** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《英语演讲与辩论》课程旨在高校英语课堂内外向学生传授英语演讲的基本知识和演讲稿撰写技巧，训练学生熟练掌握辩论规则、环节、论证与辩论等基本技巧，提高英语口语表达能力，促进思辩能力与创造力发展，提升跨文化理解和沟通能力以及英语实际运用能力。同时，学生在阅读或查阅与演讲辩论技巧训练相关话题的过程中，也可获得调查研究、反思学习、团队合作等方面能力的提升。将英语演讲与辩论引入课堂，能有意识地把语言形式与社会语境结合起来，最大程度地减少母语文化因素的干扰，创造良好的环境，培养具有批判性思维能力的符合21世纪要求的应用型人才，构建新时代中国特色话语体系。

本课程将演讲与辩论引入英语教学，不但可以培养学生的语言应用能力，更是培养学生批判性思维最有效的途径。课堂教学遵循“教师主导、学生主体”的教学理念，注重教师的主导作用和学生的积极参与。教师的主要任务是启发和鼓励学生，组织和监控课堂活动，并在学生完成活动后给予恰当的评价，最终帮助学生有效地完成每个单元的学习目标。

本课程授课内容主要包括两大块，均采用多媒体、互动式授课，将理论传授与实际操练相结合，教师讲解和学生参与相结合，教师点评和学生试评相结合。第一部分包括英语演讲辩论课程的理论教学，采用范例录像观摩和阐释理论知识点相结合的方法；第二部分包括学生操练并辅助以课堂讨论及对学生操练和作业进行评析(自评、互评和教师点评相结合)等方法，考查方法采用课堂参与和考试相结合。

**二、课程教学的基本要求**

能够熟练掌握英语演讲与辩论的规则、环节、论证与辩论基本技巧，正确地运用英语演讲与辩论等语言知识，组织有效的公开演讲与辩论，阐述观点；同时，帮助学生进一步提高用英语表达抽象思维的能力，理性分析当下争议性话题，促进思辨能力发展；并通过中外文化比较，培养学生跨文化思维习惯，提升学生跨文化理解和沟通能力；另外，能够借助网络资源、工具书或他人的帮助，阅读或查阅与辩论技巧训练相关话题，对信息进行处理和加工；能够使用有效的学习策略。对于听、说、写等技能具体要求如下：

听力理解能力：能听懂语言难度中等的相关题材的文章，领会掌握基本的听力技巧，掌握中心大意及主要事实和有关细节。

口语表达能力：掌握英语演讲与辩论的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等，组织即兴演讲、公开演讲与辩论，能根据特定目的有效地进行有效的表达与沟通。

书面表达能力：掌握演讲稿和辩论稿的基本组成部分和框架，能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行文字表达。

**三、课程的教学设计**

**1.教学设计说明**

《英语演讲与辩论》课程的教学内容主要围绕教材《大学思辨英语教程口语. 4，辩论之术》和《立场-辩证思维训练丛书》(第一辑) ，设计一系列相关的听、说课堂语言实践活动，以加强学生对演讲与辩论基本理论知识，巩固学生的英语语言基础知识，并帮助学生在运用中内化所掌握的语言，提高基本口语表达能力。课堂授课中通过对每单元所涉及的概念理解、单元主题、结构及表达特点的分析以及重点语言点的操练，培养学生的理解和分析能力以及思辨和创新能力，加强学生对核心词汇的理解和运用。教师是讲授者、设计者、引导者、监督者、顾问，灵活将教师讲授和学生活动相结合，运用产出导向法理论研究成果，设计讨论、演讲、辩论、思辨活动，输入和输出相结合，以学生为中心，使用讨论式、分享式、探究式教学方法。

2.课程目标及对毕业要求的支撑

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| --- | --- | --- |
| **序号** | **课程目标** | **毕业要求** |
| 1 | 1.全面、系统地掌握英语演讲与辩论的理论知识与艺术特点，了解英语演讲与辩论的目的、功能、修辞手段和规则、环节、论证与辩论的基本技巧， 使学生从语言的单一性向知识的多元化、宽厚型方向发展，提高学生综合应用英语的能力和综合素质的培养； |  |
| 2 | 2.掌握英语演讲与辩论的基本表达方式；能使用适当的语言形式进行描述和表达观点、态度和情感等；能根据特定目的有效地进行有效的表达与沟通；进一步提高撰写英语演讲稿和进行即兴演讲的能力，能听懂国内外一般或专题的演讲与辩论，掌握中心意思，理解主要事实和有关细节； |  |
| 3 | 3.增强对国际政治、人文宗教、伦理法律、环境经济等多领域知识的了解，学会观察到彼此之间的文化和价值观差异，并根据交际需要运用有效的跨文化交际策略，提升跨文化交际能力； |  |
| 4 | 4. 提升思辨能力发展，学会辩证看待跨文化交际中的不同观点和态度，理性分析当下争议性话题，思维的广度和深度得以扩展，树立正确的世界观、人生观、价值观；能够深刻理解中华民族优秀传统文化，明辨西方价值观和西方文化，回归认同本土优秀文化，培养、增强学生的民族自信心与爱国、报国之心。 |  |

**四、理论教学内容及学时分配（24学时）**

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| --- | --- | --- |
|  | **Unit 1 Understanding Speech** | **学时数：2** |

**教学目标：**Students should be able to:

1）Grasp the basic concepts of the speech;

2) Appreciate the importance of language communication;

3) Master the moral principle in speeches.

**教学重点和难点：** •The basic concepts of the speech;

•The similarities and differences between public speaking and conversation;

**主要教学内容及要求：**

**内容：**•The Power of Public Speaking;

•The Tradition of Public Speaking;

•Similarities Between Public Speaking and Conversation;

•Differences Between Public Speaking and Conversation;

•Developing Confidence: Your Speech Class;

•Public Speaking and Critical Thinking;

•The Speech Communication Process;

•Public speaking in a Multicultural World

**要求：**

**了解：**Appreciating the meaning of public speech and conversation

**理解：**Understanding the essence of speaking in multicultural communication

**掌握：**Grasping the similarities and differences between public speaking and conversation

**熟练掌握：**Mastering the definition of public speaking

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

|  |  |  |
| --- | --- | --- |
|  | **Unit 2 Speech Preparation: Getting Started** | **学时数：2** |

**教学目标：**Students should be able to:

1）Grasp the basic concepts of how to choose speech topics;

2）Analyze the features of the targeted audiences;

3) Master the approaches to correcting evidences to prepare the speech.

**教学重点和难点：** •How to choose speech topics with specific purposes;

•How to analyze the audience.

**主要教学内容及要求：**

**内容：** Selecting a Topic and Purpose:

•Choosing a Topic;

•Determining the General Purpose;

•Determining the Specific Purpose;

•Phrasing the Central Idea;

Analyzing the Audience:

•Audience-Centeredness;

•Your Classmates as an Audience;

•The Psychology of Audiences;

•Demographic Audience Analysis;

•Situational Audience Analysis;

•Getting Information About the Audience;

•Adapting to the Audience.

**要求：**

**了解：**Appreciating the importance of getting information about the audience

**理解：**Understanding how to analyze the audience

**掌握：**Grasping the central idea of a speech

**熟练掌握：**Mastering how to choose a topic with general purpose or specific purpose

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

|  |  |  |
| --- | --- | --- |
|  | **Unit 3 Speech Preparation: Organizing and Outlining** | **学时数：2** |

**教学目标：**Students should be able to:

1. Grasp the principles of speech writing;
2. Appreciate the importance of writing skills;
3. Master the forms and standardization of speech writing.

**教学重点和难点：** •Structure and principles of speech writing;

•Forms and standardization of speech writing.

**主要教学内容及要求：**

**内容：**Organizing the Body of the Speech:

•Organization Is Important;

•Main Points;

•Supporting Materials;

•Connectives.

Beginning and Ending the Speech:

•The Introduction;

•The Conclusion.

Outlining the Speech:

•The Preparation Outline;

•The Speaking Outline.

**要求：**

了解：Appreciating the importance of organizing and outlining

理解：Understanding how to make preparation for a public speaking

掌握：Grasping the main points and connectives of speech writing

熟练掌握：Mastering how to introduce and conclude a speech

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 4 Presenting the Speech** | **学时数：2** |

**教学目标：**Students should be able to:

1. Grasp the principles of speech language;

2）Appreciate the importance of language skills;

3）Master the forms and standardization of speech language.

**教学重点和难点：**•Principles of speech language;

•Forms and standardization of speech language.

**主要教学内容及要求：**

**内容：**Using Language:

•Language Is Important;

•Meanings of Words;

•Using Language Accurately;

•Using Language Clearly;

•Using Language Vividly;

•A Note on Inclusive Language.

Delivery:

•What is a Good Delivery?

•Methods of Delivery;

•The Speaker’s Voice;

•The Speaker’s Body;

•Practicing Delivery;

•Answering Audience Questions.

•Using Visual Aids:

•Advantages of Visual Aids;

•Kinds of Visual Aids;

•Guidelines for Preparing Visual Aids;

• Guidelines for Presenting Visual Aids.

**要求：**

了解：Appreciating the advantages of visual aids

理解：Understanding the guidelines for preparation and presenting

掌握：Grasping how to deliver

熟练掌握：Mastering how to use language correctly and clearly, accurately and appropriately, as well as vividly

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 5 Understanding Debate** | **学时数：2** |

**教学目标：**Students should be able to:

1）Grasp the definition of debate and the reasons for debate;

2）Understand the concepts of public speaking and debating;

3）Appreciate the debating article.

**教学重点和难点：**•Basic concepts of debate;

•The format of British Parliamentary debate;

•Chairing a British Parliamentary debate.

**主要教学内容及要求：**

**内容：**•What is debate?

•Why learn debating?

•Public speaking and debating;

•Analyzing and categorizing skills developed in argumentation;

•Evaluating suggestions for managing disagreement across cultures;

•Critical thinking:----Pros and Cons: This House would legalize the sale of human organs.

**要求：**

了解：Appreciating the importance of managing argumentation

理解：Understanding how to manage disagreement across cultures

掌握：Grasping the basic concepts of speaking and debating

熟练掌握：Mastering the format of British parliamentary debate

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 6 Debate Basics** | **学时数：2** |

**教学目标：**Students should be able to:

1）Grasp the definition of parliamentary debate;

2）Understand the three basic concepts and the essential elements for debate;

3）Appreciate the debating article.

**教学重点和难点：**•Definition of parliamentary debate;

•Three basic concepts and the essential elements for debate

**主要教学内容及要求：**

**内容：**•What is parliamentary debate?

•Three Basic Concepts;

•The essential elements for debate.

•Critical thinking:----Pros and Cons: This House would refuse to permit the production and sale of genetically modified food.

**要求：**

了解：Appreciating the importance of managing disagreement

理解：Understanding how to manage debate across cultures

掌握：Grasping the essential elements of speaking and debating

熟练掌握：Mastering the basic concepts of parliamentary debate

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 7 Debate Formats** | **学时数：2** |

**教学目标：**Students should be able to:

1）Grasp the definition of American Parliamentary debate format;

2）Understand the British Parliamentary debate format and parliamentary points;

3）Appreciate the debating article.

**教学重点和难点：**•The definition of American Parliamentary debate format;

•British Parliamentary debate format and parliamentary points.

**主要教学内容及要求：**

**内容：**•What is American Parliamentary debate format?

•British Parliamentary debate format;

•Parliamentary Points.

•Critical thinking:----Pros and Cons: This House believes that corporal punishment of children should be justified.

**要求：**

了解：Appreciating the importance of managing debate

理解：Understanding how to manage argumentation across cultures

掌握：Grasping the essential elements of parliamentary debate

熟练掌握：Mastering the basic concepts of American parliamentary debate format

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 8 Constructive speech** | **学时数：2** |

**教学目标：**Students should be able to:

1）Grasp the definition of American Parliamentary debate;

2) Understand the case construction;

3) Appreciate the debating article.

**教学重点和难点：**•The definition of American Parliamentary debate;

•How to present the case construction.

**主要教学内容及要求：**

**内容：**•American Parliamentary debate;

•Prime Minister case construction;

•Leader of the Opposition counter-case construction;

•Defining and Seconding and Extending.

•Critical thinking:----Pros and Cons: This House believes in a global language.

**要求：**

了解：Appreciating how to express one’s critical thinking

理解：Understanding how to define, second and extend

掌握：Grasping the essential elements of case construction

熟练掌握：Mastering the basic concepts of American parliamentary debate

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 9** **Rebuttal Speech** | **学时数：2** |

**教学目标：**Students should be able to:

1. Grasp the definition of rebuttal speech;
2. Understand the definition of rebuttal speech;
3. Appreciate the debating article.

**教学重点和难点：**•The definition of rebuttal speech;

•Comparison and contrast between the rebuttals in AP debate and BP debate.

**主要教学内容及要求：**

**内容：**•What is rebuttal speech?

•Rebuttal in AP debate;

•Rebuttal in BP debate;

•Critical thinking:----Pros and Cons: This House would explore the universe.

**要求：**

了解：Appreciating the importance of expressing one’s logical and critical thinking

理解：Understanding speech writing ability and writing structure

掌握：Grasping the essential elements of rebuttal in AP debate and BP debate

熟练掌握：Mastering the basic concepts of rebuttal speech

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 10** **Speaker Roles and Speaker Responsibilities** | **学时数：2** |

**教学目标：**Students should be able to:

1. Grasp the Roles and responsibilities in AP and BP;
2. Appreciate the debating article;
3. Debate with an objective and matter-of-fact attitude.

**教学重点和难点：** •Different roles and responsibilities in AP and BP;

•How to debate with an objective and matter-of-fact attitude.

**主要教学内容及要求：**

**内容：**•What are the roles and responsibilities in AP?

•What are the roles and responsibilities in BP?

•Critical thinking:----Pros and Cons: This House believes that tourism does more good than harm.

**要求：**

了解：Appreciating how to express one’s critical thinking logically

理解：Understanding how to manage debating articles

掌握：Grasping different roles and responsibilities in AP and BP;

熟练掌握：Mastering how to debate with an objective and matter-of-fact attitude

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 11 Definition of the Motion** | **学时数：2** |

**教学目标：**Students should be able to:

1. Grasp the definition of the Motion;
2. Understand the reasons to give definition of the motion;
3. Appreciate the debating article.

**教学重点和难点：** •Learn to know how to define a motion;

•Learn to know the reasons to give definition of the motion.

**主要教学内容及要求：**

**内容：**•What is a debate motion?

•Why should give the definition of the motion?

•What is a Reasonable definition?

•How to define a motion.

•Critical thinking:----Pros and Cons: This House believes that democracy is the best form for government.

**要求：**

了解：Appreciating how to express one’s critical thinking

理解：Understanding how to manage debating articles

掌握：Grasping the elements of reasonable debate motion

熟练掌握：Mastering the definition of debate motion

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

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|  | **Unit 12 Concluding the Debate with Whip Speeches** | **学时数：2** |

**教学目标：**Students should be able to:

1. Understanding the roles of Government Whip and Opposition Whip;
2. Summarizing the major clashed of a debate in different ways;
3. Identifying the fundamental questions in an issue;
4. Evaluating different practices of Deliberative Polling in specific contexts.

**教学重点和难点：** •How to summarize the major clashed of a debate in different ways.

•How to identify the fundamental questions in an issue;

**主要教学内容及要求：**

**内容：**•What are the roles of Government Whip and Opposition Whip;

•What are the fundamental questions in an issue;

•The ways of evaluating different practices of Deliberative Polling in specific contexts;

•What is Deliberative Polling and its application in different cultures;

•What is the meaning of democracy across cultures and times.

**要求：**

了解：Appreciating how to secure one’s logical and critical thinking

理解：Understanding the abilities of logical and critical thinking

掌握：Grasping the roles of government whip and opposition whip;

熟练掌握：Mastering how to identify the fundamental questions in an issue

**教学组织与实施：**采用多媒体、互动式授课，课堂讲授，课堂讨论，多媒体，网络学习，自主学习

**五、课程思政**

《英语演讲与辩论》课程主动落实立德树人根本任务，在课程教学过程中将政治认同、家国情怀、文化素养、宪法法治意识、道德修养等思政元素融入专业教育，融入学校课程思政教学体系， 例如在Unit 1 Understanding Speech一课中，可以引导学生通过分析中外名家的演讲，了解演讲中的中西文化差异；同时，结合中国社会历史文化，让学生学会用英语表述中国当代社会的进步与发展，使之在对外交流的过程中能更有效地讲好中国故事。再比如在Unit 5 Understanding Debate一课中，可以引导学生关注对于爱国主义的不同观点，深入理解不同文化对爱国行为的影响，增强学生的民族自信与爱国情怀。

**六、教材及教学参考书**

**1.选用教材：**

（1）《大学思辨英语教程口语. 4，辩论之术》，金利民等编，外语教学与研究出版社，2016年

（2）《立场-辩证思维训练丛书》(第一辑) ，Thomas A. Easton等著，外语教学与研究出版社出版，2014年

**2.参考书：**

（1）《英语演讲艺术》（第三版），刘诺亚，武汉：华中科技大学出版社，2018

（2）《立场-辩证思维训练》(第二辑)，威廉•J.米勒 (William J. Miller)著，外语教学与研究出版社，2015年

（3）《思辨精英:英语辩论-构筑全球视角》，Robert Trapp，外语教学与研究出版社出版，2016年

（4）《议会制辩论: 架构与攻略》，樊启青编著，浙江大学出版社，2013年

（5）《英语辩论》，陶曦 主编，北京大学出版社，2015年

（6）《英语辩论教程》，（美）莱博德（Rybold, G.）编，外语言教学与研究出版社，2010年

**3.推荐网站（线上资源）：**

<http://www.powa.org/>

<http://www.ukstudentlife.com>

<http://www.webenglish.com>

<http://holidays.net/valentine/>

<http://www.pus.org/wnet/nature/anmalmind/>

<http://www.dsc.discovery.com/>;探索杂志

<http://www.natinalgeographic.com/>;美国国家地理杂志

http://www.pigai.org/;批改网

<http://www.tesol.net/tesl.html>;语言与言语学习和教学

<http://www.nll.co.uk/.com/>;英语在线学习

<http://www.hjenglish.com/>；沪江英语网

<http://www.kekenet.com/>；可可英语网

**七、教学条件**

《英语演讲与辩论》课程教学团队立足自身实际，积极推进教育教学改革，凝练课程特色，打造一支学术造诣深厚、教学经验丰富、教学特色鲜明的课程教学团队；深化课程体系改革，持续更新课程内容，使之能够涵盖课程相应领域的基本知识、基本概念、基本技能、语言实践教学等内容；课程紧密结合实际教学需要，以服务课程教与学为重点，以课程资源的系统、完整为基本要求，以资源丰富、充分开放共享为基本目标，注重课程资源建设的适用性和易用性。

**师资方面：**大学英语教学部目前共有教师38名，其中教授3人，副教授9人，博士4人，有海外留学访学经历人员8人。学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。目前培育出省级青年骨干教师1人，省级教学名师1人，校级教学名师2人，省级教学技能大赛一等奖获得者4人，二等奖获得者5人。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**九、教学考核评价**

**1.过程性评价：**将课前预习、课堂表现、线上学习（测验）、课后作业、小组学习讨论等学习过程全面纳入课程形成性评价体系；比重由两个板块组成：（1）课前自主学习任务占50%，包括预习任务反馈、主题讨论等；（2）课堂综合表现占50%，包括课前presentation、小组讨论、随堂测试、课堂辩论、课后口语作业等等。

**2.终结性评价：**期末口试。

**3.课程综合评价：**总评成绩100% = 过程性评价50% + 终结性评价50%。

过程性评价原则上占总评成绩的50%，包括学生自我评估，学生相互间的评估，教师对学生的评估等，具体形式包括自学、课堂表现、课后作业、随堂测验、课外活动、线上线下互动等，以对学生学习过程进行观察、评估和监督，促进学生有效地学习。

终结性评价原则上占总成绩的50%，是指期末课程考试，采用口试形式，以检测学生学习该课程的总体效果。考试内容应当围绕当学期学习内容为主。

# 英语核心能力提升

（English Core Competence Promotion）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002225** | **课程总学时：24** | **实验学时： 0学时** |
| **课程性质：选修** | **课程属性:素质类** | **开设学期：第 5学期** |
| **课程负责人：宋荣超** | **课程团队：王丽、马孝幸等** | **授课语言：中英双语** |
| **适用专业：非英语专业三年级本科生** | | |
| **对先修的要求：无** | | |
| **对后续的支撑：无** | | |
| **主撰人：宋荣超** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

《英语核心能力提升》是针对三年级本科生尤其是有进一步学位深造需求的学生而开设的一门公共选修的素质类课程。

当今时代是一个知识膨胀信息爆炸的时代。社会现实使得在校大学生越来越认识到学士学位已经不能充分满足他们的就业和职业发展需求，越来越认识到学位提升的重要性和紧迫性，学位提升的学生人数每创新高。作为学生提升入学考试的一门主干科目，英语的重要性更加凸显。英语是一门世界性语言，是新信息新知识新科技表达和运用的主要载体。当今，我国进入社会主义现代化建设的关键时期，需要大量的社会主义现代化建设合格的建设者和接班人，需要大量的深谙英语的复合型人才。《英语核心能力提升》就是以此为背景而设置的，以学历提升英语考试大纲为依据，旨在为有学历提升需求的学生提供合理英语训练的课程；其主要内容包括：学历提升英语核心词汇讲解与练习，英语长句复杂句分析，篇章结构的逻辑关系讲解、英汉语际相似和差异以及英语写作的谋篇布局和思路拓展等。经过该课程的学习，学生的英语词汇、英语阅读、英汉互译以及英语写作的知识和能力将会得到明显提升，达到甚至超过学历提升英语的标准，从而为学历提升扫除语言障碍，为他们成长为既懂专业又懂外语的复合型综合型人才打下坚实的基础。

本课程的核心学习结果是有效掌握学历提升所需的英语词汇的识记与运用，英语阅读英汉互译和英语写作能力的提升。主要教学方法有讲授法、提问法和测试法。

**二、课程教学的基本要求**

1.理论知识方面：英语词汇理论包括词类词根词缀等；英语句子结构包括基本句型、各类从句、特殊句式、非谓语结构等；英汉互译包括增译、略译、逆译、分译等；英语写作理论包括语篇谋划、结构布局、逻辑关联、链接词类等

2.实践技能方面：英语词汇巧记、英语阅读技能、英汉互译、英语写作策略

**三、课程的教学设计**

1.教学设计说明

本课程旨在培养学生掌握学位提升英语的核心和高频词汇及其用法，熟悉英语主要词法以达到扩大词汇量的目的；熟练掌握英语主要句法结构，学会分析较长的复杂句；领会英汉差异并掌握翻译技巧；最后掌握英语作文法。本课程主要采取讲授法、讨论法、例证法，使学生由点到线由线到面建立一个系统的英语知识技能体系。

2.课程目标及对毕业要求的支撑

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| **序号** | **课程目标** | **毕业要求** |
| 1 | 目标1：通过本课程学习，使学生具备分析和运用学历提升英语词汇的能力。 |  |
| 2 | 目标2：通过本课程学习，使学生具备理解和分析学历提升英语长句复杂句结构的能力。 |  |
| 3 | 目标3：通过本课程学习，使学生具备英汉互译译得准译得好的能力。 |  |
| 4 | 目标4：通过本课程学习，使学生具备学历提升英语写作能力。 |  |

**四、理论教学内容及学时分配（24学时）**

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|  | **第一章 英语词汇理论、核心词汇和高频词汇** | **学时数：8** |

**第一节 英语词汇理论（2学时）**

**教学目标：**使学生掌握英语词汇的特征与结构

**教学重点和难点：**词根与词缀

**主要教学内容及要求：**

讲授英语词汇的特征和结构，要求学生理解英语词汇规律，掌握词汇分析的方法，提高学生词汇识记和运用能力。

**教学组织与实施：**

以学生为中心，课堂上讲授英语词汇知识包括词根和词缀；加强师生、生生互动；注重提问答疑，及时反馈学生。

**第二节 核心词汇和高频词汇  （ 5学时）**

**教学目标：**使学生掌握学历提升英语的核心和高频词汇

**教学重点和难点：**核心词汇和高频词汇

**主要教学内容及要求：**

讲授学历提升英语核心和高频词汇的用法及相关拓展短语，要求学生理解英语核心和高频词汇，掌握它们的用法。

**教学组织与实施：**

以学生为中心，课堂上讲授英语核心和高频词汇；加强师生、生生互动；注重提问答疑，及时反馈学生。

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|  | **第二章 英语句子结构分析** | **学时数：8** |

**教学目标：**使学生掌握英语基本句型和长句结构分析方法

**教学重点和难点：**形容词性从句和名词性从句

**主要教学内容及要求：**讲授英语基本句型及其特点，讲授由基本句型拓展组合而成的长句；要求学生掌握基本句型，使他们掌握长句分析方法以及分析过程中运用到的句法知识。

**教学组织与实施：**

以学生为中心，课堂上讲授英语基本句型和长句分析；加强师生、生生互动；注重提问答疑，及时反馈学生。

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|  | **第三章 英汉互译** | **学时数：8** |

**教学目标：**使学生理解英汉语言差异并以此为基础做好英汉互译。

**教学重点和难点：**定于从句的翻译

**主要教学内容及要求：**讲授英汉语际差异，根据这些差异讲授不同的翻译方法；要求学生能够认识到语言差异，依据差异选择合适的翻译方法，使翻译达到准确流畅的基本标准。

**教学组织与实施：**

以学生为中心，课堂上讲授英汉互译；加强师生、生生互动；注重提问答疑，及时反馈学生。

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|  | **第四章 英语写作** | **学时数：8** |

**教学目标：**使学生掌握英语篇章结构知识掌握写作技能提升写作能力。

**教学重点和难点：**结构布局和细节论证

**主要教学内容及要求：**讲授英语写作的用词选择、组词成句、连句成篇等技能；讲授英语篇章结构的特点；要求学生能够根据所学内容写出布局合理遣词造句恰当的作文。

**教学组织与实施：**

以学生为中心，课堂上讲授英语写作知识；加强师生、生生互动；注重提问答疑，及时反馈学生。

**五、课程思政**

在课程教学过程中将政治认同、家国情怀、文化素养、宪法法治意识、道德修养等思政元素融入专业教育，例如讲英语单词“characteristic”（特色）时，可以举例“to build socialism with Chinese characteristics”（建设有中国特色社会主义）。

**六、教材及教学参考书**

**1.选用教材：**

英语核心能力，刘辉 张冉编著，科学技术文献出版社，2021年

**2.参考书：**

（1）考研英语真题词汇．俞敏洪主编．群言出版社, 2022；

（2）考研英语语法与长难句．华研外语编写组．世界图书出版公司, 2022；

（3）英汉互译简明教程，张震久，孙建民编著，外语教学与研究出版社，2021；

（4）英语写作基础教程（第三版），丁往道 吴冰主编，高等教育出版社，2016.

（应列3-6本；实施双语教学的课程，应有外文图书）

**3.推荐网站（线上资源）：**

中国日报 http://www.chinadaily.com.cn/

**七、教学条件**

**师资方面：**《英语核心能力提升》课程组10名教师均来自我校大学英语教学部，学院从多方面帮助青年教师创造教研与科研条件，积极营造青年教师发展空间；鼓励教师参加学术和教学会议交流，并以此为契机，充分实现与兄弟院校资源共享。

**软硬件条件：**学校教学设施完善，拥有可以保障课程教学开展的充足的智慧教室、多媒体教室、语音室等，校园网全面覆盖，课堂上即可利用网络资源；担任本课程教学工作的教师具有开展现代化教学所必备的工具手段，包括手提电脑、U盘、多媒体激光棒等，全体教师能熟练使用信息化教学设备，借助计算机和网络设备开展多媒体教学，为多媒体和网络教学活动提供了条件；学校图书馆藏有大量的大学英语相关图书和外文报刊图书以及电子资源等，可供学生和教师查阅。

**八、教学考核评价**

**1.过程性评价：**（将课前预习、课堂表现、线上学习（测验）、课后作业、小论文、小组学习讨论、期中测试等学习过程全面纳入课程形成性评价体系；比重40%）

**2.终结性评价：**（笔试/论文/非标准答案考试/其它；比重60%）

**3.课程综合评价：**（过程性评价占40%，终结性评价占60%）

# 英语综合技能提升

（Enhancement of Fundamental English Skills)

**课程基本信息**

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| **课程编号：15002224** | **课程总学时：24** | **实验学时：0 学时** |
| **课程性质：选修** | **课程属性:素质类** | **开设学期：第 4 学期** |
| **课程负责人：刘静宇** | **课程团队：王保安、张科等** | **授课语言：中英双语** |
| **适用专业：全校非英语专业二年级学生** | | |
| **对先修的要求：无** | | |
| **对后续的支撑：无** | | |
| **主撰人：刘靖宇** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的教学理念、性质、目标和任务**

1.本课程是针对非英语专业英语基础相对薄弱的本科专业学生开设的课程。教学对象是二年级(第4学期)没有通过大学英语四、六级考试的学生，总课时24学时。本课程旨在依据《大学英语四、六级考试大纲》和历年英语四、六级考试真题，结合学生的英语程度，分模块讲解四、六级英语考试各个部分的命题规律与解题技巧。主要内容包括：大学英语四、六级考试的高频与重点词汇，英语听力技巧，复杂句式的变化与分析，篇章结构的逻辑关系，阅读理解的解题技巧，汉译英（中国文化）翻译技巧，英语作文的写法分析等。

2.本课程核心教学目标有如下三点：1）帮助学生了解中国文化外宣的英语语言特点，掌握重点与高频词汇，帮助学生树立文化自信；2）帮助学生了解英语句式变化规律，理解英语文章的内部逻辑关系，拓展其英语应用能力；3）掌握英语阅读、听力、翻译技巧、英语作文写作技巧，帮助学生顺利通过大学英语四、六级考试，并为以后的考研英语打下基础，也为以后的就业提供支撑。本课程以“输出驱动-输入促成”的教学理念，以课堂讲授、项目任务的教学方法，兼顾个性化教学，实行线上线下一体化教学模式，保证核心教学目标的达成，使学生初步具备用英语讲述中国故事的能力。

**二、课程教学的基本要求**

1.理论知识方面：掌握英语语音的基本规律；掌握英语基本句式的变化规律与分析长句、复杂句的方法；掌握大学英语四级考试阅读理解的命题规律，掌握篇章内部的逻辑关系；掌握大学英语四级考试汉译英（中国特色文化英译）和英语应用文、图标以及命题作文的写作技巧。 2.实验技能方面：了解大学英语四六级听力的基本技巧；了解中国文化外译的基本策略与方法；不同类型英语作文的写作方法。

**三、课程的教学设计**

1.教学设计说明

1）注重学习目标，培养学生多元学习动机。

结合当今社会发展需求，提高学生对英语学习重要性的认识；通过线上线下访谈、沟通了解学生个性化需求，促进其学习动机的有效性成。

2)教学过程项目化、立体化，构建线上线下一体化教学模式，强调学生的自主性、师生的互动性；尊重学生个体差异性，突出教学的实践性。

3)课程教学规划

本课程分五个板块，六章进行教学。

第一板块为大学英语英语核心词汇，共一章共计4个学时。通过讲授英语词汇的音节、前缀、后缀基本知识，使学生掌握英语词汇构成的基本规律，帮助学生记忆英语词汇；根据《China Daily》，《21st Century》，《Ecomomist》等英语报纸、期刊网站的文章内容，概括最新科技与中国文化特色词汇，帮助学生拓展词汇量。以项目任务形式要求学生自主总结与本专业学科相关的科技最新核心词汇，作为过程性评价的依据。

第二板块为英语阅读板块，共一章2节共计10个学时。其中课堂讲授8个学时，主要讲授英语长难句分析和英语文章篇章结构框架规律，再结合大学英语四六级考试历年真题的代表性文章进行分析讲解。再通过项目任务，要求学生通过线上阅读指定板块的英文文章，要求学生在课堂进行PPT汇报，概述所读文章的主要内容，行文特点与句式变化特征，汇报为2个学时。以项目任务形式布置阅读任务，要求学生自主完成，作为过程性评价的依据。

第三板块为汉译英翻译板块，共一章4个学时。根据大学英语四六级题库，结合历年考试真题，精心挑选有代表性的与中国文化外宣相关的段落，进行课堂讲授。集中阐释中国特色文化术语翻译，以及汉译英的基本策略、方法与技巧，帮助学生树立文化自信，掌握中国文化英译的基本技能。再通过项目任务安排学生自主完成与中国文化相关的文章段落英译任务，作为过程性评价的依据。

第四板块为英语作文写作，共一章4个学时。根据大学英语四六级考试大纲要求，课堂讲授英语应用文写作，比如信函、通知等，以及图表作文和命题作文的写作特点与框架。再以项目任务形式要求学生完成各类文体的写作任务，作为过程性评价的依据。

第五板块为听力技巧板块，共一章2学时。课堂讲授英语听力的基本技能如连读、弱读等基本概念；概述大学英语四六级考试听力部分的主要选材特点。再以项目任务形式，安排学生在指定的平台和APP练习不少于30小时的听力任务，并在课程结束导出相关数据，作为过程性评价的依据。

2.课程目标及对毕业要求的支撑

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| **序号** | **课程目标** | **毕业要求** |
| 1 | 目标1：通过阅读相关中国文化、中国科技的发展与西方文化的英文文献，帮助学生了解英文文章的行文特征，树立文化信心。 |  |
| 2 | 目标2：使学生初步具备用听中国文化、西方文化与科技发展的英语报告的能力。 |  |
| 3 | 目标3：通过课程的学习，使学生初步具备用英语讲述中国故事的能力。 |  |
| 4 | 目标4：通过本课学习，使学生能够掌握应对大学英语四六级考试的基本能力。 |  |

**四、理论教学内容及学时分配（24学时）**

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|  | **第一章 大学英语核心词汇构词法**  **（Key and High Frequent Words and Phrases in CET-4 and CET 6)** | **学时数：4** |

**第一节 大学英语词汇构词法（2学时）**

**教学目标：**掌握英语构词法的基本规律

**教学重点和难点：**大学英语四六级考试重点与高频词汇的应用；重点与高频词汇的记忆方法。

**主要教学内容及要求：**

**1.**了解英语词汇构成的基本规律。

2. 理解重点与高频词汇的音节构成、词根、前后缀的变化与内涵。

3. 掌握通过单词读音与联想法记忆词汇的方法。

4. 熟练掌握大学英语四级考试的重点与高频词汇。

**教学组织与实施：**课堂讲授为主，通过具体词汇例证要求学生在课堂分析一些核心词汇的音节构成、前后缀变化特征，促进输入与输出的双向形成。

1. **中国文化特色词汇与最新科技词汇概述  （ 2学时）**

**教学目标：**掌握部分中国文化特色词汇与最新科技词汇

**教学重点和难点：中国文化特色词汇与最新科技词汇的**应用及记忆方法。

**主要教学内容及要求：**

1.了解英语词汇构成的基本规律。

2. 理解部分中国文化特色词汇与最新科技词汇音节构成、词根、前后缀的变化与内涵

3. 掌握通过单词读音、词根与联想法记忆词汇。

4. 熟练掌握部分部分中国文化特色词汇与最新科技词。

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|  | 1. **英语长难句解析方法**   **(The Change and Amplification of Basic English Sentence Patterns )** | **学时数：4** |

**教学目标：**掌握英语句式变化与扩张的基本方法与规律**。**

**教学重点和难点：**英语基本句式的变化；英语基本句式的扩展。

**主要教学内容及要求：**

1.了解英语句式的类型。

1. 理解英语基本句式的变化特征。
2. 掌握英语基本句式的扩展方法。
3. 熟练掌握大学英语四六级长难句分析及其方法。

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|  | 1. **英语文章阅读技巧解析**   **( Reading Skills )** | **学时数：6** |

**第一节 中西文化类英语阅读理解（3学时）**

**教学目标：**了解中西文化、尤其是中国特色文化英语文章的结构特征，掌握相应的阅读方法与技巧。

**教学重点和难点：**中国文化特色阅读的行文特征；英语文章阅读方法与技巧。

**主要教学内容及要求：**

1.了解中西文化阅读的架构特征。

2. 理解部分中国文化英文句式特征以及内部逻辑关系。

3. 掌握文化类阅读理解短文中段落间的逻辑关系。

4. 熟练掌握文化类阅读理解题型的解题方法与技巧。

**第一节 科技类英语阅读理解（3学时）**

**教学目标：**了解现代科技英语文章的结构特征，掌握相应的阅读方法与技巧。

**教学重点和难点：**现代科技英语的基本行文特征；英语科技文章阅读方法与技巧。

**主要教学内容及要求：**

1.了解现代科技英语短文阅读的架构特征。

2. 理解部分现代科技英文句式特征以及内部逻辑关系。

3. 掌握科技英语短文中段落间的逻辑关系。

4. 熟练掌握科技类阅读理解题型的解题方法与技巧。

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|  | **第四章 中国特色文化汉译英方法与技巧(Translating Methods and Skills )** | **学时数：4** |

**教学目的:** 掌握英译汉的基本翻译方法与技巧。

**教学重点和难点：** 短句、长句翻译方法与技巧；段落翻译方法与技巧。

**主要教学内容及要求：**

1.了解中国特色文化汉译英的基本概况。

2. 理解中国特色文化汉译英中长、短句句式转换的基本规律。

3. 掌握中国特色文化汉译英的基本技巧与方法。

4. 熟练掌握大学英语四级考试段落翻译的方法与技巧。

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|  | **第五章 大学英语四六级考试英语短文写作(Writing Methods and Skills）** | **学时数：4** |

**教学目的:** 了解四级作文的命题方向及不同类型作文的写法。

**教学重点和难点：**应用类作文、图表类作文、命题作文的框架结构特征与句式变化。。

**主要教学内容及要求：**

1. 了解大学英语四级作文的命题方向与趋势。。

2. 理解大学英语四考试不同类型作文写作框架特征。

3. 掌握大学英语四考试不同类型作文写作框架。

4. 熟练掌握大学英语四考试不同类型作文的句式变化与衔接方法。

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|  | **第六章 大学英语四六级考试听力技巧解析(Listening Skills）** | **学时数：2** |

**教学目的:** 了解大学英语四级听力部分命题方向与规律，掌握应对方法与技巧。

**教学重点和难点：**大学英语四级考试听力题写解析；各类题型的应试技巧。

**主要教学内容及要求：**

1. 了解大学英语四级听力的命题方向与趋势。。

2. 理解大学英语四级考试听力部分各类题型的命题特征。

3. 掌握大学英语四级考试听力不同部分的应对技巧。

4. 熟练掌握大学英语四级考试长短对话经常出现的话题及解题技巧。

**六、课程思政**

本课程所使用教材摘节选的素材均为大学英语四级题库的资料，已经经过了多次的凝练与修改，充分考虑到了课程思政元素。同时，自选教学材料主要来自《China Daily》《21stCentury》中有关中国特色文化和中国科技发展的文章，旨在树立学生的文化自信与制度自信。在翻译材料中主要选取《习近平谈治国理政》汉语版中有关中国文化与科技发展的论述作为翻译素材，所选内容充分体现了当代中国的家国情怀和法治精神。

**七、教材及教学参考书**

**1.选用教材：**

教材：《大学英语四级考试系列黄皮书》，曾鸣，张剑编著，世界图书出版社，2020年。

**2.参考书：。**

（1）《大学英语四级考试系列黄皮书》，曾鸣，张剑编著，世界图书出版社，2020年。

（2）《习近平谈治国理政》（第四卷）, 习近平谈治国理政编译组编．外文出版社, 2020年。

（3）《XI JINPING THE GOVERNANCE OF CHINA》（III），习近平谈治国理政编译组编．外文出版社, 2020年。

**3.推荐网站（线上资源）：**

（1）中国日报双语新闻网，网址：https://www.chinadaily.com.cn/。

（2）二十一世纪英文报，https://paper.i21st.cn/。

（3）中国大学慕课（MOOC），<https://www.icourse163.org/>。

**八、教学条件**

**1.教学软件：**本课程组的教师均具有10年以上的大学英语教学经验，对大学英语四六考试题型与考试重点有深入研究，且相关题库资源丰富。另外近年来课程组对中国特色文化外宣本课程组都做了相当的努力与尝试，积累了一定的经验。

**2.硬件条件：**本课程仅需多媒体教室即可解决上课问题。

**九、教学考核评价**

**1.过程性评价：本课程过程性评价包括如下考核点：**课前预习、课堂表现、线上学习（测验）、课后作业、作文、小组学习讨论、期中测试，比重为50%。

**2.终结性评价：**笔试。按照大学英语四级考试的题型、难度、时间要求进行集中线下考试，考试内容素材来自于大学英语四级题库，比重50%。

**3.课程综合评价：**过程性评价（50%）+终结性评价（50%）=100%。

# 第二篇 课程考核大纲

# 大学英语I（精读+听说）考核大纲

（College English I）

**课程基本信息**

|  |  |  |
| --- | --- | --- |
| **课程编号：15002211** | **课程学时：32** | **课程学分：2** |
| **主撰人：刘佳** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《大学英语I》是为我校非英语专业一年级本科生开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

就工具性而言，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语听、说、读、写、译的能力。大学英语的工具性也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，大学英语课程重要任务之一是进行跨文化教育。学生学习和掌握英语这一交流工具，除了学习、交流先进的科学技术或专业信息之外，还要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，增强民族文化认同感和自信心，培养跨文化交际能力。

**二、理论教学部分的考核目标**

教学评估是大学英语课程教学的一个重要环节。通过考核检测学生对本册词汇、语法、篇章及语用等知识的掌握情况，培养学生英语读、写、译的语言技能的实际运用能力，增加学生的社会、文化、科学等基本知识。它既是检查教学大纲执行情况、评估教学质量的一种有效手段，又是教师获取教学反馈信息、改进教学管理方法提高学习效率的有效手段。

**Unit One Growing Up**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in Text A (selection of details, repetition, coherence)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and humanistic critical thinking abilities are reflected and expressed on the themes of this unit, such as growing up and life’s calling, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**： 1. synonyms：dull & tedious; topic & title; write &compose; anticipate & expect; recall & remember

2. collocation: adjective +preposition

3. grammatical structure: It is said that…

4. writing: selection of details, repetition, coherence

**素质考核：**Students’ ability to dialectically view the views of the author of the selected text in the textbook, carry out high-level practical training such as cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts of the selected text, such as understanding the relevant cultural knowledge of the spaghetti, Chinese noodles, American school system, Chinese school system, etc.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the narrative skills demonstrated in Text A (selection of details, repetition, coherence)

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Growing Up*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities; the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 1; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Two Friendship**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：characteristic features of spoken English as demonstrated in Text A (spoken English is much more informal than written English)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ ability to express the importance of friendship in English and reflect on the great friendship of revolutionary predecessors, reflecting on what kind of friendship is needed in life; students’ expansion of the breadth and depth of thinking, understand and express China’s foreign policies and achievements in English, such as the achievements of the “the Belt and Road Initiative” and China's global contribution in combating COVID-19.

**知识考核**： 1. usage: ways of making an opinion sound less definite (kind of, or something, more or less)

2. collocation: noun +preposition

3. grammatical structure: may/might just as well, as if

4. writing: differences between written English and spoken English

**素质考核：**Students’ ability to explore the true meaning of friendship and recognize the promoting role of great friendship in the revolutionary cause; students need to realize that in the context of a community of shared future for mankind, people all over the world share the same breath and common destiny, such as the global cooperation in combating COVID-19, and China’s foreign policy.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：characteristic features of spoken English as demonstrated in Text A (spoken English is much more informal than written English)

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Friendship*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 2; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Three Understanding Science**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the style differences between narrative writing (Text A, Unit 1) and expository writing (Text A, Unit 3)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive English ability and critical thinking ability, further improve their high-level abilities in cross-cultural comparison based on the theme of this unit, and correctly understand and dialectically think about the true significance of scientific and technological development.

**知识考核**：1. the style differences between narrative writing and expository writing

2. anonyms: majority & minority; accept & reject; local & global; true & false

3. word formation: prefixation

4. grammatical structure: as many as, as is shown

**素质考核：**Students’ ability to correctly understand and dialectically reflect on the true significance of scientific and technological development, enhance cognitive level, enhance national confidence, broaden horizons and broaden one’s horizons from a deep sense of patriotism and the construction of a community with a shared future for mankind.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the style differences between narrative writing and expository writing

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Understanding Science*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 3; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Four The American Dream**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the description of a person by his/her characteristic features, together with supporting details which demonstrate the features

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive English ability and critical thinking ability, and further improve their high-level ability in cross-cultural comparison; combining the theme of this unit, the American Dream, and comparing it with the Chinese Dream in terms of culture, dialectically analyzing the differences between the Chinese Dream and the American Dream through reading materials, listening to audio, and watching videos, able to write articles and provide oral explanations.

**知识考核**：1. the description of a person by his/her characteristic features, together with supporting details which demonstrate the features

2. confusable words: personal & personnel; sometime & some time & sometimes

**素质考核：**Students’ ability to clarify the difference between the Chinese Dream and the American Dream, as well as the guiding significance of socialist core values for realizing the Chinese Dream and consider how to integrate their patriotism into their dreams based on their professional development, and become a dream chaser of the new era who constantly strives to achieve national prosperity, national rejuvenation, and people’s happiness.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the description of a person by his/her characteristic features

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *The American Dream*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 4; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Five Work to Live or Live to Work**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the writing strategy and style demonstrated in Text A (to set the tone of irony by choice of words, selection of details, use of quotation marks, etc.)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ enhancement in their listening, speaking, reading, writing, and translation abilities, while also cultivating their critical thinking ability. They can dialectically view the relationship between work and life, as well as between learning and life, based on the theme of this unit.

**知识考核**：1. the writing strategy and style (the ironic tone in English essay and the use of rhetorical devices)

2. usage: the +adj.

3. word formation: suffixation

**素质考核：**Students’ ability to dialectically view the relationship between work and life, as well as between learning and life, and tell stories about how they can balance work and life, learning and life around them. They can explain in English how to balance work and life, learning and life, and thus expand the breadth and depth of their thinking.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the writing strategy and style **(**the ironic tone in English essay and the use of rhetorical devices**)**

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Work to Live or Live to work*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 5; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Six Romance**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in the text (switch between tenses, change of narrator), some rhetorical devices (simile and metaphor) and the use of informal language in conversation

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and critical thinking ability will be checked, especially whether they can compare Chinese and Western cultures on the themes of this unit, such as Romance, true love, life partner, etc., dialectically view the differences between Chinese and Western cultures, and gradually cultivate Chinese and Western comparative consciousness and self-confidence in Chinese culture.

**知识考核**：1. the narrative skills in English writing

2. rhetorical devices: simile and metaphor

3. word family: verbs; nouns; adjectives; adverbs;

**素质考核：**Students’ ability to dialectically view the views in the selected texts of the text, such as looks or personality, love and revolution, etc., and carry out advanced practical training such as cross-cultural contrast and critical thinking, so as to expand the breadth and depth of thinking.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the narrative skills in English writing (switch between tenses, change of narrator)and the rhetorical devices

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Romance*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 6; homework on Chaoxing APP; improvement of critical thinking ability

**三、实验教学部分的考核要求**

1. 基本听懂就日常话题展开的简单英语交谈；

2. 基本听懂语速较慢的音频材料，理解中心大意和要点；

3. 掌握一些基本的听力技巧并学会运用。

**四、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性评价突出体现大学英语线上、线下混合式教学理念。线上成绩包括学生在中国大学MOOC平台单元测试和自学任务考核得分（6次/学期）、 超星学习通/词达人/WeLearn等APP上学习中的过程性考核成绩（4次/学期）；线下成绩主要包括课堂随堂测验成绩（3次/学期）、课堂互动表现（3次/学期）、课后作业（3次/学期）（包括report、paper、oral presentation等）、课程思政语言实践得分（1次/学期）（包括演讲、话剧表演、微视频、写作竞赛、词汇竞赛、英文歌曲比赛、英文海报比赛等）等。终结性考核评价主要体现为期末的课程考试（1次/学期）。

**五、成绩评定**

1.平时成绩：占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

2.期末成绩: 占总评成绩60%；闭卷考试。

3.综合成绩：综合成绩100% = 平时成绩×40%+期末成绩×60%

**六、考核结果分析反馈**

1. 过程性考核中语言实践环节成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；中国大学MOOC平台的线上单元测试，其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 大学英语II（精读+听说）考核大纲

（College English II）

**课程基本信息**

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| **课程编号：15002212** | **课程学时：32** | **课程学分：2** |
| **主撰人：刘佳** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《大学英语II》是为我校非英语专业一年级本科生开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

就工具性而言，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语听、说、读、写、译的能力。大学英语的工具性也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，大学英语课程重要任务之一是进行跨文化教育。学生学习和掌握英语这一交流工具，除了学习、交流先进的科学技术或专业信息之外，还要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，增强民族文化认同感和自信心，培养跨文化交际能力。

**二、理论教学部分的考核目标**

教学评估是大学英语课程教学的一个重要环节。通过考核检测学生对本册词汇、语法、篇章及语用等知识的掌握情况，培养学生英语读、写、译的语言技能的实际运用能力，增加学生的社会、文化、科学等基本知识。它既是检查教学大纲执行情况、评估教学质量的一种有效手段，又是教师获取教学反馈信息、改进教学管理方法提高学习效率的有效手段。

**Unit One Ways of Learning**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in Text A (introduction of the topic by an anecdote – elaboration by comparison and contrast – conclusion by a suggestion)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive cultural literacy and humanistic thinking ability to reflect and express their similarities and differences in attitudes towards inheritance and innovation between China and the West.

**知识考核**：1. important words and phrases: attach, tender, neglect, critical, etc. grammatical structures (so much so that, assuming that…)

2. ways to compare and contrast (point-by-point method or one-side-at-a-time method)

**素质考核：**Students can dialectically view the views of the authors of selected texts in textbooks, carry out high-level practical training such as cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and Western cultures on concepts related to the theme of selected texts, such as culture, creativity, etc.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the narrative skills demonstrated in Text A (introduction of the topic by an anecdote – elaboration by comparison and contrast – conclusion by a suggestion)

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Ways of Learning*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities; the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 1; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Two Values**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：narrative writing skills starting with an anecdote or a piece of news

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ ability to compare the different understandings of concepts such as money, wealth, volunteerism, and happiness between China and the West, to help students better understand the concept of happiness in traditional Chinese culture and enhance their cultural confidence;

**知识考核**：usage of important words and phrases in the text: confront, donation, vital, pursuit, in contrast to, consequence, etc.

**素质考核：**Students’ critical thinking to understand the hardships and efforts behind the improvement of Chinese happiness, and the ability to consciously tell Chinese stories well in English.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：cultural background information of the Salvation Army; Salvation Army’s Bell Ringer Program

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Values*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 2; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Three Generation Gap**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the basic elements of a play (the main components of a drama, such as settings, stage instructions, characters, conflicts, climax, etc.)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive English skills, especially their ability to express themselves and tell Chinese stories well; students’ comprehensive cultural literacy and humanistic thinking ability to deepen their own understanding of excellent traditional Chinese culture, and to conduct cultural comparisons on the themes of family conduct, filial piety, love and respect for the elderly; students’ ability to dialectically view the cultural differences between China and the West, gradually cultivating their comparative awareness and cultural confidence.

**知识考核**：1. usage of important words and phrases: squat, mumble, whisper, know better than, hand down, etc.

2. grammatical structure: Adjective+ to do

**素质考核：**Students’ ability to carry out a conscious cultural comparison of the relevant concepts of the unit theme between China and the West, such as differences in family traditions and educational concepts.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the characteristics of a drama

**3. 应用**：how to appreciate a play and how to depict characters

**4. 分析**：oral and written expression on the theme of *Generation Gap*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 3; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Four The Virtual World**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the various writing techniques employed by the writer--comparison and contrast, use of headlines, use of facts and details)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students can comprehensively improve their English ability and critical thinking ability, and further improve their high-level ability in cross-cultural comparison. Combining the theme of this unit, the American Dream, and comparing it with the Chinese Dream in terms of culture, dialectically analyzing the differences between the Chinese Dream and the American Dream through reading materials, listening to audio, and watching videos, able to write articles and provide oral explanations.

**知识考核**：usage of important words and phrases: arrange, stretch, abuse, symptom, etc.), grammatical structures (as though, find oneself…)

**素质考核：**students’ comprehensive English abilities, especially their listening and speaking abilities and students’ online cultural literacy and critical thinking ability to compare the advantages and disadvantages of social interaction between the virtual world and the real world involved in the theme of this unit to form a correct attitude towards the online world.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：the cultural background about Internet

**3. 应用**：the various writing techniques employed by the writer---comparison and contrast, use of headlines, use of facts and details

**4. 分析**：oral and written expression on the theme of *The Virtual World*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 4; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Five True Height**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：narrative skills--using details to bring out character, a surprise ending, use of puns

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English application abilities in listening, speaking, reading, writing, and translating; students’ cultural literacy and humanistic thinking abilities. Think and express on the themes of this unit, such as covering objects, recurring dreams, and work for, while cultivating English language ability, enhance their thinking ability, cultural awareness, and confidence.

**知识考核**：1. words and phrases: coincide with, stretch out, emotion, sponsor etc.

2. grammatical structures (as soon as, either …or)

**素质考核：**Students can tell stories in English about celebrities who pursue their dreams and persist in striving for China’s construction, conveying positive energy and letting the world understand China.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：the writing strategy and style **(**the ironic tone in English essay and the use of rhetorical devices**)**

**3. 应用**：narrative skills--using details to bring out character, a surprise ending, use of puns

**4. 分析**：oral and written expression on the theme of *True Height*

**5. 综合：**description of sports

**6. 评价：**finishon-line test of Unit 5; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Six Women, Half the Sky**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：narrative writing in time sequence

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English abilities, especially their listening, speaking, and translation abilities; students’ comprehensive cultural literacy and humanistic thinking abilities, thinking and expressing on the theme of “gender equality, women’s empowerment”, and comparative awareness and cultural confidence between China and the West.

**知识考核**：language points and grammatical structures: stumble abnormal, imply, shudder, panic, etc.), grammatical structures (I’m not denying that…, can’t help…)

**素质考核：**Students’ ability to tell the stories of outstanding female figures in China in English, understand and express China’s achievements in gender equality and women’s development in English, firmly adhere to the “Four Confidences”, and establish the correct concept of gender equality and women’s empowerment.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：narrative writing in time sequence

**3. 应用**：character depiction and usage of time sequence

**4. 分析**：oral and written expression on the theme of *Women, Half the Sky*

**5. 综合：**devise a questionnaire in an appropriate way

**6. 评价：**finishon-line test of Unit 6; homework on Chaoxing APP; improvement of critical thinking ability

**三、实验教学部分的考核要求**

1. 基本听懂就日常话题展开的简单英语交谈；

2. 基本听懂语速较慢的音频材料，理解中心大意和要点；

3. 掌握一些基本的听力技巧并学会运用。

**四、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性评价突出体现大学英语线上、线下混合式教学理念。线上成绩包括学生在中国大学MOOC平台单元测试和自学任务考核得分（6次/学期）、 超星学习通/词达人/WeLearn等APP上学习中的过程性考核成绩（4次/学期）；线下成绩主要包括课堂随堂测验成绩（3次/学期）、课堂互动表现（3次/学期）、课后作业（3次/学期）（包括report、paper、oral presentation等）、课程思政语言实践得分（1次/学期）（包括演讲、话剧表演、微视频、写作竞赛、词汇竞赛、英文歌曲比赛、英文海报比赛等）等。终结性考核评价主要体现为期末的课程考试（1次/学期）。

**五、成绩评定**

1.平时成绩：占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

2.期末成绩: 占总评成绩60%；闭卷考试。

3.综合成绩：综合成绩100% = 平时成绩×40%+期末成绩×60%

**六、考核结果分析反馈**

1. 过程性考核中语言实践环节成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；中国大学MOOC平台的线上单元测试，其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 大学英语III（精读+听说）考核大纲

（College English III）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002213** | **课程学时：32** | **课程学分：2** |
| **主撰人：刘佳** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《大学英语III》是为我校非英语专业一年级本科生开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

就工具性而言，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语听、说、读、写、译的能力。大学英语的工具性也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，大学英语课程重要任务之一是进行跨文化教育。学生学习和掌握英语这一交流工具，除了学习、交流先进的科学技术或专业信息之外，还要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，增强民族文化认同感和自信心，培养跨文化交际能力。

**二、理论教学部分的考核目标**

教学评估是大学英语课程教学的一个重要环节。通过考核检测学生对本册词汇、语法、篇章及语用等知识的掌握情况，培养学生英语读、写、译的语言技能的实际运用能力，增加学生的社会、文化、科学等基本知识。它既是检查教学大纲执行情况、评估教学质量的一种有效手段，又是教师获取教学反馈信息、改进教学管理方法提高学习效率的有效手段。

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

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in Text A (comparison and contrast, transitional words and devices)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive cultural literacy and humanistic thinking ability to reflect and express their understanding of the ecological wisdom of traditional Chinese culture.

**知识考核**：1. important words and phrases: get by, pursue the schedule, illustrate, keep up with, on balance, cut back, aside from, rather than, when it comes to… etc.; grammatical structure: inversion;

2. Word formation :noun→verb, adjective→verb, verb→noun and adjective →noun;

3. Confusable words: home/house/household, suspect/doubt

**素质考核：**Students can dialectically view the views of the authors of selected texts in textbooks, carry out high-level practical training such as establishing the concept of harmonious coexistence between humans and nature.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：different life in the city and in the countryside, the happiness and hardships of American rural life

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Changes in the Way We Live*

**5. 综合：**master and usethe narrative skills demonstrated in Text A (comparison and contrast, transitional words and devices; “one topic sentence with several supporting detail sentences” pattern)

**6. 评价：**finishon-line test of Unit 1; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Two Civil Rights Heroes**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：narrative writing of events in history

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ ability to deeply study and compare Chinese and Western cultures, cultivate students’ comprehensive English ability and critical thinking ability, and further enhance cultural self-confidence;

**知识考核**：usage of important words and phrases in the text: historic/ historical; exploit; on the side; close in (on); forge, abolish, compel, motivate, etc.

**素质考核：**Students’ ability to describe in English the discourse related to “justice” and “equality” in Chinese culture, and sort out the development context and core essence of relevant expressions; centered on gender equality, conveying new information of the times and exploring the historic progress made by China.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：cultural background information of the Underground Railroad in American civil-rights

struggles

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Civil Rights Heroes* especially the events in history

**5. 综合：**narrative writing of events with representative stories and how to achieve coherence in writing

**6. 评价：**finishon-line test of Unit 2; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Three Security**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in Text A (supporting central argument with facts,

comparison and contrast)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and humanistic thinking ability to dialectically view the issues of safety and gun control in the United States, and gradually cultivate comparative awareness and cultural confidence between China and the West.

**知识考核**：usage of important words and phrases: look back on, barrier, civilize, vulnerable, stand for, etc. grammatical structure: double negation

**素质考核：**Students’ ability to dialectically view the views of the author of the selected text of the textbook, carry out high-level practical training such as cross-cultural comparison and critical thinking, and expand the breadth and depth of thinking; have a deeper understanding of the underlying culture and background behind the selected topic, such as the contradiction between the right of American citizens to own firearms and the high crime rate in the United States.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：the cultural background related to the content

**3. 应用**：the structure of the text(opening-body-conclusion),using facts to support one’s central point of view

**4. 分析**：oral and written expression on the theme of *Security*

**5. 综合：**practice of cause-and-effect essay writing

**6. 评价：**finishon-line test of Unit 3; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Four Imagination and Creativity**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：various techniques employed by the writer (using a question as a title of the text, illustrating answer with various supporting facts, use of subheadings, use of quotations, etc.)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ ability **to** describe the process and achievements of scientific development in English, narrate the growth process or research stories of scientists, convey new information about technological progress, and understand the new directions of national scientific and technological development.

**知识考核**：1. usage of important words and phrases: look back on, barrier, civilize, vulnerable, stand for, approve, undermine, stimulate, beyond doubt, etc.

2. grammatical structure: with+noun+complement

**素质考核：**students’ comprehensive English abilities, especially their listening and speaking abilities and students’ online cultural literacy and critical thinking ability to independently analyze and summarize the scientific spirit through multimodal language materials and learn how to express their views with facts, so as to improve their scientific literacy in the study of humanities.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：character description with facts and details

**3. 应用**：illustrating answer with various supporting facts and starting an essay with an anecdote

**4. 分析**：oral and written expression on the theme of *Imagination and Creativity*

**5. 综合：**character description and pay special attention to unity

**6. 评价：**finishon-line test of Unit 4; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Five Giving Thanks**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the English letter writing

**3. 熟练掌握**：the key language points and the grammatical structures in the text

**（二）考核内容**

**能力考核：**Students’ comprehensive English application abilities in listening, speaking, reading, writing, and translating; students’ cultural literacy and humanistic thinking abilities. Think and express on the themes of this unit, such as covering objects, recurring dreams, and work for, while cultivating English language ability, enhance their thinking ability, cultural awareness, and confidence.

**知识考核**：1. words and phrases: put to sea, be under way, get to, for sb’s sake, undergo, long for, etc.

2. grammatical structure: adjective+ of

**素质考核：**Students can be able to tell stories about “Giving thanks” in English, convey new information of the times, let students find people worthy of gratitude in today’s society, thank them from the bottom of their hearts, active learning their behaviors, so as to improve themselves and be positive.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：meaning of expressing appreciation and culture about some important American traditions

**3. 应用**：talking about Chinese and American Festivals

**4. 分析**：oral and written expression on the theme of *Giving Thanks*

**5. 综合：**writing of a thank-you letter

**6. 评价：**finishon-line test of Unit 5; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Six The Human Touch**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：character depiction and short story consisting of several scenes

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and critical thinking abilities, and being able to engage in discussions based on the unit’s theme of judgment, kindness without thought of return, keeping watch and gradually understand and understand the importance of selfless dedication and its manifestations in daily life, helping to cultivate their positive outlook on life and values.

**知识考核**：1. language points and grammatical structures: acute, cling to, fragile, endure, subtract, dreary, stalk, mock ,etc.

2. grammatical knowledge: the order of adjectives before a noun

**素质考核：**Students’ ability to tell about the deeds of sacrifice and dedication around oneself, and introduce whether one has also made contributions to the country, society, and humanity and deeply understand what selfless dedication is, what is unrequited human love, and the importance of this spirit of sacrifice to human society, thus understanding that as a college student, one should have such a spirit of dedication.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：the character depiction in O. Henry’s short stories

**3. 应用**：character depiction and usage of clues

**4. 分析**：oral and written expression on the theme of *The Human Touch*

**5. 综合：**writing of a book report

**6. 评价：**finishon-line test of Unit 6; homework on Chaoxing APP; improvement of critical thinking ability

**三、实验教学部分的考核要求**

1. 基本听懂就日常话题展开的简单英语交谈；

2. 基本听懂语速较慢的音频材料，理解中心大意和要点；

3. 掌握一些基本的听力技巧并学会运用。

**四、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性评价突出体现大学英语线上、线下混合式教学理念。线上成绩包括学生在中国大学MOOC平台单元测试和自学任务考核得分（6次/学期）、 超星学习通/词达人/WeLearn等APP上学习中的过程性考核成绩（4次/学期）；线下成绩主要包括课堂随堂测验成绩（3次/学期）、课堂互动表现（3次/学期）、课后作业（3次/学期）（包括report、paper、oral presentation等）、课程思政语言实践得分（1次/学期）（包括演讲、话剧表演、微视频、写作竞赛、词汇竞赛、英文歌曲比赛、英文海报比赛等）等。终结性考核评价主要体现为期末的课程考试（1次/学期）。

**五、成绩评定**

1.平时成绩：占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

2.期末成绩: 占总评成绩60%；闭卷考试。

3.综合成绩：综合成绩100% = 平时成绩×40%+期末成绩×60%

**六、考核结果分析反馈**

1. 过程性考核中语言实践环节成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；中国大学MOOC平台的线上单元测试，其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 大学英语IV（精读+听说）考核大纲

（College English IV）

**课程基本信息**

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| **课程编号：15002214** | **课程学时：32** | **课程学分：2** |
| **主撰人：王丽** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《大学英语IV》是为我校非英语专业二年级本科生开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

就工具性而言，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语听、说、读、写、译的能力。大学英语的工具性也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，大学英语课程重要任务之一是进行跨文化教育。学生学习和掌握英语这一交流工具，除了学习、交流先进的科学技术或专业信息之外，还要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，增强民族文化认同感和自信心，培养跨文化交际能力。

**二、理论教学部分的考核目标**

教学评估是大学英语课程教学的一个重要环节。通过考核检测学生对本册词汇、语法、篇章及语用等知识的掌握情况，培养学生英语读、写、译的语言技能的实际运用能力，增加学生的社会、文化、科学等基本知识。它既是检查教学大纲执行情况、评估教学质量的一种有效手段，又是教师获取教学反馈信息、改进教学管理方法提高学习效率的有效手段。

**Unit One Fighting with the Forces of Nature**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握：**the use of evidence to support the topic sentence in Text A

**3. 熟练掌握：**key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive cultural literacy and humanistic thinking ability to reflect and express their understanding of the forces of nature.

**知识考核：**1. important words and phrases: desperate, efficient, offensive, resistance, at the cost of, bring to a halt, engage/ be engaged in (doing) sth, reckon with, stand/ get/ be in the way, take its/ a toll … etc.;

2. Usage: verb + adjective, fall, lie, sit, drop, and stand can be followed by an adjective, for example: fall ill, lie sick, sit motionless;

3. Synonyms in Context: severe/harsh cancel/be called off occur/take place fragile/weak

**素质考核：**Students can dialectically view the views of the authors of selected texts in textbooks, carry out high-level practical training such as the elements of nature must be reckoned with in any situation since the forces of nature can play a decisive role in determining the outcome.

**(三) 考核要求**

**1. 识记：**the cultural background related to the content

**2. 领会：**the main idea (the elements of nature must be reckoned with in any military campaign ) and structure of Text A

**3. 应用：**key words, phrases and grammatical structures

**4. 分析：**oral and written expression on the theme of the forces of nature

**5. 综合：**master and use the narrative skills demonstrated in Text A (comparison and contrast; the use of evidence to support the topic sentence; subtitle and structure division )

**6. 评价：**finish on-line test of Unit 1; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Two Smart Cars**

**（一）学习目标**

**1. 一般了解：**the cultural background related to the content

**2. 一般掌握：**a variety of techniques in expository writing( definition, quotes, a mixture of facts and opinions);

**3. 熟练掌握：**key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ ability to reflect and express their understanding of the changes brought by the development of science and technology.

**知识考核：**1 important words and phrases: alert, application, approximately, bunch, convert, correlate, eliminate, frequency, hazard, lucrative, magnetic, manufacture, monotonous, be poised to, get stuck in… etc.

2 Usage: -ing / -ed forms of verbs used as attributes: orbiting satellite / computerized highway;

3 Word Formation: abbreviation: clipping and blending: advertisement→ ad / smoke and fog → smog

**素质考核：**Students’ ability to reflect and express in English their understanding of the changes brought by the development of science and technology, especially the computer revolution turning smart cars into reality.

**(三) 考核要求**

**1. 识记：**the cultural background related to the content

**2. 领会：**the main idea (the features of smart cars) and how to understand scientific terms, distinguish facts and opinions

**3. 应用：**key words, phrases and grammatical structures

**4. 分析：**oral and written expression on the theme of Smart Cars

**5. 综合：**writing skills used in the text: a variety of techniques in expository writing (definition, quotes, a mixture of facts and opinions, etc.); write a resume.

**6. 评价：**finish on-line test of Unit 2; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Three Job Interview**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握：**writing skills used in the text: the importance of examples in illustrating one’s points;

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; Students’ comprehensive cultural literacy and humanistic thinking ability to reflect and understand the keys to getting hired in job interview

**知识考核：**1. usage of important words and phrases: applicant, blurt, beforehand, chuckle, endeavor, grill, generously, incidentally, interview, physically, prospective, sparkle, structure, take a crack at, make a difference … etc.

2. words with multiple meanings: the verb do: perform / work at /arrange / progress / behave / be acceptable

**素质考核**：Students’ ability to dialectically view the views of the author of the selected text of the textbook, carry out high-level practical training such as the keys to getting hired in job interview, have a better understanding of the secret of what qualities an employer is looking for so as to stand out from the crowd.

**(三) 考核要求**

**1. 识记：**the key language points and the grammatical structures in the text

**2. 领会**：the main idea (four keys to getting hired)

**3. 应用**：writing skills used in the text: different strategies of illustrating one’s points.

**4. 分析**：oral and written expression on the theme of Job Interview

**5. 综合**：write an application letter

**6. 评价：**finish on-line test of Unit 3; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Four Globalization**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content: Davos; names of economic organizations

2**. 一般掌握**：writing skills used in the text: objectivity of the author of Text A in presenting different viewpoints

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核**：Students’ ability to describe the process and trend of globalization in English, to dialectically view the impact of globalization on national identities and loyalties, and to comprehensively understand various points of view on globalization.

**知识考核：**1. usage of important words and phrases: sweep aside, strengthen, make no difference, a handful of, network, earnest, considerable, increasingly, vanish, facilitate, at odds with, be committed to, establishment, divorce, endorse, erase, witness, landmark, overtake, unlike, patriotic, let alone, domestic, contradiction, aspire, strike a balance, etc.

2. word formation: abbreviation: initialism and acronyms

3. usage: apposition

**素质考核：**students’ comprehensive English abilities, especially their listening and speaking abilities and students’ online cultural literacy and critical thinking ability to independently analyze and summarize the impact of globalization on national identities and loyalties and learn how to achieve objectivity and coherence in presenting different viewpoints.

**(三) 考核要求**

**1. 识记：**the key language points and the grammatical structures in the text

**2. 领会：**the main idea (the impact of globalization on national identities and loyalties)

**3. 应用：**how to achieve objectivity and coherence in presenting different viewpoints

**4. 分析：**oral and written expression on the theme of Globalization

**5. 综合：**write an essay paying special attention to coherence

**6. 评价**：finish on-line test of Unit 4; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Five Never Judge by Appearances**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：writing skills used in the text: powerful contrast in delineating a person’s character

**3. 熟练掌握**：the key language points and the grammatical structures in the text

**（二）考核内容**

**能力考核：**Students’ comprehensive English application abilities in listening, speaking, reading, writing, and translating; students’ cultural literacy and humanistic thinking abilities to reflect and express on the themes of this unit, such as that appearances can be deceptive and that it’s dangerous to jump to conclusions about people on the basis of surface appearances without getting to know what they are really like.

**知识考核：**1. words and phrases: candid, commit, constitution, deceptive, definite, evidently, hitherto, insane, instinct, stroke, transparent, trifle, trim, vacancy, wrinkle, all of a piece, be taken aback, down and out, drive at, in accordance with, etc.

2. differences between British and American English: autumn / fall mad / crazy offence / offense

**素质考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ cultural literacy and humanistic thinking abilities to reflect on the right way to judge people instead of only by appearances.

**(三) 考核要求**

**1. 识记：**the key language points and the grammatical structures in the text

**2. 领会：**the main idea (Edward Burton, a rich merchant who looked gentle and kind, was actually vicious enough to destroy a human life)

**3. 应用：**powerful contrast in delineating a person’s character

**4. 分析：**oral and written expression on the theme of*Never Judge by Appearances*

**5. 综合：**fill out a remittance application form

**6. 评价：**finish on-line test of Unit 5; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Six The Pace of Life**

**（一）学习目标**

**1. 一般了解：**the cultural background related to the content

**2. 一般掌握**：various techniques employed by the writer: concession, direct quotations, supporting the opinion with facts, etc.

**3. 熟练掌握：**key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and critical thinking abilities, and being able to engage in discussions based on the unit’s theme of the pace of life, helping to cultivate their positive outlook on how to use the time to one’s own advantage.

**知识考核：**1. language points and grammatical structures: abundance, appliance, arise, distribution, divert, domestic, famine, forecast, forum, fraction, frontier, futile, oblige, offspring, provoke, shortage, streamline, amount to, be doomed to, eat into, on the go, pour in, set about, spring up, switch off.

2. usage: parenthetical expressions

3. confusable words: stress / tension / nervousness honorable / honorary

素质考核：students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ cultural literacy and humanistic thinking abilities to reflect on the reasons, reactions and remedies to time-famine.

**(三) 考核要求**

**1. 识记：**the key language points and the grammatical structures in the text

**2. 领会：**the main idea (an in-depth analysis of time-famine---reasons, reactions and a remedy))

**3. 应用：**various techniques employed by the writer: concession, direct quotations, supporting the opinion with facts, etc.

**4. 分析：**oral and written expression on the theme of The Pace of Life

**5. 综合：**write an essay paying special attention to conciseness

**6. 评价：**finish on-line test of Unit 6; homework on Chaoxing APP; improvement of critical thinking ability

**三、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性评价突出体现大学英语线上、线下混合式教学理念。线上成绩包括学生在中国大学MOOC平台单元测试和自学任务考核得分（6次/学期）、 超星学习通/词达人/WeLearn等APP上学习中的过程性考核成绩（4次/学期）；线下成绩主要包括课堂随堂测验成绩（3次/学期）、课堂互动表现（3次/学期）、课后作业（3次/学期）（包括report、paper、oral presentation等）、课程思政语言实践得分（1次/学期）（包括演讲、话剧表演、微视频、写作竞赛、词汇竞赛、英文歌曲比赛、英文海报比赛等）等。终结性考核评价主要体现为期末的课程考试（1次/学期）。

**四、成绩评定**

1.平时成绩：占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

2.期末成绩: 占总评成绩60%；闭卷考试。

3.综合成绩：综合成绩100% = 平时成绩×40%+期末成绩×60%

**五、考核结果分析反馈**

1. 过程性考核中语言实践环节成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；中国大学MOOC平台的线上单元测试，其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 大学英语1考核大纲

（College English I）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002237** | **课程学时：32** | **课程学分：2** |
| **主撰人：刘佳** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《大学英语1》是为我校非英语专业一年级本科生(体育、舞表、环设、产品专业)开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

就工具性而言，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语读、写、译能力。大学英语的工具性也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，大学英语课程重要任务之一是进行跨文化教育。学生学习和掌握英语这一交流工具，除了学习、交流先进的科学技术或专业信息之外，还要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，增强民族文化认同感和自信心，培养跨文化交际能力。

**二、理论教学部分的考核目标**

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**Unit One Growing Up**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in Text A (selection of details, repetition, coherence)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and humanistic critical thinking abilities are reflected and expressed on the themes of this unit, such as growing up and life’s calling, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**： 1. synonyms：dull & tedious; topic & title; write &compose; anticipate & expect; recall & remember

2. collocation: adjective +preposition

3. grammatical structure: It is said that…

4. writing: selection of details, repetition, coherence

**素质考核：**Students’ ability to dialectically view the views of the author of the selected text in the textbook, carry out high-level practical training such as cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts of the selected text, such as understanding the relevant cultural knowledge of the spaghetti, Chinese noodles, American school system, Chinese school system, etc.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the narrative skills demonstrated in Text A (selection of details, repetition, coherence)

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Growing Up*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities; the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 1; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Two Friendship**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：characteristic features of spoken English as demonstrated in Text A (spoken English is much more informal than written English)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ ability to express the importance of friendship in English and reflect on the great friendship of revolutionary predecessors, reflecting on what kind of friendship is needed in life; students’ expansion of the breadth and depth of thinking, understand and express China’s foreign policies and achievements in English, such as the achievements of the “the Belt and Road Initiative” and China's global contribution in combating COVID-19.

**知识考核**： 1. usage: ways of making an opinion sound less definite (kind of, or something, more or less)

2. collocation: noun +preposition

3. grammatical structure: may/might just as well, as if

4. writing: differences between written English and spoken English

**素质考核：**Students’ ability to explore the true meaning of friendship and recognize the promoting role of great friendship in the revolutionary cause; students need to realize that in the context of a community of shared future for mankind, people all over the world share the same breath and common destiny, such as the global cooperation in combating COVID-19, and China’s foreign policy.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：characteristic features of spoken English as demonstrated in Text A (spoken English is much more informal than written English)

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Friendship*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 2; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Three Understanding Science**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the style differences between narrative writing (Text A, Unit 1) and expository writing (Text A, Unit 3)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive English ability and critical thinking ability, further improve their high-level abilities in cross-cultural comparison based on the theme of this unit, and correctly understand and dialectically think about the true significance of scientific and technological development.

**知识考核**：1. the style differences between narrative writing and expository writing

2. anonyms: majority & minority; accept & reject; local & global; true & false

3. word formation: prefixation

4. grammatical structure: as many as, as is shown

**素质考核：**Students’ ability to correctly understand and dialectically reflect on the true significance of scientific and technological development, enhance cognitive level, enhance national confidence, broaden horizons and broaden one’s horizons from a deep sense of patriotism and the construction of a community with a shared future for mankind.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the style differences between narrative writing and expository writing

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Understanding Science*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 3; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Four The American Dream**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the description of a person by his/her characteristic features, together with supporting details which demonstrate the features

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive English ability and critical thinking ability, and further improve their high-level ability in cross-cultural comparison; combining the theme of this unit, the American Dream, and comparing it with the Chinese Dream in terms of culture, dialectically analyzing the differences between the Chinese Dream and the American Dream through reading materials, listening to audio, and watching videos, able to write articles and provide oral explanations.

**知识考核**：1. the description of a person by his/her characteristic features, together with supporting details which demonstrate the features

2. confusable words: personal & personnel; sometime & some time & sometimes

**素质考核：**Students’ ability to clarify the difference between the Chinese Dream and the American Dream, as well as the guiding significance of socialist core values for realizing the Chinese Dream and consider how to integrate their patriotism into their dreams based on their professional development, and become a dream chaser of the new era who constantly strives to achieve national prosperity, national rejuvenation, and people’s happiness.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the description of a person by his/her characteristic features

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *The American Dream*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 4; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Five Work to Live or Live to Work**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the writing strategy and style demonstrated in Text A (to set the tone of irony by choice of words, selection of details, use of quotation marks, etc.)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ enhancement in their listening, speaking, reading, writing, and translation abilities, while also cultivating their critical thinking ability. They can dialectically view the relationship between work and life, as well as between learning and life, based on the theme of this unit.

**知识考核**：1. the writing strategy and style (the ironic tone in English essay and the use of rhetorical devices)

2. usage: the +adj.

3. word formation: suffixation

**素质考核：**Students’ ability to dialectically view the relationship between work and life, as well as between learning and life, and tell stories about how they can balance work and life, learning and life around them. They can explain in English how to balance work and life, learning and life, and thus expand the breadth and depth of their thinking.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the writing strategy and style **(**the ironic tone in English essay and the use of rhetorical devices**)**

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Work to Live or Live to work*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 5; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Six Romance**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in the text (switch between tenses, change of narrator), some rhetorical devices (simile and metaphor) and the use of informal language in conversation

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and critical thinking ability will be checked, especially whether they can compare Chinese and Western cultures on the themes of this unit, such as Romance, true love, life partner, etc., dialectically view the differences between Chinese and Western cultures, and gradually cultivate Chinese and Western comparative consciousness and self-confidence in Chinese culture.

**知识考核**：1. the narrative skills in English writing

2. rhetorical devices: simile and metaphor

3. word family: verbs; nouns; adjectives; adverbs;

**素质考核：**Students’ ability to dialectically view the views in the selected texts of the text, such as looks or personality, love and revolution, etc., and carry out advanced practical training such as cross-cultural contrast and critical thinking, so as to expand the breadth and depth of thinking.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the narrative skills in English writing (switch between tenses, change of narrator)and the rhetorical devices

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Romance*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 6; homework on Chaoxing APP; improvement of critical thinking ability

**三、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性评价突出体现大学英语线上、线下混合式教学理念。线上成绩包括学生在中国大学MOOC平台单元测试和自学任务考核得分（6次/学期）、 超星学习通/词达人/WeLearn等APP上学习中的过程性考核成绩（4次/学期）；线下成绩主要包括课堂随堂测验成绩（3次/学期）、课堂互动表现（3次/学期）、课后作业（3次/学期）（包括report、paper、oral presentation等）、课程思政语言实践得分（1次/学期）（包括演讲、话剧表演、微视频、写作竞赛、词汇竞赛、英文歌曲比赛、英文海报比赛等）等。终结性考核评价主要体现为期末的课程考试（1次/学期）。

**四、成绩评定**

1.平时成绩：占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

2.期末成绩: 占总评成绩60%；闭卷考试。

3.综合成绩：综合成绩100% = 平时成绩×40%+期末成绩×60%

**五、考核结果分析反馈**

1. 过程性考核中语言实践环节成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；中国大学MOOC平台的线上单元测试，其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 大学英语2考核大纲

（College English 2）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002238** | **课程学时：32** | **课程学分：2** |
| **主撰人：刘佳** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《大学英语II》是为我校非英语专业一年级本科生(体育、舞表、环设、产品专业)开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

就工具性而言，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语读、写、译的能力。大学英语的工具性也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，大学英语课程重要任务之一是进行跨文化教育。学生学习和掌握英语这一交流工具，除了学习、交流先进的科学技术或专业信息之外，还要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，增强民族文化认同感和自信心，培养跨文化交际能力。

**二、理论教学部分的考核目标**

教学评估是大学英语课程教学的一个重要环节。通过考核检测学生对本册词汇、语法、篇章及语用等知识的掌握情况，培养学生英语读、写、译的语言技能的实际运用能力，增加学生的社会、文化、科学等基本知识。它既是检查教学大纲执行情况、评估教学质量的一种有效手段，又是教师获取教学反馈信息、改进教学管理方法提高学习效率的有效手段。

**Unit One Ways of Learning**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in Text A (introduction of the topic by an anecdote – elaboration by comparison and contrast – conclusion by a suggestion)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive cultural literacy and humanistic thinking ability to reflect and express their similarities and differences in attitudes towards inheritance and innovation between China and the West.

**知识考核**：1. important words and phrases: attach, tender, neglect, critical, etc. grammatical structures (so much so that, assuming that…)

2. ways to compare and contrast (point-by-point method or one-side-at-a-time method)

**素质考核：**Students can dialectically view the views of the authors of selected texts in textbooks, carry out high-level practical training such as cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and Western cultures on concepts related to the theme of selected texts, such as culture, creativity, etc.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the narrative skills demonstrated in Text A (introduction of the topic by an anecdote – elaboration by comparison and contrast – conclusion by a suggestion)

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Ways of Learning*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities; the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 1; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Two Values**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：narrative writing skills starting with an anecdote or a piece of news

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ ability to compare the different understandings of concepts such as money, wealth, volunteerism, and happiness between China and the West, to help students better understand the concept of happiness in traditional Chinese culture and enhance their cultural confidence;

**知识考核**：usage of important words and phrases in the text: confront, donation, vital, pursuit, in contrast to, consequence, etc.

**素质考核：**Students’ critical thinking to understand the hardships and efforts behind the improvement of Chinese happiness, and the ability to consciously tell Chinese stories well in English.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：cultural background information of the Salvation Army; Salvation Army’s Bell Ringer Program

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Values*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 2; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Three Generation Gap**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the basic elements of a play (the main components of a drama, such as settings, stage instructions, characters, conflicts, climax, etc.)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive English skills, especially their ability to express themselves and tell Chinese stories well; students’ comprehensive cultural literacy and humanistic thinking ability to deepen their own understanding of excellent traditional Chinese culture, and to conduct cultural comparisons on the themes of family conduct, filial piety, love and respect for the elderly; students’ ability to dialectically view the cultural differences between China and the West, gradually cultivating their comparative awareness and cultural confidence.

**知识考核**：1. usage of important words and phrases: squat, mumble, whisper, know better than, hand down, etc.

2. grammatical structure: Adjective+ to do

**素质考核：**Students’ ability to carry out a conscious cultural comparison of the relevant concepts of the unit theme between China and the West, such as differences in family traditions and educational concepts.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：the characteristics of a drama

**3. 应用**：how to appreciate a play and how to depict characters

**4. 分析**：oral and written expression on the theme of *Generation Gap*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 3; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Four The Virtual World**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the various writing techniques employed by the writer--comparison and contrast, use of headlines, use of facts and details)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students can comprehensively improve their English ability and critical thinking ability, and further improve their high-level ability in cross-cultural comparison. Combining the theme of this unit, the American Dream, and comparing it with the Chinese Dream in terms of culture, dialectically analyzing the differences between the Chinese Dream and the American Dream through reading materials, listening to audio, and watching videos, able to write articles and provide oral explanations.

**知识考核**：usage of important words and phrases: arrange, stretch, abuse, symptom, etc.), grammatical structures (as though, find oneself…)

**素质考核：**students’ comprehensive English abilities, especially their listening and speaking abilities and students’ online cultural literacy and critical thinking ability to compare the advantages and disadvantages of social interaction between the virtual world and the real world involved in the theme of this unit to form a correct attitude towards the online world.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：the cultural background about Internet

**3. 应用**：the various writing techniques employed by the writer---comparison and contrast, use of headlines, use of facts and details

**4. 分析**：oral and written expression on the theme of *The Virtual World*

**5. 综合：**comprehensive improvement in listening, speaking, reading, writing, and translation abilities；the enhancement of cultural cultivation and reflection

**6. 评价：**finishon-line test of Unit 4; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Five True Height**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：narrative skills--using details to bring out character, a surprise ending, use of puns

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English application abilities in listening, speaking, reading, writing, and translating; students’ cultural literacy and humanistic thinking abilities. Think and express on the themes of this unit, such as covering objects, recurring dreams, and work for, while cultivating English language ability, enhance their thinking ability, cultural awareness, and confidence.

**知识考核**：1. words and phrases: coincide with, stretch out, emotion, sponsor etc.

2. grammatical structures (as soon as, either …or)

**素质考核：**Students can tell stories in English about celebrities who pursue their dreams and persist in striving for China’s construction, conveying positive energy and letting the world understand China.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：the writing strategy and style **(**the ironic tone in English essay and the use of rhetorical devices**)**

**3. 应用**：narrative skills--using details to bring out character, a surprise ending, use of puns

**4. 分析**：oral and written expression on the theme of *True Height*

**5. 综合：**description of sports

**6. 评价：**finishon-line test of Unit 5; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Six Women, Half the Sky**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：narrative writing in time sequence

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English abilities, especially their listening, speaking, and translation abilities; students’ comprehensive cultural literacy and humanistic thinking abilities, thinking and expressing on the theme of “gender equality, women’s empowerment”, and comparative awareness and cultural confidence between China and the West.

**知识考核**：language points and grammatical structures: stumble abnormal, imply, shudder, panic, etc.), grammatical structures (I’m not denying that…, can’t help…)

**素质考核：**Students’ ability to tell the stories of outstanding female figures in China in English, understand and express China’s achievements in gender equality and women’s development in English, firmly adhere to the “Four Confidences”, and establish the correct concept of gender equality and women’s empowerment.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：narrative writing in time sequence

**3. 应用**：character depiction and usage of time sequence

**4. 分析**：oral and written expression on the theme of *Women, Half the Sky*

**5. 综合：**devise a questionnaire in an appropriate way

**6. 评价：**finishon-line test of Unit 6; homework on Chaoxing APP; improvement of critical thinking ability

**三、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性评价突出体现大学英语线上、线下混合式教学理念。线上成绩包括学生在中国大学MOOC平台单元测试和自学任务考核得分（6次/学期）、 超星学习通/词达人/WeLearn等APP上学习中的过程性考核成绩（4次/学期）；线下成绩主要包括课堂随堂测验成绩（3次/学期）、课堂互动表现（3次/学期）、课后作业（3次/学期）（包括report、paper、oral presentation等）、课程思政语言实践得分（1次/学期）（包括演讲、话剧表演、微视频、写作竞赛、词汇竞赛、英文歌曲比赛、英文海报比赛等）等。终结性考核评价主要体现为期末的课程考试（1次/学期）。

**四、成绩评定**

1.平时成绩：占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

2.期末成绩: 占总评成绩60%；闭卷考试。

3.综合成绩：综合成绩100% = 平时成绩×40%+期末成绩×60%

**五、考核结果分析反馈**

1. 过程性考核中语言实践环节成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；中国大学MOOC平台的线上单元测试，其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 大学英语3考核大纲

（College English III）

**课程基本信息**

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| **课程编号：15002239** | **课程学时：32** | **课程学分：2** |
| **主撰人：刘佳** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《大学英语3》是为我校非英语专业一年级本科生(体育、舞表、环设、产品专业)开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

就工具性而言，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语读、写、译能力。大学英语的工具性也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，大学英语课程重要任务之一是进行跨文化教育。学生学习和掌握英语这一交流工具，除了学习、交流先进的科学技术或专业信息之外，还要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，增强民族文化认同感和自信心，培养跨文化交际能力。

**二、理论教学部分的考核目标**

教学评估是大学英语课程教学的一个重要环节。通过考核检测学生对本册词汇、语法、篇章及语用等知识的掌握情况，培养学生英语读、写、译的语言技能的实际运用能力，增加学生的社会、文化、科学等基本知识。它既是检查教学大纲执行情况、评估教学质量的一种有效手段，又是教师获取教学反馈信息、改进教学管理方法提高学习效率的有效手段。

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

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in Text A (comparison and contrast, transitional words and devices)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive cultural literacy and humanistic thinking ability to reflect and express their understanding of the ecological wisdom of traditional Chinese culture.

**知识考核**：1. important words and phrases: get by, pursue the schedule, illustrate, keep up with, on balance, cut back, aside from, rather than, when it comes to… etc.; grammatical structure: inversion;

2. Word formation :noun→verb, adjective→verb, verb→noun and adjective →noun;

3. Confusable words: home/house/household, suspect/doubt

**素质考核：**Students can dialectically view the views of the authors of selected texts in textbooks, carry out high-level practical training such as establishing the concept of harmonious coexistence between humans and nature.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：different life in the city and in the countryside, the happiness and hardships of American rural life

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Changes in the Way We Live*

**5. 综合：**master and usethe narrative skills demonstrated in Text A (comparison and contrast, transitional words and devices; “one topic sentence with several supporting detail sentences” pattern)

**6. 评价：**finishon-line test of Unit 1; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Two Civil Rights Heroes**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：narrative writing of events in history

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ ability to deeply study and compare Chinese and Western cultures, cultivate students’ comprehensive English ability and critical thinking ability, and further enhance cultural self-confidence;

**知识考核**：usage of important words and phrases in the text: historic/ historical; exploit; on the side; close in (on); forge, abolish, compel, motivate, etc.

**素质考核：**Students’ ability to describe in English the discourse related to “justice” and “equality” in Chinese culture, and sort out the development context and core essence of relevant expressions; centered on gender equality, conveying new information of the times and exploring the historic progress made by China.

**(三) 考核要求**

**1. 识记**：the cultural background related to the content

**2. 领会**：cultural background information of the Underground Railroad in American civil-rights

struggles

**3. 应用**：key words, phrases and grammatical structures

**4. 分析**：oral and written expression on the theme of *Civil Rights Heroes* especially the events in history

**5. 综合：**narrative writing of events with representative stories and how to achieve coherence in writing

**6. 评价：**finishon-line test of Unit 2; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Three Security**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the narrative skills demonstrated in Text A (supporting central argument with facts,

comparison and contrast)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and humanistic thinking ability to dialectically view the issues of safety and gun control in the United States, and gradually cultivate comparative awareness and cultural confidence between China and the West.

**知识考核**：usage of important words and phrases: look back on, barrier, civilize, vulnerable, stand for, etc. grammatical structure: double negation

**素质考核：**Students’ ability to dialectically view the views of the author of the selected text of the textbook, carry out high-level practical training such as cross-cultural comparison and critical thinking, and expand the breadth and depth of thinking; have a deeper understanding of the underlying culture and background behind the selected topic, such as the contradiction between the right of American citizens to own firearms and the high crime rate in the United States.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：the cultural background related to the content

**3. 应用**：the structure of the text(opening-body-conclusion),using facts to support one’s central point of view

**4. 分析**：oral and written expression on the theme of *Security*

**5. 综合：**practice of cause-and-effect essay writing

**6. 评价：**finishon-line test of Unit 3; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Four Imagination and Creativity**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：various techniques employed by the writer (using a question as a title of the text, illustrating answer with various supporting facts, use of subheadings, use of quotations, etc.)

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ ability **to** describe the process and achievements of scientific development in English, narrate the growth process or research stories of scientists, convey new information about technological progress, and understand the new directions of national scientific and technological development.

**知识考核**：1. usage of important words and phrases: look back on, barrier, civilize, vulnerable, stand for, approve, undermine, stimulate, beyond doubt, etc.

2. grammatical structure: with+noun+complement

**素质考核：**students’ comprehensive English abilities, especially their listening and speaking abilities and students’ online cultural literacy and critical thinking ability to independently analyze and summarize the scientific spirit through multimodal language materials and learn how to express their views with facts, so as to improve their scientific literacy in the study of humanities.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：character description with facts and details

**3. 应用**：illustrating answer with various supporting facts and starting an essay with an anecdote

**4. 分析**：oral and written expression on the theme of *Imagination and Creativity*

**5. 综合：**character description and pay special attention to unity

**6. 评价：**finishon-line test of Unit 4; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Five Giving Thanks**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：the English letter writing

**3. 熟练掌握**：the key language points and the grammatical structures in the text

**（二）考核内容**

**能力考核：**Students’ comprehensive English application abilities in listening, speaking, reading, writing, and translating; students’ cultural literacy and humanistic thinking abilities. Think and express on the themes of this unit, such as covering objects, recurring dreams, and work for, while cultivating English language ability, enhance their thinking ability, cultural awareness, and confidence.

**知识考核**：1. words and phrases: put to sea, be under way, get to, for sb’s sake, undergo, long for, etc.

2. grammatical structure: adjective+ of

**素质考核：**Students can be able to tell stories about “Giving thanks” in English, convey new information of the times, let students find people worthy of gratitude in today’s society, thank them from the bottom of their hearts, active learning their behaviors, so as to improve themselves and be positive.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：meaning of expressing appreciation and culture about some important American traditions

**3. 应用**：talking about Chinese and American Festivals

**4. 分析**：oral and written expression on the theme of *Giving Thanks*

**5. 综合：**writing of a thank-you letter

**6. 评价：**finishon-line test of Unit 5; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Six The Human Touch**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：character depiction and short story consisting of several scenes

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and critical thinking abilities, and being able to engage in discussions based on the unit’s theme of judgment, kindness without thought of return, keeping watch and gradually understand and understand the importance of selfless dedication and its manifestations in daily life, helping to cultivate their positive outlook on life and values.

**知识考核**：1. language points and grammatical structures: acute, cling to, fragile, endure, subtract, dreary, stalk, mock ,etc.

2. grammatical knowledge: the order of adjectives before a noun

**素质考核：**Students’ ability to tell about the deeds of sacrifice and dedication around oneself, and introduce whether one has also made contributions to the country, society, and humanity and deeply understand what selfless dedication is, what is unrequited human love, and the importance of this spirit of sacrifice to human society, thus understanding that as a college student, one should have such a spirit of dedication.

**(三) 考核要求**

**1. 识记**：the key language points and the grammatical structures in the text

**2. 领会**：the character depiction in O. Henry’s short stories

**3. 应用**：character depiction and usage of clues

**4. 分析**：oral and written expression on the theme of *The Human Touch*

**5. 综合：**writing of a book report

**6. 评价：**finishon-line test of Unit 6; homework on Chaoxing APP; improvement of critical thinking ability

**三、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性评价突出体现大学英语线上、线下混合式教学理念。线上成绩包括学生在中国大学MOOC平台单元测试和自学任务考核得分（6次/学期）、 超星学习通/词达人/WeLearn等APP上学习中的过程性考核成绩（4次/学期）；线下成绩主要包括课堂随堂测验成绩（3次/学期）、课堂互动表现（3次/学期）、课后作业（3次/学期）（包括report、paper、oral presentation等）、课程思政语言实践得分（1次/学期）（包括演讲、话剧表演、微视频、写作竞赛、词汇竞赛、英文歌曲比赛、英文海报比赛等）等。终结性考核评价主要体现为期末的课程考试（1次/学期）。

**四、成绩评定**

1.平时成绩：占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

2.期末成绩: 占总评成绩60%；闭卷考试。

3.综合成绩：综合成绩100% = 平时成绩×40%+期末成绩×60%

**五、考核结果分析反馈**

1. 过程性考核中语言实践环节成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；中国大学MOOC平台的线上单元测试，其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 大学英语4考核大纲

（College English 4）

**课程基本信息**

|  |  |  |
| --- | --- | --- |
| **课程编号：15002240** | **课程学时：32** | **课程学分：2** |
| **主撰人：王丽** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《大学英语IV》是为我校非英语专业二年级本科生(体育、舞表、环设、产品专业)开设的一门必修公共基础课程，是一门提高学生综合人文素养的重要课程，兼有工具性和人文性双重性质，对于促进大学生知识、能力和综合素质的协调发展具有重要意义，在人才培养方面具有不可替代的重要作用。

就工具性而言，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语听、说、读、写、译的能力。大学英语的工具性也体现在专门用途英语上，学生可以通过学习与专业或未来工作有关的学术英语或职业英语，获得在学术或职业领域进行交流的相关能力。就人文性而言，大学英语课程重要任务之一是进行跨文化教育。学生学习和掌握英语这一交流工具，除了学习、交流先进的科学技术或专业信息之外，还要了解国外的社会与文化，增进对不同文化的理解、对中外文化异同的意识，增强民族文化认同感和自信心，培养跨文化交际能力。

**二、理论教学部分的考核目标**

教学评估是大学英语课程教学的一个重要环节。通过考核检测学生对本册词汇、语法、篇章及语用等知识的掌握情况，培养学生英语读、写、译的语言技能的实际运用能力，增加学生的社会、文化、科学等基本知识。它既是检查教学大纲执行情况、评估教学质量的一种有效手段，又是教师获取教学反馈信息、改进教学管理方法提高学习效率的有效手段。

**Unit One Fighting with the Forces of Nature**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握：**the use of evidence to support the topic sentence in Text A

**3. 熟练掌握：**key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive cultural literacy and humanistic thinking ability to reflect and express their understanding of the forces of nature.

**知识考核：**1. important words and phrases: desperate, efficient, offensive, resistance, at the cost of, bring to a halt, engage/ be engaged in (doing) sth, reckon with, stand/ get/ be in the way, take its/ a toll … etc.;

2. Usage: verb + adjective, fall, lie, sit, drop, and stand can be followed by an adjective, for example: fall ill, lie sick, sit motionless;

3. Synonyms in Context: severe/harsh cancel/be called off occur/take place fragile/weak

**素质考核：**Students can dialectically view the views of the authors of selected texts in textbooks, carry out high-level practical training such as the elements of nature must be reckoned with in any situation since the forces of nature can play a decisive role in determining the outcome.

**(三) 考核要求**

**1. 识记：**the cultural background related to the content

**2. 领会：**the main idea (the elements of nature must be reckoned with in any military campaign ) and structure of Text A

**3. 应用：**key words, phrases and grammatical structures

**4. 分析：**oral and written expression on the theme of the forces of nature

**5. 综合：**master and use the narrative skills demonstrated in Text A (comparison and contrast; the use of evidence to support the topic sentence; subtitle and structure division )

**6. 评价：**finish on-line test of Unit 1; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Two Smart Cars**

**（一）学习目标**

**1. 一般了解：**the cultural background related to the content

**2. 一般掌握：**a variety of techniques in expository writing( definition, quotes, a mixture of facts and opinions);

**3. 熟练掌握：**key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ ability to reflect and express their understanding of the changes brought by the development of science and technology.

**知识考核：**1 important words and phrases: alert, application, approximately, bunch, convert, correlate, eliminate, frequency, hazard, lucrative, magnetic, manufacture, monotonous, be poised to, get stuck in… etc.

2 Usage: -ing / -ed forms of verbs used as attributes: orbiting satellite / computerized highway;

3 Word Formation: abbreviation: clipping and blending: advertisement→ ad / smoke and fog → smog

**素质考核：**Students’ ability to reflect and express in English their understanding of the changes brought by the development of science and technology, especially the computer revolution turning smart cars into reality.

**(三) 考核要求**

**1. 识记：**the cultural background related to the content

**2. 领会：**the main idea (the features of smart cars) and how to understand scientific terms, distinguish facts and opinions

**3. 应用：**key words, phrases and grammatical structures

**4. 分析：**oral and written expression on the theme of Smart Cars

**5. 综合：**writing skills used in the text: a variety of techniques in expository writing (definition, quotes, a mixture of facts and opinions, etc.); write a resume.

**6. 评价：**finish on-line test of Unit 2; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Three Job Interview**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握：**writing skills used in the text: the importance of examples in illustrating one’s points;

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; Students’ comprehensive cultural literacy and humanistic thinking ability to reflect and understand the keys to getting hired in job interview

**知识考核：**1. usage of important words and phrases: applicant, blurt, beforehand, chuckle, endeavor, grill, generously, incidentally, interview, physically, prospective, sparkle, structure, take a crack at, make a difference … etc.

2. words with multiple meanings: the verb do: perform / work at /arrange / progress / behave / be acceptable

**素质考核**：Students’ ability to dialectically view the views of the author of the selected text of the textbook, carry out high-level practical training such as the keys to getting hired in job interview, have a better understanding of the secret of what qualities an employer is looking for so as to stand out from the crowd.

**(三) 考核要求**

**1. 识记：**the key language points and the grammatical structures in the text

**2. 领会**：the main idea (four keys to getting hired)

**3. 应用**：writing skills used in the text: different strategies of illustrating one’s points.

**4. 分析**：oral and written expression on the theme of Job Interview

**5. 综合**：write an application letter

**6. 评价：**finish on-line test of Unit 3; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Four Globalization**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content: Davos; names of economic organizations

2**. 一般掌握**：writing skills used in the text: objectivity of the author of Text A in presenting different viewpoints

**3. 熟练掌握**：key words, phrases and grammatical structures

**（二）考核内容**

**能力考核**：Students’ ability to describe the process and trend of globalization in English, to dialectically view the impact of globalization on national identities and loyalties, and to comprehensively understand various points of view on globalization.

**知识考核：**1. usage of important words and phrases: sweep aside, strengthen, make no difference, a handful of, network, earnest, considerable, increasingly, vanish, facilitate, at odds with, be committed to, establishment, divorce, endorse, erase, witness, landmark, overtake, unlike, patriotic, let alone, domestic, contradiction, aspire, strike a balance, etc.

2. word formation: abbreviation: initialism and acronyms

3. usage: apposition

**素质考核：**students’ comprehensive English abilities, especially their listening and speaking abilities and students’ online cultural literacy and critical thinking ability to independently analyze and summarize the impact of globalization on national identities and loyalties and learn how to achieve objectivity and coherence in presenting different viewpoints.

**(三) 考核要求**

**1. 识记：**the key language points and the grammatical structures in the text

**2. 领会：**the main idea (the impact of globalization on national identities and loyalties)

**3. 应用：**how to achieve objectivity and coherence in presenting different viewpoints

**4. 分析：**oral and written expression on the theme of Globalization

**5. 综合：**write an essay paying special attention to coherence

**6. 评价**：finish on-line test of Unit 4; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Five Never Judge by Appearances**

**（一）学习目标**

**1. 一般了解**：the cultural background related to the content

**2. 一般掌握**：writing skills used in the text: powerful contrast in delineating a person’s character

**3. 熟练掌握**：the key language points and the grammatical structures in the text

**（二）考核内容**

**能力考核：**Students’ comprehensive English application abilities in listening, speaking, reading, writing, and translating; students’ cultural literacy and humanistic thinking abilities to reflect and express on the themes of this unit, such as that appearances can be deceptive and that it’s dangerous to jump to conclusions about people on the basis of surface appearances without getting to know what they are really like.

**知识考核：**1. words and phrases: candid, commit, constitution, deceptive, definite, evidently, hitherto, insane, instinct, stroke, transparent, trifle, trim, vacancy, wrinkle, all of a piece, be taken aback, down and out, drive at, in accordance with, etc.

2. differences between British and American English: autumn / fall mad / crazy offence / offense

**素质考核：**students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ cultural literacy and humanistic thinking abilities to reflect on the right way to judge people instead of only by appearances.

**(三) 考核要求**

**1. 识记：**the key language points and the grammatical structures in the text

**2. 领会：**the main idea (Edward Burton, a rich merchant who looked gentle and kind, was actually vicious enough to destroy a human life)

**3. 应用：**powerful contrast in delineating a person’s character

**4. 分析：**oral and written expression on the theme of*Never Judge by Appearances*

**5. 综合：**fill out a remittance application form

**6. 评价：**finish on-line test of Unit 5; homework on Chaoxing APP; improvement of critical thinking ability

**Unit Six The Pace of Life**

**（一）学习目标**

**1. 一般了解：**the cultural background related to the content

**2. 一般掌握**：various techniques employed by the writer: concession, direct quotations, supporting the opinion with facts, etc.

**3. 熟练掌握：**key words, phrases and grammatical structures

**（二）考核内容**

**能力考核：**Students’ comprehensive cultural literacy and critical thinking abilities, and being able to engage in discussions based on the unit’s theme of the pace of life, helping to cultivate their positive outlook on how to use the time to one’s own advantage.

**知识考核：**1. language points and grammatical structures: abundance, appliance, arise, distribution, divert, domestic, famine, forecast, forum, fraction, frontier, futile, oblige, offspring, provoke, shortage, streamline, amount to, be doomed to, eat into, on the go, pour in, set about, spring up, switch off.

2. usage: parenthetical expressions

3. confusable words: stress / tension / nervousness honorable / honorary

素质考核：students’ comprehensive English proficiency, especially high-level reading, writing, and translation abilities; students’ cultural literacy and humanistic thinking abilities to reflect on the reasons, reactions and remedies to time-famine.

**(三) 考核要求**

**1. 识记：**the key language points and the grammatical structures in the text

**2. 领会：**the main idea (an in-depth analysis of time-famine---reasons, reactions and a remedy))

**3. 应用：**various techniques employed by the writer: concession, direct quotations, supporting the opinion with facts, etc.

**4. 分析：**oral and written expression on the theme of The Pace of Life

**5. 综合：**write an essay paying special attention to conciseness

**6. 评价：**finish on-line test of Unit 6; homework on Chaoxing APP; improvement of critical thinking ability

**三、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性评价突出体现大学英语线上、线下混合式教学理念。线上成绩包括学生在中国大学MOOC平台单元测试和自学任务考核得分（6次/学期）、 超星学习通/词达人/WeLearn等APP上学习中的过程性考核成绩（4次/学期）；线下成绩主要包括课堂随堂测验成绩（3次/学期）、课堂互动表现（3次/学期）、课后作业（3次/学期）（包括report、paper、oral presentation等）、课程思政语言实践得分（1次/学期）（包括演讲、话剧表演、微视频、写作竞赛、词汇竞赛、英文歌曲比赛、英文海报比赛等）等。终结性考核评价主要体现为期末的课程考试（1次/学期）。

**四、成绩评定**

1.平时成绩：占总评成绩40%，由三个板块组成：（1）在线课程自主学习任务占30%，包括微课学习、主题讨论、单元测试等；（2）课堂综合表现占30%，包括预习任务反馈、课前presentation、小组讨论、随堂测试、课后作业等等；（3）语言实践任务占40%，包括班级任务和个人任务等。

2.期末成绩: 占总评成绩60%；闭卷考试。

3.综合成绩：综合成绩100% = 平时成绩×40%+期末成绩×60%

**五、考核结果分析反馈**

1. 过程性考核中语言实践环节成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；中国大学MOOC平台的线上单元测试，其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 交际英语I考核大纲

（Communicative English I）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002215** | **课程学时：16** | **课程学分：1** |
| **主撰人：余红卫** | **审核人：刘佳** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《交际英语I》是大学英语交际能力培养系列课程中的基础课程，属于河南农业大学非英语专业本科限定选修课程，目的在于培养学生的口语交际和语用能力。授课对象为本科一年级学生，开课时间为第1学期，总计16学时，1学分，英语授课。本课程根据教育部《大学英语教学指南》(2020版）及我校人才培养定位实际要求来确定其教学内容和制订其教学大纲。

本课程教学目标如下：1）帮助学生提升英语表达能力，学习语用技能，锻炼日常交流会话的信心，达到能够进行英语会话、话题讨论、复述与总结、陈述与讨论、初步的演讲和辩论，做到吐词清晰、发音正确、表达顺畅、逻辑合理； 2）拓宽国际视野，提高跨文化交际意识，培养跨文化交际的实际能力；3）提升思辨能力，增强文化差异的敏感性和宽容性；4) 课程在着重语言能力培养的同时，还利用教材所承载的思政元素，将理想信念教育和社会主义核心价值观塑造融入课程，引导学生树立正确的世界观、人生观和价值观，培养具有专业本领、人文素养、家国情怀、全球视野和跨文化能力的全面发展的复合型人才，以实现学生自我发展，并满足国家和社会对新时代国际化人才的需求。

本课程教学任务如下：课程以跨文化交际中实际案例作为引领，以交际法、任务教学法、产出导向法等为指导，按照由易入难，循序渐进的原则，以学生为主体，以输入为依托，以输出为驱动，以产出为导向，选取贴近学生真实生活场景的音频、视频和文字资料作为语言输入资源，结合灵活多样的练习设计，如授课、视听训练、发音技巧训练、双人会话、小组话题讨论、电影片段配音、公众演讲、辩论等多种形式组织教学和训练，通过大量、真实、地道的语言输入和沉浸式的学习和训练，激励学生接触真实的语言环境，引导学生参与语言活动，积极思考、热烈讨论，促进学生对中西方文化之间的异同有较为敏锐的感知，全面培养学生的英语综合应用能力和跨文化交际能力，拓展学生的知识面，增强自主学习能力，提高综合文化素养。

**二、理论教学部分的考核目标**

1.基础知识方面：

1）基本词汇

应领会掌握3500-4500单词和400-500个习惯用语或固定搭配，其中复用式掌握的积极词汇为1000单词（包括中学所掌握的单词和词组)，能在口头和书面上较熟练的运用，并具备基本的构词法知识，具有按照基本构词法识别生词的能力。学生应保持每周1000单词的阅读和20分钟的视听输入，并在课堂上活跃参加各类口语交际活动。

2）基本语法

了解基本语法知识，了解英语的词类、时态、语态、简单句的基本句型，具备分析并列句和复合句的能力。

2. 实践技能方面：

1）听力理解能力：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，能听懂语速为每分钟100词左右的英语短文，能根据所听材料进行推理和分析，掌握其中心大意，抓住要点和有关细节，领会作者的态度、感情和真实意图，并用英语作简要笔记，能运用基本的听力技巧。

2）口语交际能力：熟悉教材设计的自我介绍、大学生活、友谊、健康、运动、时尚、家庭、爱情等方面的话题，并能就这些话题展开讨论，用英语进行简单的会话或陈述，较流利地进行交流和表达，能在会话中使用基本的会话策略，能就所熟悉的话题经准备后作3-5分钟的简短发言，表达比较清楚，语音、语调基本正确。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，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，语音、语调自然。

**Unit 1 Self-introduction**

**I．Learning objectives：**

1) Prepare the students for the topic Self-introduction.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on communication etiquettes based on the quote from Chinese classic *The Book of Rites*.

**II．Contents** **of assessment**

Assess the students’ proficiency or ability in the following aspects:

1) familiarity to vocabulary or useful expressions related to the topic Self-introduction.

2) ability to understand the main idea and grasp important details of the listening materials.

3) communication ability to exchange views and express themselves.

4) development of critical thinking skills.

5) the effect of moral education on communication etiquettes based on the quote from Chinese classic *The Book of Rites*.

**III. Requirement of assessment**

Students are expected to:

1) understand the topic of Self-introduction;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for making self-introduction.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**Unit 2 College Life**

**I．Learning objectives：**

1) Prepare the students for the topic College Life.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on the goal of college education based on the quote from Chinese classic *The Book of Rites*.

**II．Contents of assessment**

Assess the students’ proficiency or ability in the following aspects:

1) familiarity to vocabulary or useful expressions related to the topic College Life.

2) ability to understand the main idea and grasp important details of the listening materials.

3) communication ability to exchange views and express themselves.

4) development of critical thinking skills.

5) the effect of moral education on the goal of college education based on the quote from Chinese classic *The Book of Rites*.

**III. Requirement of assessment**

Students are expected to:

1) understand the topic of College Life;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about college life.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**Unit 3** **Friendship**

**I．Learning objectives：**

1) Prepare the students for the topic Friendship.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on friendship based on the quote from Chinese classic *Zhuangzi*.

**II．Contents of assessment**

Assess the students’ proficiency or ability in the following aspects:

1) familiarity to vocabulary or useful expressions related to the topic Friendship.

2) ability to understand the main idea and grasp important details of the listening materials.

3) communication ability to exchange views and express themselves.

4) development of critical thinking skills.

5) the effect of moral education on friendship based on the quote from Chinese classic *Zhuangzi*.

**III. Requirement of assessment**

Students are expected to:

1) understand the topic of Friendship;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about friendship.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**Unit 4** **Health**

**I．Learning objectives：**

1) Prepare the students for the topic Health.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on good health based on the quote from Chinese classic *Tao Te Ching*.

**II．Contents of assessment**

Assess the students’ proficiency or ability in the following aspects:

1) familiarity to vocabulary or useful expressions related to the topic Health.

2) ability to understand the main idea and grasp important details of the listening materials.

3) communication ability to exchange views and express themselves.

4) development of critical thinking skills.

5) the effect of moral education on good health based on the quote from Chinese classic *Tao Te Ching*.

**III. Requirement of assessment**

Students are expected to:

1) understand the topic of Health;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about health.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**Unit 5** **Sports**

**I．Learning objectives：**

1) Prepare the students for the topic Sports.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on the importance of sports based on the quote from Chinese classic *Lüshi chunqiu*.

**II．Contents of assessment**

Assess the students’ proficiency or ability in the following aspects:

1) familiarity to vocabulary or useful expressions related to the topic Sports.

2) ability to understand the main idea and grasp important details of the listening materials.

3) communication ability to exchange views and express themselves.

4) development of critical thinking skills.

5) the effect of moral education on the importance of sports based on the quote from Chinese classic *Lüshi chunqiu*.

**III. Requirement of assessment**

Students are expected to:

1) understand the topic of Sports;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about sports and daily exercises.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**Unit 6 Fashion**

**I．Learning objectives：**

1) Prepare the students for the topic Fashion.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on the good sense of fashion and aesthetics based on the quote from the Chinese poem *The Golden Dress*.

**II．Contents of assessment**

Assess the students’ proficiency or ability in the following aspects:

1) familiarity to vocabulary or useful expressions related to the topic Fashion.

2) ability to understand the main idea and grasp important details of the listening materials.

3) communication ability to exchange views and express themselves.

4) development of critical thinking skills.

5) the effect of moral education on the good sense of fashion and aesthetics based on the quote from the Chinese poem *The Golden Dress*.

**III. Requirement of assessment**

Students are expected to:

1) understand the topic of Fashion;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about fashion.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**Unit 7 Family**

**I．Learning objectives：**

1) Prepare the students for the topic Family.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on family and love based on the quote from the Chinese poem *Song of the Parting Son*.

**II．Contents of assessment**

Assess the students’ proficiency or ability in the following aspects:

1) familiarity to vocabulary or useful expressions related to the topic Family.

2) ability to understand the main idea and grasp important details of the listening materials.

3) communication ability to exchange views and express themselves.

4) development of critical thinking skills.

5) the effect of moral education on family and love based on the quote from the Chinese poem *Song of the Parting Son*.

**III. Requirement of assessment**

Students are expected to:

1) understand the topic of Family;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about family and love.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**Unit 8 Romance**

**I．Learning objectives：**

1) Prepare the students for the topic Romance.

2) Train the students’ ability to understand the main idea and grasp important details of the listening materials.

3) Give the students chances to exchange views and cultivate their ability to express themselves.

4) Develop critical thinking skills.

5) Moral education on sincere and pure love based on the quote from Deng Yingchao.

**II．Contents of assessment**

Assess the students’ proficiency or ability in the following aspects:

1) familiarity to vocabulary or useful expressions related to the topic Romance.

2) ability to understand the main idea and grasp important details of the listening materials.

3) communication ability to exchange views and express themselves.

4) development of critical thinking skills.

5) the effect of moral education on sincere and pure love based on the quote from Deng Yingchao.

**III. Requirement of assessment**

Students are expected to:

1) understand the topic of Romance;

2) build vocabulary and improve pronunciation, know the vocabulary and expressions for talking about love.

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

4) master some listening skills, such as taking notes, identifying transitions, guessing relationships between people, making prediction, making inference, clarifying, etc.

5) apply the speaking skills and communicate with partners.

**三、考核方式**

《交际英语I》课程考核采用过程性评价和终结性评价结合的综合评价方式，分值分配如下：期末考试（60%）；平时表现（40%）（其中包含：课堂出席10%+课堂表现10%+分组项目展示20%）。

**四、成绩评定**

1.平时成绩（占比40%，包含课堂出席10%+课堂表现10%+分组项目展示20%）

2.期末成绩（闭卷考试，占比60%）

3.综合成绩（平时成绩×40%+期末成绩×60%）

**五、考核结果分析反馈**

1. 考核结果通过教务网向学生公布和反馈。

2. 基于学生考核结果，通过多途径的评价方式，建立考核评价结果的多元反馈机制，全面了解课堂教学效果和质量，形成持续改进的闭环，以达成基于学习产出的教育效果，持续改进课堂教学。其中包括：

1）教师自我评价。教师在教学过程中撰写基于教学过程和课堂反馈的反思日志，期末撰写基于考核结果的试卷分析，对教学进行自我分析和评价。

2）外部评价。包括调查学生评价、寻求同行评价、领导评价、督导组评价等多级评价机制,对教学质量进行全过程评价，构建基于多元主体的多层面、多角度的评价网络。

# 交际英语II考核大纲

Communicative English II

**课程基本信息**

|  |  |  |
| --- | --- | --- |
| **课程编号：15002216** | **课程学时：16** | **课程学分：1** |
| **主撰人：翟莹莹** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

课程性质：《交际英语II》是为非英语专业一年级本科学生开设的一门公共基础必修课，旨在通过听、说、读、写、译的综合训练，逐步提高学生运用英语进行交际的能力。

课程地位：《交际英语II》是一门公共基础必修课，为农林学生专业技术理论课辅助的基础课程。全球化的进程加速了跨学科之间的融合，交际英语这门课程与专业课之间更有着密不可分的联系。

**二、理论教学部分的考核目标**

**Unit One Growing Pains**

**（一）学习目标**

1. Learners can acquire communicative competence (linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

2. Learners can get involved in various kinds of communicative activities which are closely in line with real-like situations.

3. Learners can master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**（二）考核内容**

1. Listening: to listen for the gist and the specific details.

2. Speaking: to make better use of the useful expressions that we have learned in this unit.

3. Reading: to focus on intonation meaning in different context.

4. Interpreting: to attend the group discussion and make a topic “peer influence”.

**（三）考核要求**

1. to memorize the key words and useful expressions.

2. to practice the pronunciation skills.

3. to actively attend the group discussion.

4. to copy the video clip.

5. to make a topic “peer influence”.

6. to assess the performance in this unit.

**Unit Two Food**

**（一）学习目标**

1. Learners can acquire communicative competence (linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

2. Learners can get involved in various kinds of communicative activities which are closely in line with real-like situations.

3. Learners can master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**（二）考核内容**

1. Listening: to listen for the gist and the specific details.

2. Speaking: to make better use of the useful expressions that we have learned in this unit.

3. Reading: to mark the pauses between the lines.

4. Interpreting: to attend the group discussion and make a topic “fast food”.

**（三）考核要求**

1. to memorize the key words and useful expressions.

2. to practice the pronunciation skills.

3. to actively attend the group discussion.

4. to copy the video clip.

5. to make a topic “fast food”.

6. to assess the performance in this unit.

**Unit Three Success**

**（一）学习目标**

1. Learners can acquire communicative competence (linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

2. Learners can get involved in various kinds of communicative activities which are closely in line with real-like situations.

3. Learners can master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**（二）考核内容**

1. Listening: to listen for the gist and the specific details.

2. Speaking: to make better use of the useful expressions that we have learned in this unit.

3. Reading: to mark the pauses between the lines

4. Interpreting: to attend the group discussion and make a topic “being a celebrity”.

**（三）考核要求**

1. to memorize the key words and useful expressions.

2. to practice the pronunciation skills.

3. to actively attend the group discussion.

4. to copy the video clip.

5. to make a topic “being a celebrity”.

6. to assess the performance in this unit.

**Unit Four Travelling**

**（一）学习目标**

1. Learners can acquire communicative competence (linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

2. Learners can get involved in various kinds of communicative activities which are closely in line with real-like situations.

3. Learners can master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**（二）考核内容**

1. Listening: to listen for the gist and the specific details.

2. Speaking: to make better use of the useful expressions that we have learned in this unit.

3. Reading: to read aloud the different intonation.

4. Interpreting: to attend the group discussion and make a topic “travelling abroad”.

**（三）考核要求**

1. to memorize the key words and useful expressions.

2. to practice the pronunciation skills.

3. to actively attend the group discussion.

4. to copy the video clip.

5. to make a topic “travelling abroad”.

6. to assess the performance in this unit.

**Unit Five Environment**

**（一）学习目标**

1. Learners can acquire communicative competence (linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

2. Learners can get involved in various kinds of communicative activities which are closely in line with real-like situations.

3. Learners can master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**（二）考核内容**

1. Listening: to listen for the gist and the specific details.

2. Speaking: to make better use of the useful expressions that we have learned in this unit.

3. Reading: to focus on stress and reduction.

4. Interpreting: to attend the group discussion and make a topic “smog”.

**（三）考核要求**

1. to memorize the key words and useful expressions.

2. to practice the pronunciation skills.

3. to actively attend the group discussion.

4. to copy the video clip.

5. to make a topic “smog”.

6. to assess the performance in this unit.

**Unit Six Science and Technology**

**（一）学习目标**

1. Learners can acquire communicative competence (linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

2. Learners can get involved in various kinds of communicative activities which are closely in line with real-like situations.

3. Learners can master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**（二）考核内容**

1. Listening: to listen for the gist and the specific details.

2. Speaking: to make better use of the useful expressions that we have learned in this unit.

3. Reading: to identify the different intonation.

4. Interpreting: to attend the group discussion and make a topic “online shopping”.

**（三）考核要求**

1. to memorize the key words and useful expressions.

2. to practice the pronunciation skills.

3. to actively attend the group discussion.

4. to copy the video clip.

5. to make a topic “online shopping”.

6. to assess the performance in this unit.

**Unit Seven Advertising**

**（一）学习目标**

1. Learners can acquire communicative competence (linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

2. Learners can get involved in various kinds of communicative activities which are closely in line with real-like situations.

3. Learners can master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**（二）考核内容**

1. Listening: to listen for the gist and the specific details.

2. Speaking: to make better use of the useful expressions that we have learned in this unit.

3. Reading: to focus on stress and reduction.

4. Interpreting: to attend the group discussion and make a topic “advertisements”.

**（三）考核要求**

1. to memorize the key words and useful expressions.

2. to practice the pronunciation skills.

3. to actively attend the group discussion.

4. to copy the video clip.

5. to make a topic “advertisements”.

6. to assess the performance in this unit.

**Unit Eight Shopping**

**（一）学习目标**

1. Learners can acquire communicative competence (linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities.

2. Learners can get involved in various kinds of communicative activities which are closely in line with real-like situations.

3. Learners can master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the 4 language skills.

**（二）考核内容**

1. Listening: to listen for the gist and the specific details.

2. Speaking: to make better use of the useful expressions that we have learned in this unit.

3. Reading: to focus on sentence stress.

4. Interpreting: to attend the group discussion and make a topic “shopaholics”.

**（三）考核要求**

1. to memorize the key words and useful expressions.

2. to practice the pronunciation skills.

3. to actively attend the group discussion.

4. to copy the video clip.

5. to make a topic “shopaholics”.

6. to assess the performance in this unit.

**四、考核方式**

**1.过程性评价：**将考核结果与学习过程紧密结合，分为课前预习、平时课堂表现、8次线上测验、8次课后作业、每单元小组讨论等学习过程。注重考查学生的课下自主学习能力和课上英语交际及沟通能力。

**2.终结性评价：**分成两个部分，其中听和写采用期末闭卷考试，读和说主要考查口头表达，以给定题目和演讲形式呈现。

**3.课程综合评价：**对学生进行“课内+课外”、“线上+线下”的多方考评；从标准答案考核向非标转化答案考核的转化；减少闭卷考试的比例，增加开放性试题的比例。

**五、成绩评定**

**1.平时成绩：**比重为40%；包括课堂表现、线上测验、课后作业、小组讨论等。

**2.期末成绩：**比重为60%；听和写采用期末闭卷考试，读和说采用平时课堂记录的形式。

**3.综合成绩：**平时成绩\*40% + 期末成绩\*60%。

**六、考核结果分析反馈**

1. 综合成绩：学生可以通过学校专用的教务管理系统进行自主查询；

2. 平时成绩和期末卷面成绩，学生可以直接和任课老师沟通，进行查看，并有针对性地进行分析，教师帮助学生提出专业性的建议。

3. 基于学生的考核结果，教师开展教学反思，不断修改和更新适合本校学生的评价体系，创造更多元化、更具针对性的考核机制。

# 学术英语视听说考核大纲

English for Academic Purpose: Viewing, Listening & Speaking

**课程基本信息**

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| **课程编号：**15002217 | **课程学时：**32 | **课程学分：**2 |
| **主撰人：**李筱洁 | **审核人：**张俊杰 | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《学术英语视听说》是面向我校非英语专业本科学生开设的一门公共选修课，旨在适应新时期大学英语教学的发展方向和新形势下我国人才培养目标对高等教育提出的新要求，将语言知识学习、语言技能训练和人文素养培养有机融合。通过学习该门课程，提高我校学生在学术环境中的英语交流、沟通、表达能力，帮助他们了解国际基本学术规范，为高层次学术研究做好准备。该课程以学术英语视听与口语训练为纲，注重技能的巩固和整合，强调学以致用。同时，课程注重在学术英语视听说训练过程中融入课程思政元素，加强爱国主义教育，增强学生文化自信，培养学生批判性思维，使之既要继承中华优秀传统文化又要弘扬时代精神，既要立足本国又要面向世界，成为交流展示中国科研成果的高端双语复合型人才。

本课程注重增强学生学术素养，培养学生使用英语进行学术交流，从事学术研究的能力。本课程体现以学生主体，教师为引导的教学理念，综合运用启发式、协作式、讨论式等多种教学方法，并借助多媒体、互联网、手机和电脑等现代教育技术手段开展线上线下混合式教学。在知识传授的基础上，利用虚拟仿真实验室、同声传译实训室等实验场所，模拟实际语境进行交际训练，强调学生的全面发展和综合能力的提升。

**二、理论教学部分的考核目标**

根据《学术英语视听说》课程教学大纲、课程教学目标及学习目标，本课程实施过程性评价与终结性评价相结合的考核方式。一方面有助于教师动态了解学生真实学习过程，进而及时调整教学。另一方面，有助于学生及时认识自己阶段性的学习效果，从而及时端正学习态度，调整学习方法。《学术英语视听说》考试的考核目标有以下三个方面。

一、知识目标

（1）词汇：领会式掌握 600-700个学术英语词汇的用法，包括意义、搭配、语义趋向等，尤其是重点培养学生对预构成语块的敏感性，逐步培养学生正确的英语语感。

（2）语法：进一步掌握语法要点并领会学术英语的语篇结构以学术英语常用交际功能的语言表达法，进一步提高学生在学术英语交际中使用语言的流利程度、准确性和得体性。

二、能力目标

视听：充分且准确理解基本的自然科学及社会科学话题的对话、访谈和讲座，并能抓住中心大意、要点和有关细节，领会作者观点和态度；能快速、准确、科学地运用符号、缩写等手段记学术笔记，正确运用合适的笔记结构（树形图、大纲方式、思维导图方式等）且逻辑关联基本清楚。

会话：能准确区分正式语体和非正式语体，学会准确得体地发表意见，参加讨论，介绍研究课题，在全班同学面前做汇报讲演；能就教材内容作简短问答、复述和思辨性分析，并能准确清晰地转述听力材料中的观点，同时表达自己的看法和观点；能对特定学术话题进行深入分析并以小组合作的形式完成选定学术类话题的数字故事视频的创作以及汇报展示；了解国际基本学术礼仪和规范，能在正式及非正式场合下有效、得体地进行交流沟通。

三、素质目标

(1)学术道德：具备恪守学术道德、遵守学术规范的素养。透彻了解学术诚信的基本要求，懂得在学术研究中规避抄袭、剽窃、捏造数据等行为，自觉维护学术研究的真实性、客观性和严肃性。

(2)思想修养：具备政治认同、家国情怀、文化素养、敬业精神、宪法法治意识等基本的思想修养。能够做到知行合一，树立正确的学术理想，具备求真务实的学术态度和勤奋好学的学术精神。

**Chapter 1 Marriage, Family and the Home**

**（一）学习目标**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about marriage, family stories, family lessons and how we learn to behave under the influence of them;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4）prepare and deliver an oral presentation on an aspect of group dynamics.

**（二）考核内容**

Listening Skills: Listening for factual information; listening for details; listening for stressed words.

Speaking Skills: Sharing your opinion; responding to questions with short answers; thinking critically about the topic; asking and answering questions.

Vocabulary Skills: Reading and thinking about the topic; examining and guessing vocabulary in/from the context.

Note Taking Skills: Personalizing the topic; grasping main ideas and supporting details; organizing notes in columns.

**（三）考核要求**

**1.识记**：All the new words and expressions learned in this chapter.

**2.领会**：Reading and thinking about the topic; personalizing the topic; grasping main ideas and supporting details.

**3.应用**：Listening for factual information; listening for details; listening for stressed words; examining and guessing vocabulary in/from the context.

**4.分析：**Sharing your opinion; responding to questions with short answers.

**5.综合**：Organizing notes in columns.

**6.评价：**Evaluating the lectures and speeches of marriage, family and the home.

**Chapter 2 The Power of the Group**

**（一）学习目标**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the power of the group, including living with teenagers, expressions about groups and culture shock: group pressure in action;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4）prepare and deliver an oral presentation on an aspect of group dynamics.

**（二）考核内容**

Listening Skills: Listening for specific information; Listening for main ideas; Listening for the tone of voice.

Speaking Skills: Sharing your opinion; Personalizing the topic; Thinking critically about the topic; Conducting a survey; Studying a syllabus.

Vocabulary Skills: Reading and thinking about the topic; Examining vocabulary in the context; Building the background knowledge on the topic; Guessing vocabulary from context.

Note Taking Skills: Organizational phrases; Organizing notes in outline form; Using a lecture’s diagrams and charts.

**（三）考核要求**

**1.识记**：All the new words and expressions learned in this chapter.

**2.领会**：Reading and thinking about the topic; Organizational phrases; Building the background knowledge on the topic.

**3.应用**：Listening for factual information; Listening for main ideas; Listening for the tone of voice; Guessing vocabulary from context.

**4.分析：**Sharing your opinion; Personalizing the topic.

**5.综合：**Organizing notes in outline form; Using a lecture’s diagrams and charts; Conducting a survey; Studying a syllabus.

**6.评价：**Evaluating the lectures and speeches of the power of the group.

**Chapter 3 Gender Roles**

**（一）学习目标**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the gender roles and gender differences between a boy and girl in family and society, and the benefits of single-gender education for girls;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4） prepare and deliver an oral presentation on an aspect of group dynamics.

**（二）考核内容**

Listening Skills: Listening for specific information; Listening for opinions; Drawing inferences.

Speaking Skills: Personalizing the topic; Answering multiple-choice questions; Sharing your opinion; Conducting and discussing a class experiment; Sharing our point of view; Thinking critically about the topic.

Vocabulary Skills: Reading and thinking about the topic; Personalizing the topic; Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context.

Note Taking Skills: Using symbols and abbreviations.

**（三）考核要求**

**1.识记**：All the new words and expressions learned in this chapter.

**2.领会**：Reading and thinking about the topic; Personalizing the topic; Examining vocabulary in context; Building the background knowledge on the topic.

**3.应用**：Listening for specific information; Listening for opinions; Drawing inferences; Guessing vocabulary from context.

**4.分析：**Personalizing the topic; Answering multiple-choice questions.

**5.综合：**Sharing your opinion; Conducting and discussing a class experiment; Sharing our point of view; Thinking critically about the topic.

**6.评价：**Evaluating the lectures and speeches of gender roles.

**Chapter 4 Gender Issues Today**

**（一）学习目标**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the gender discrimination in the workplace, gender inequality at home and in the workplace and the relationship between gender and language;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4）prepare and deliver an oral presentation to demonstrate and support a particular point of view on a topic.

**（二）考核内容**

Listening Skills: Listening for specific information; Listening for tone of voice.

Speaking Skills: Examining graphics, Answering multiple-choice questions; Answering true/false questions; Conducting an interview and discussing your findings.

Vocabulary Skills: Reading and thinking about the topic; Personalizing the topic; Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context.

Note Taking Skills: Using telegraphic language.

**（三）考核要求**

**1.识记**：All the new words and expressions learned in this chapter.

**2.领会**：Reading and thinking about the topic; Personalizing the topic.

**3.应用：**Listening for specific information; Listening for tone of voice; Using telegraphic language.

**4.分析：**Examining vocabulary in context; Building the background knowledge on the topic.

**5.综合：**Examining graphics, Answering multiple-choice questions; Answering true/false questions; Conducting an interview and discussing your findings.

**6.评价：**Evaluating the lectures and speeches of gender issues today.

**Chapter 5 Mass Media Today**

**（一）学习目标**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the mass media today, including the problems with TV news, opinions about the news, and the process of making an event to new report;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills;

（4）prepare and deliver an oral presentation as a group on an aspect of media and society.

**（二）考核内容**

Listening Skills: Listening for specific information; Listening for main ideas; Listening for stressed words; Listening for signal words.

Speaking Skills: Brainstorming about the topic; Sharing your opinion; Answering multiple-choice questions; Applying what you have learned.

Vocabulary Skills: Reading and thinking about the topic; Personalizing the topic; Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context.

Note Taking Skills: Summarizing what you have heard; Choosing a format for organizing your notes.

**（三）考核要求**

**1.识记**：All the new words and expressions learned in this chapter.

**2.领会**：Reading and thinking about the topic; Personalizing the topic.

**3.应用：**Listening for specific information; Listening for main ideas; Listening for stressed words; Listening for signal words.

**4.分析：**Brainstorming about the topic; Sharing your opinion; Answering multiple-choice questions; Applying what you have learned.

**5.综合：**Summarizing what you have heard; Choosing a format for organizing your notes.

**6.评价：**Evaluating the lectures and speeches of mass media today.

**Chapter 6 Impact of the Media on Our Lives**

**（一）学习目标**

After studying this unit, the students are expected to be able to:

（1）understand the main idea of the two interviews and lectures；

（2）be able to talk about the impact of the media on our lives, including the advantages and disadvantages of the media, and the dangers of the mass media;

（3）practice and learn to use the four skills: Listening Skills, Speaking Skills, Vocabulary Skills and Note Taking Skills.

（4）prepare and deliver an oral presentation as a group on an aspect of media and society.

**（二）考核内容**

Listening Skills: Listening for specific information; Listening for tone of voice.

Speaking Skills: Personalizing the topic; Sharing your opinion; Thinking critically about the topic; Conducting and presenting your own research; Applying what you have learned.

Vocabulary Skills: Reading and thinking about the topic; Personalizing the topic; Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context.

Note Taking Skills: Recording numerical information; Organizing your notes as a map.

**（三）考核要求**

**1.识记**：All the new words and expressions learned in this chapter.

**2.领会**：Personalizing the topic; Sharing your opinion.

**3.应用：**Building background knowledge on the topic; Examining vocabulary in context; Guessing vocabulary from context; Listening for specific information; Listening for tone of voice.

**4.分析：**Thinking critically about the topic; Conducting and presenting your own research; Applying what you have learned.

**5.综合：**Recording numerical information; Organizing your notes as a map.

**6.评价：**Evaluating the lectures and speeches of mass media today.

**三、考核方式**

《学术英语试听说》采用过程性评价与终结性评价相结合的评价考核方式。

（一）过程性评价

过程性评价主要由课堂综合表现、小组模拟学术交流展示与个人学术英语报告展示组成。

（1）课堂综合表现包括课前预习任务、课中回答问题情况、主题讨论与汇报、课堂演讲、线上任务（包括但不限于学习通、WE Learn平台各类任务）等。计分方式采用教师手动记录、组长统计分数、线上平台自动记录等。每学期课前预习任务共计6次，主题讨论与汇报1-2次，课堂演讲1-2次，线上任务不少于3次，课中回答问题不少于3次。

（2）小组模拟学术交流展示指小组根据选定的学术主题创作模拟场景交流展示，全员参与并共同完成基于场景展示的创作背景、过程和意义的文字报告，展示形式根据课时需要可以是课堂现场展示或录制视频展示。根据内容、语言、礼仪规范、时长等指标评分，同组学生得分相同，计分方式采用教师打分、组内互评、组间互评相结合，每学期1次。

（3）个人学术英语报告展示指每位学生独立完成自选主题的模拟学术报告，并提交讲稿，根据内容、语言、礼仪规范、时长等指标评分，计分方式采用教师打分、学生代表打分、自评相结合，每学期1次。

（二）终结性评价

终结性评价采用闭卷考试形式，每学期结课后进行。题型包括听力单选题、听力填空题和听力听写题。

（1）听力单选题为客观题，考查内容包括学术情景下正式与非正式对话、学术采访/访谈与讲座等。

（2）听力填空题为客观题与主观题，考查内容包括学术采访/访谈、讲座、报告与演讲等。

（3）听力听写题为主观题，形式包括Dictation和Summarizing，内容包括学术采访/访谈、讲座、报告与演讲等。

**四、成绩评定**

1.平时成绩

过程性评价成绩（平时成绩）=课堂综合表现40%+小组模拟学术英语交流展示30%+个人模拟学术英语报告展示30%

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| --- | --- | --- |
| **考核形式** | **比重** | **考核细则** |
| 课堂综合表现 | 40% | 课前预习、回答问题、主题讨论与汇报、课堂演讲、 线上任务（包括但不限于学习通、WE Learn等平台）等，最后按40%计入课程平时成绩。 |
| 小组模拟学术英语交流展示 | 30% | 小组根据选定的学术主题创作模拟场景交流展示，并完成基于场景展示的创作背景、过程和意义的文字报告。同组学生分数相同，此部分最后按30%计入课程平时成绩。 |
| 个人学术英语报告展示 | 30% | 每位学生独立完成一次自选主题的模拟学术报告，并提交讲稿，此部分最后按15%计入课程总成绩。 |

2.期末成绩

本课程终结性评价采取闭卷考试形式，各题型比重分配如下：

终结性评价成绩（期末考试成绩）=听力选择题35%+听力填空题35%+听力听写题30%

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| **考核形式** | **比重** | **考核细则** |
| 听力选择题 | 35% | 单选题，内容包括学术情景下正式与非正式对话、学术采访/访谈与讲座等，该题型占课程期末考试成绩的35%。 |
| 听力填空题 | 35% | 填空题，内容包括学术采访/访谈、讲座、报告与演讲等，该题型占课程期末考试成绩的35%。 |
| 听力听写题 | 30% | 听写题，形式包括Dictation和Summarizing，内容包括学术采访/访谈、讲座、报告与演讲等，该题型占课程期末考试成绩的30%。 |

3.综合成绩

课程综合评价成绩=过程性评价成绩50%+终结性评价成绩50%

**五、考核结果分析反馈**

《学术英语视听说》课程采用过程性评价与终结性评价相结合的反馈方式。过程性评价反馈主要包括线上、线下两种渠道。基于学习通、WE Learn等线上教学平台，实时反馈学生任务完成情况，包括评定分数、教师评语及同伴评语。基于课堂教学，将采用教师即时反馈的方式，针对学生课堂回答问题、汇报展示、小组讨论等任务及时给与口头点评，肯定学生的优点，指出有待改进之处，并给出改进建议。基于课前课后任务，将采用教师与同伴延时反馈的方式，有针对性的给与分数评定与评语。终结性评价反馈将通过学校教务系统通知学生考试分数。

基于学生过程性评价结果，教师通过发布调查问卷、撰写教学反思日志、教研组研讨、师生座谈等方式厘清问题与现状，根据调查研究结果，及时调整教学思路与教学方法适应学情，并持续关注调整后的后续反馈与成效，以便进一步优化课堂教学。基于学生终结性评价结果，教师通过统计分析考核数据、撰写考试分析、教研组研讨等方式总结教学经验与不足，为下一轮教学积累经验。

# 实用英语口语考核大纲

（Practical Oral English）

**课程基本信息**

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| **课程编号：15002223** | **课程学时：24** | **课程学分：2** |
| **主撰人：刘佳** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《实用英语口语》是一门面向非英语专业二年级学生的公共选修课，目的在于向学生传授英语口语的基本知识和技能技巧，为喜爱英语口语的同学提供系统学习口语的机会，同时让学生了解英语口语在全球化时代的重要性，从理论上与实践上提高学生在日常生活和工作职场中的口头表达和沟通能力，以及公共场合的英语演讲能力，使他们能够流利幽默、有艺术性地表达自己；能够逻辑通顺、思路清晰地说服听众；并且学会利用现代技术进行演讲；通过分析中外名家的演讲来了解口语中的中西文化差异，锻炼辩证思维能力。正确引导学生开阔视野，丰富经验以提高他们的英语语言文化意识和沟通能力。另外，教师在教授本课程过程中增加中国文化元素进行中西文化对比，同时拓展课程思政元素的内涵，帮助学生提高用英语讲好中国故事的能力。

**二、理论教学部分的考核目标**

学生能够就所听到的英文语段进行问答和复述；能就日常生活话题进行交谈；做到正确表达思想， 语音、语调自然，无重大语法错误，语言基本得体。

**Chapter 1 Meeting and Inviting People**

**（一）学习目标**

**1. 一般了解**：methods of oral English learning

**2. 一般掌握**：how to greet and introduce oneself and others

**3. 熟练掌握**：the frequently-used expressions of invitation

**（二）考核内容**

**知识方面：**the basic vocabulary and sentence structure that appear in this chapter

**能力方面：**form the habit of speaking in English in class from the very beginning

**素质方面:** understand the differences in hospitality between China and the West

**（三）考核要求**

**1.识记**：basic vocabulary and commonly used grammatical sentence structures that appear in this chapter

**2.领会**：the appropriate and inappropriate things to do when meeting people for the first time

**3.应用**：conduct a dialogue based on the topic of the chapter

**4.分析：**the standards of oral English

**5.综合**：the enhancement of cultural cultivation and reflection

**6.评价：**

**Chapter 2 Talking About Opinions and Feelings**

**（一）学习目标**

**1. 一般了解**：the similarities and differences in pronunciation between English and Chinese

**2. 一般掌握**：the characteristics of English pronunciation and intonation

**3. 熟练掌握**：the frequently-used expressions of opinions and feelings

**（二）考核内容**

**知识方面：**the basic vocabulary and sentence structure that appear in this chapter

**能力方面：**start a conversation with a stranger

**素质方面:** understand the differences of values and world outlook between China and the West

**（三）考核要求**

**1.识记**：basic vocabulary and commonly used grammatical sentence structures that appear in this chapter

**2.领会**：the influence of one’s local pronunciation on English pronunciation

**3.应用**：conduct a dialogue based on the topic of the chapter

**4.分析：**the characteristics of English pronunciation and intonation

**5.综合**：the enhancement of cultural cultivation and reflection

**6.评价：**finishoral assignment of this chapter; consciously compare Chinese and western cultures on the relevant concepts.

**Chapter 3 Describing People and Objects**

**（一）学习目标**

**1. 一般了解**：the cultural connotation and cultural thought model of words

**2. 一般掌握**：the rhythm of sentences and the word stress in English

**3. 熟练掌握**：the frequently-used expressions of description of people and objects

**（二）考核内容**

**知识方面：**the basic vocabulary and sentence structure that appear in this chapter

**能力方面：**the division of English sentence meaning groups

**素质方面:** understand the differences of personality traits between China and the West

**（三）考核要求**

**1.识记**：basic vocabulary and commonly used grammatical sentence structures that appear in this chapter

**2.领会**：the function of dividing meaning group

**3.应用**：conduct a dialogue based on the topic of the chapter

**4.分析：**difficult sentences in the text

**5.综合**：the enhancement of cultural cultivation and reflection

**6.评价：**finishoral assignment of this chapter; consciously compare Chinese and western cultures on the relevant concepts.

**Chapter 4 Talking About Events in the Past and Future**

**（一）学习目标**

**1. 一般了解**：the cultural connotation and cultural thought model of words

**2. 一般掌握**：ascending and falling tones in English

**3. 熟练掌握**：the frequently-used expressions of events description

**（二）考核内容**

**知识方面：**the basic vocabulary and sentence structure that appear in this chapter

**能力方面：**the skills of real-life conversations

**素质方面:** understand the reasons for the different attitudes towards the same events between China and the West

**（三）考核要求**

**1.识记**：basic vocabulary and commonly used grammatical sentence structures that appear in this chapter

**2.领会**：the skills of real-life conversations

**3.应用**：conduct a dialogue based on the topic of the chapter

**4.分析：**difficult sentences in the text

**5.综合**：the enhancement of cultural cultivation and reflection

**6.评价：**finishoral assignment of this chapter; consciously compare Chinese and western cultures on the relevant concepts.

**Chapter 5 Offering and Getting Help**

**（一）学习目标**

**1. 一般了解**：the cultural connotation and cultural thought model of words

**2. 一般掌握**：the way to give short talks on familiar topics with clear articulation and correct pronunciation

**3. 熟练掌握**：the frequently-used expressions of offerings and getting help

**（二）考核内容**

**知识方面：**the basic vocabulary and sentence structure that appear in this chapter

**能力方面：**retelling and summarizing

**素质方面:** understand the different reactions to pandemic and natural disasters between China and the West

**（三）考核要求**

**1.识记**：basic vocabulary and commonly used grammatical sentence structures that appear in this chapter

**2.领会**：the skills of retelling and summarizing

**3.应用**：conduct a dialogue based on the topic of the chapter

**4.分析：**difficult sentences in the text

**5.综合**：the enhancement of cultural cultivation and reflection

**6.评价：**finishoral assignment of this chapter; consciously compare Chinese and western cultures on the relevant concepts.

**Chapter 6 Talking About Study**

**（一）学习目标**

**1. 一般了解**：the cultural connotation and cultural thought model of words

**2. 一般掌握**：the four steps of oral expression

**3. 熟练掌握**：the frequently-used expressions of study

**（二）考核内容**

**知识方面：**the basic vocabulary and sentence structure that appear in this chapter

**能力方面：**the four steps of oral expression

**素质方面:** understand the different attitude towards study between China and the West

**（三）考核要求**

**1.识记**：basic vocabulary and commonly used grammatical sentence structures that appear in this chapter

**2.领会**：the methods for emphasizing

**3.应用**：the four steps of oral expression

**4.分析：**difficult sentences in the text

**5.综合**：the enhancement of cultural cultivation and reflection

**6.评价：**finishoral assignment of this chapter; consciously compare Chinese and western cultures on the relevant concepts.

**三、考核方式**

《实用英语口语》采用过程性评价与终结性评价相结合的评价考核方式。

（1）过程性评价主要由课堂综合表现、小组主题口语报告与个人课前口语展示三个部分组成。

课堂综合表现包括课前预习任务、课堂互动情况、小组讨论、对话练习展示等。每学期课前预习任务共计6次，课堂互动参与不少于3次次，小组讨论3次，对话练习展示3次。

小组主题口语报告每学期1次，依据学期初授课老师随机分配的主题展开语料搜集、调研分析、小组讨论，全员参与共同完成主题报告，最终以短视频、lecture、访谈等形式进行分享展示，最终分数综合小组互评和教师评分产生。

个人课前口语展示每位同学自行选取话题准备，上课前一周向授课老师上报展示内容并预约展示时间，每学期1次/人，由任课教师评定分数。

(2) 终结性评价为期末开卷口试，要求学生能脱稿回答问题，并表达观点不少于2分钟。

**四、成绩评定**

**1.过程性评价：**

过程性评价成绩（平时成绩）=课堂综合表现40%+小组主题口语报告30%+个人课前口语展示30%

|  |  |  |
| --- | --- | --- |
| **考核形式** | **比重** | **考核细则** |
| 课堂综合表现 | 40% | 课前预习、回答问题、主题讨论与汇报、课堂演讲、 线上任务（包括但不限于学习通、WE Learn等平台）等，最后按40%计入课程平时成绩。 |
| 小组主题口语报告 | 30% | 小组根据老师分配的口语主题，开展团队合作，在前期查阅资料、调研、成员讨论的基础上形成口语报告内容，最终以短视频、lecture、访谈等形式进行分享。同组学生分数相同，此部分最后按30%计入课程平时成绩。 |
| 个人课前口语展示 | 30% | 每位学生独立完成一次口语展示，主题自选，并提交讲稿，此部分最后按15%计入课程总成绩。 |

**2.终结性评价：**期末开卷口试，要求学生能脱稿回答问题，并表达观点不少于2分钟。

**3.课程综合评价：**

综合评价成绩=过程性评价成绩50%+终结性评价成绩50%

**五、考核结果分析反馈**

1. 过程性考核中课堂综合表现成绩评定由任课教师打分评定，小组主题口语报告的最终分数综合小组互评和教师评分产生，个人课前口语展示由任课教师评定分数，所有成绩结果进行公示；终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 英语演讲与辩论考核大纲

English Speech and Debate

**课程基本信息**

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| --- | --- | --- |
| **课程编号：15002235** | **课程学时：24** | **课程学分：1.5** |
| **主撰人：赵静静** | **审核人：张俊杰** | **大纲制定（修订）日期：2022** |

**一、课程的性质和地位**

《英语演讲与辩论》课程旨在高校英语课堂内外向学生传授英语演讲的基本知识和演讲稿撰写技巧，训练学生熟练掌握辩论规则、环节、论证与辩论等基本技巧，提高英语口语表达能力，促进思辩能力与创造力发展，提升跨文化理解和沟通能力以及英语实际运用能力。同时，学生在阅读或查阅与演讲辩论技巧训练相关话题的过程中，也可获得调查研究、反思学习、团队合作等方面能力的提升。将英语演讲与辩论引入课堂，不但可以培养学生的语言应用能力，更是培养学生批判性思维最有效的途径，有意识地把语言形式与社会语境结合起来，最大程度地减少母语文化因素的干扰，创造良好的环境，有助于学生从语言的单一性学习向知识的多元化、复合型方向发展，提高学生综合应用英语语言的能力和综合素质的培养，用英语讲好中国故事，满足我国经济发展和教育强国战略目标。

**二、理论教学部分的考核目标**

教学评估是英语演讲与辩论课程教学的一个重要环节。通过考核检测学生对本课程基本概念、规则、环节、论证以及演讲与辩论等知识的掌握情况，培养学生英语综合语言技能的实际运用能力尤其是听和说方面，增加学生的跨文化交际能力。它既是检查教学大纲执行情况、评估教学质量的一种有效手段，又是教师获取教学反馈信息、改进教学管理方法提高学习效率的有效手段。

**Unit 1 Understanding Speech**

**（一）学习目标**

**1. 一般了解**：Understand the moral principle in speeches

**2. 一般掌握**：Appreciate the similarities and differences between public speaking and conversation

**3. 熟练掌握**：Grasp the basic concepts of speech

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. The definition of public speaking

2. The similarities and differences between public speaking and conversation

**素质考核：**Students’ ability to carry out practical training such as speaking in public and conversation in private to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the definition of public speaking

**4.分析：**the similarities and differences between public speaking and conversation

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 2 Speech Preparation: Getting Started**

**（一）学习目标**

**1. 一般了解**：Understand the importance of getting information about the audience

**2. 一般掌握**：Appreciate the central idea of a speech

**3. 熟练掌握**：Grasp how to choose a topic with general purpose or specific purpose

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. How to choose speech topics with specific purposes;

2. How to analyze the audience.

**素质考核：**Students’ ability to carry out practical training such as selecting speech topics and expressing specific purposes to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the importance of analyzing the audience

**4.分析：**the significance of choosing speech topics and expressing specific purposes

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit3 Speech Preparation: Organizing and Outlining**

**（一）学习目标**

**1. 一般了解**：Understand how to make preparation for a public speaking

**2. 一般掌握**：Appreciate the main points and connectives of speech writing

**3. 熟练掌握**：Grasp to introduce and conclude a speech

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. Structure and principles of speech writing;

2. Forms and standardization of speech writing.

**素质考核：**Students’ ability to carry out practical training such as organizing and outlining a speech and making preparation for a speech, realize the connectives of speech writing, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the importance of grasping the structure and principles of speech writing

**4.分析：**the application of forms and standardization of speech writing

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 4 Presenting the Speech**

**（一）学习目标**

**1. 一般了解**：Understand advantages of visual aids for preparation and presenting

**2. 一般掌握**：Appreciate how to deliver a speech

**3. 熟练掌握**：Grasp the principles of speech language

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. Principles of speech language;

2. Forms and standardization of speech language.

**素质考核：**Students’ ability to carry out practical training such as presenting a speech with visual aids and delivering a speech with accurate and appropriate language, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the principles of speech language;

**4.分析：**the importance of language skills;

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 5 Understanding Debate**

**（一）学习目标**

**1. 一般了解**：Understand how to manage disagreement across cultures

**2. 一般掌握**：Appreciate the basic concepts of speaking and debating

**3. 熟练掌握**：Grasp the format of British parliamentary debate

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. Basic concepts of debate;

2. The format of British Parliamentary debate.

**素质考核：**Students’ ability to carry out practical training such as the basic concepts of speaking and debating and how to manage disagreement across cultures, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the basic concepts of debate

**4.分析：**the format of British Parliamentary debate

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 6 Debate Basics**

**（一）学习目标**

**1. 一般了解**：Understand how to manage argumentation across cultures

**2. 一般掌握**：Appreciate the essential elements of speaking and debating

**3. 熟练掌握**：Grasp the basic concepts of parliamentary debate

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. Definition of parliamentary debate;

2. Three basic concepts and the essential elements for debate

**素质考核：**Students’ ability to carry out practical training such as the basic concepts and essential elements for debating, how to manage disagreement across cultures, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the basic concepts and the essential elements for debate

**4.分析：**the terms related to parliamentary debate

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 7 Debate Formats**

**（一）学习目标**

**1. 一般了解**：Understand the importance of managing argumentation across cultures

**2. 一般掌握**：Appreciate the essential elements of parliamentary debate

**3. 熟练掌握**：Grasp the basic concepts of American parliamentary debate format

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. The definition of American Parliamentary debate format;

2. British Parliamentary debate format and parliamentary points.

**素质考核：**Students’ ability to carry out practical training such as the definition of parliamentary debate format and parliamentary points, grasping the skills of managing disagreement across cultures, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the definition of American parliamentary debate format

**4.分析：**the American Parliamentary debate format and parliamentary points

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 8 Constructive speech**

**（一）学习目标**

**1. 一般了解**：Understand the importance of expressing one’s critical thinking

**2. 一般掌握**：Appreciate how to define, second and extend

**3. 熟练掌握**：Grasp the essential elements of case construction

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. The definition of American Parliamentary debate;

2. How to present the case construction.

**素质考核：**Students’ ability to carry out practical training such as the definition of American parliamentary debate and how present the case construction, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the definition of American parliamentary debate

**4.分析：**the importance of presenting the case construction

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 9 Rebuttal Speech**

**（一）学习目标**

**1. 一般了解**：Understand the importance of speech writing ability and writing structure

**2. 一般掌握**：Appreciate the essential elements of rebuttal in AP debate and BP debate

**3. 熟练掌握**：Grasp the basic concepts of rebuttal speech

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. The definition of rebuttal speech;

2. Comparison and contrast between the rebuttals in AP debate and BP debate.

**素质考核：**Students’ ability to carry out practical training such as the definition of rebuttal speech and making comparison and contrast between the rebuttals in AP debate and BP debate, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the definition of rebuttal speech

**4.分析：**the importance of comparing the rebuttals in AP debate and BP debate

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 10 Speaker Roles and Speaker Responsibilities**

**（一）学习目标**

**1. 一般了解**：Understand how to manage debating articles

**2. 一般掌握**：Appreciate the different roles and responsibilities in AP and BP

**3. 熟练掌握**：Grasp how to debate with an objective and matter-of-fact attitude

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. Different roles and responsibilities in AP and BP;

2. How to debate with an objective and matter-of-fact attitude.

**素质考核：**Students’ ability to carry out practical training such as the different roles and responsibilities in AP and BP and how to debate with an objective and matter-of-fact attitude, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the different roles and responsibilities in AP and BP;

**4.分析：**the importance of debating with an objective and matter-of-fact attitude

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit 11 Definition of the Motion**

**（一）学习目标**

**1. 一般了解**：Understand how to manage debating articles

**2. 一般掌握**：Appreciate the elements of reasonable debate motion

**3. 熟练掌握**：Grasp the definition of debate motion

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. Know how to define a motion;

2. Know the reasons to give definition of the motion.

**素质考核：**Students’ ability to carry out practical training such as the definition of a motion and know the reasons to give definition of the motion, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the definition of a motion;

**4.分析：**the importance understanding the reasons to give definition of the motion.

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**Unit12 Concluding the Debate with Whip Speeches**

**（一）学习目标**

**1. 一般了解**：Understand how to secure one’s logical and critical thinking

**2. 一般掌握**：Appreciate the roles of government whip and opposition whip

**3. 熟练掌握**：Grasp how to identify the fundamental questions in an issue

**（二）考核内容**

**能力考核：**Students’ comprehensive critical thinking abilities are reflected and expressed on the themes of this unit, in order to enhance their critical thinking ability, cultural awareness, and confidence while cultivating English language proficiency.

**知识考核**：1. How to summarize the major clashed of a debate in different ways.

2. How to identify the fundamental questions in an issue;

**素质考核：**Students’ ability to carry out practical training such as how to summarize the major clashed of a debate in different ways and how to identify the fundamental questions in an issue, to enhance cross-cultural comparison and critical thinking, expand the breadth and depth of thinking, and consciously compare Chinese and western cultures on the relevant concepts.

**（三）考核要求**

**1.识记**：the background information related to the content

**2.领会**：the communicative skills demonstrated in this unit

**3.应用**：the importance of summarizing the major clashed of a debate in different ways.

**4.分析：**how to identify the fundamental questions in an issue;

**5.综合**：comprehensive improvement in listening and speaking abilities; the enhancement of cultural cultivation and reflection

**6.评价：**finishassignment of this unit; improvement of critical thinking ability

**三、考核方式**

本课程的考核采用过程性考核评价和终结性考核评价相结合的方式。过程性考核评价将课前预习、课堂表现、线上学习（测验）、课后作业、小组学习讨论等学习过程全面纳入课程评价体系，包括课前自主学习任务，如预习任务反馈、主题讨论、单元测试等；课堂综合表现，如课前presentation（1次/学期）、小组讨论（3次/学期）、随堂测试（3次/学期）、课堂辩论（1次/学期）、课后作业（3次/学期）等等。

**四、成绩评定**

1.平时成绩：由两个板块组成：（1）课前自主学习任务占50%，包括预习任务反馈、主题讨论等；（2）课堂综合表现占50%，包括课前presentation、小组讨论、课堂辩论、课后口语作业等等。

2.期末成绩：期末闭卷口试；100%。

3.综合成绩：总评成绩100% = 过程性评价50% + 终结性评价50%。

**六、考核结果分析反馈**

1. 过程性考核中课堂综合表现成绩评定由任课教师和各班学生代表共同打分评定，结果进行公示；其他移动终端上进行的练习及测试成绩在教师评定完成后学生均可自行进行查询；学生可以向任课教师要求了解课堂互动表现打分情况。终结性考核成绩均在教务系统或者喜鹊儿APP上及时查询了解。

2. 每学期结束后任课教师会基于过程性考核和终结性考核结果进行反思与集体研讨，对课堂教学进行复盘总结，针对考核结果反映出的课堂教学薄弱环节进行及时改进，优化教学质量。

# 英语核心能力提升考核大纲

（English Core Competence Promotion Assessment）

**课程基本信息**

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| --- | --- | --- |
| **课程编号：**15002225 | **课程学时：**24 | **课程学分：**1.5 |
| **主撰人：**宋荣超 | **审核人：**张俊杰 | **大纲制定（修订）日期：**2022 |

**一、课程的性质和地位**

《英语核心能力提升》是针对三年级本科生尤其是有进一步学位深造需求的学生而开设的一门公共英语必修的以提升学生综合素质的核心通识课程。

当今时代是一个知识膨胀信息爆炸的时代。社会现实使得在校大学生越来越认识到学士学位已经不能充分满足他们的就业和职业发展需求，越来越认识到学位提升的重要性和紧迫性，学位提升的学生人数每创新高。作为学生提升入学考试的一门主干科目，英语的重要性更加凸显。英语是一门世界性语言，是新信息新知识新科技表达和运用的主要载体。当今，我国进入社会主义现代化建设的关键时期，需要大量的社会主义现代化建设合格的建设者和接班人，需要大量的深谙英语的复合型人才。《英语核心能力提升》就是以此为背景而设置的，以学历提升英语考试大纲为依据，旨在为有学历提升需求的学生提供合理英语训练的课程；其主要内容包括：学历提升英语核心词汇讲解与练习，英语长句复杂句分析，篇章结构的逻辑关系讲解、英汉语际相似和差异以及英语写作的谋篇布局和思路拓展等。经过该课程的学习，学生的英语词汇、英语阅读、英汉互译以及英语写作的知识和能力将会得到明显提升，达到甚至超过学历提升英语的标准，从而为学历提升扫除语言障碍，为他们成长为既懂专业又懂外语的复合型综合型人才打下坚实的基础。

**二、理论教学部分的考核目标**

本考试的考核目标是考生的英语语言知识、语言技能以及综合应用能力，为教学水平考试。具体来说，考核考生的词汇识记和应用能力、领悟英语语法能力、分析复杂句式能力和语言输出能力。

**三、考核方式**

本课程考核方式包括过程性考核评价方式和终结性评价方式。

1.过程性评价（40%）

过程性考核评价包含阶段测评、课堂表现、考勤、课后作业等环节。

2.终结性评价（60%）

终结性评价为期末终考，闭卷，采用百分制，其中词汇与结构占25%；阅读理解占30%；翻译占20%；作文占25%。

**四、成绩评定**

1.平时成绩（课堂表现、课后作业、随堂小测等；所占比例40%）

2.期末成绩（闭卷考试；所占比例60%）

3.综合成绩（平时成绩×40%+期末成绩×60%）

**五、考核结果分析反馈**

1. 考核结果录入教务系统学生可查看。

2. 基于学生考核结果，撰写考试分析，依据考试分析，改进课程教学。

# 英语综合技能提升考核大纲

（Enhancement of Fundamental English Skills)

**课程基本信息**

|  |  |  |
| --- | --- | --- |
| **课程编号：15002238** | **课程学时：24** | **课程学分：1.5** |
| **主撰人：刘靖宇** | **审核人：** | **大纲制定（修订）日期：2023年6月6日** |

**一、课程的性质和地位**

本课程是针对非英语专业英语基础相对薄弱的本科专业学生开设的课程。教学对象是二年级(第4学期)没有通过大学英语四、六级考试的学生，总课时24学时。本课程旨在依据《大学英语四、六级考试大纲》和历年英语四、六级考试真题，结合学生的英语程度，分模块讲解四、六级英语考试各个部分的命题规律与解题技巧。主要内容包括：大学英语四、六级考试的高频与重点词汇，英语听力技巧，复杂句式的变化与分析，篇章结构的逻辑关系，阅读理解的解题技巧，汉译英（中国文化）翻译技巧，作文的写法分析等。

**二、理论教学部分的考核目标**

本课程考核目标：考核学生对大学英语四级核心词汇，英语句式变化规律和英语文章的内部逻辑关系，英语阅读、听力、汉译英等解题技巧以及英语作文写作技巧掌握情况，帮助学生顺利大学英语四六级考试，并为以后的考研英语打下基础，也为以后的就业提供支撑。

**第一章 大学英语英语核心词汇构词法**

**（Key and High Frequent Words and Phrases in CET-4 and CET 6)**

**（一）学习目标**

**1.**了解英语词汇构成的基本规律。

2. 一般掌握重点与高频词汇的音节构成、词根、前后缀的变化与内涵。

3. 熟练掌握大学英语四级考试的重点与高频词汇。

**（二）考核内容**

设计英语词汇认知题型，要求学时写出汉语意思；给出中国特色文化汉语词汇和汉语科技词汇，要求学生写出对应的英语表达；设计英语句子，给出特定英语单词词根，要求根据句意填写相应的派生词；设计一篇英语短文，给出不同词性的英语单词，要求根据篇章关系再空格处填上相应的单词。考查学生对英语词汇音节构成，前后缀变化内涵的理解与掌握情况；对大学英语四级考试核心词汇的掌握情况。

**（三）考核要求**

**1.识记**：大学英语四级核心词汇。

**2.领会**：英语一般词汇的扩张方式，中国特色文化词汇和科技词汇的构成特征。

**3.应用**：熟练应用大学英语四级核心词汇。

**4.评价：**课堂表现(过程性评价，40%)+ 单元测试（终结性评价，60%）

1. **英语长难句解析方法**

**(The Change and Amplification of Basic English Sentence Patterns )**

**（一）学习目标**

1.了解英语句式的类型。

1. 一般掌英语基本句式的变化特征和扩展方法。
2. 熟练掌握大学英语四六级长难句分析方法。

**（二）考核内容**

设计英语数个英语简单句，要求学生组合为几个英语复杂句；给出数个英语复杂句，要求学生解析句子结构并用英语进行再解释。

**（三）考核要求**

**1.分析：**分析复杂句的句子结构能力。

**2.综合**：综合考察学生对英语长句难句的分析与书写能力。

**3.评价：**课堂表现(过程性评价，40%)+ 单元测试（终结性评价，60%）

1. **英语文章阅读技巧解析**

**(Reading Skills )**

**（一）学习目标**

1.了解英语文章的结构特征。

1. 一般掌英语文章行文的句式特征以及内部逻辑关系。
2. 熟练掌握大学英语四六级阅读理解题型的解题方法与技巧

**（二）考核内容**

从大学英四级题库选取不同文体、不同题材的文章，按照四级考试题型要求设计试题，考查学生对英语英语文章的细节与整体内容的分析与理解能力。

**（三）考核要求**

**1.分析：**考查学生对英语文章的细节与整体内容的分析与理解能力。

**2.综合**：综合考查学生对英语文章的篇章理解能力。

**3.评价：**课堂表现(过程性评价，40%)+ 单元测试（终结性评价，60%）

**第四章 中国特色文化汉译英方法与技巧**

**(Translating Methods and Skills )**

**（一）学习目标**

1.了解中国特色文化汉译英中长、短句句式转换的基本规律。

2.一般掌握中国特色文化汉译英的基本技巧与方法科技英语短文中段落间的逻辑关系。

3. 熟练掌握大学英语汉译英的基本翻译方法与技巧。

**（二）考核内容**

从大学英四级题库选取有关中国特色文化的汉语短文段落，要求学生用相应的专业文化词汇、不同的翻译策略与方法译成英语，考查学生对汉译英翻译策略与方法的掌握情况。

**（三）考核要求**

**1.分析：**考查学生对中国特色文化汉译英的文体特征的转换分析能力。

**2.综合**：综合考查学生对汉译英翻译策略、翻译方法的掌握能力。

**3.评价：**课堂表现(过程性评价，40%)+ 单元测试（终结性评价，60%）

**第五章 大学英语四六级考试英语短文写作**

**(Writing Methods and Skills）**

**（一）学习目标**

1.了解英语不同文体写作方法。

2.一般掌握大学英语四考试不同类型作文写作框架。

3. 熟练掌握大学英语四考试中应用类、图表类、命题作文的句式变化与衔接方法。

**（二）考核内容**

根据《大学英语四级考试大纲》要求，按应用类、图表类和命题类，结合社会发展和热点话题设计作文题目，要求学生现场写作，考查学生的语言综合应用能力。

**（三）考核要求**

**1.分析：**考查学生对社会发展、社会热点以及社会主义核心价值观的分析判断能力。

**2.综合**：综合考查学生对英语知识的综合输出能力。

**3.评价：**课堂表现(过程性评价，40%)+ 单元测试（终结性评价，60%）

**第六章 大学英语四六级考试听力技巧解析**

**(Listening Skills）**

**（一）学习目标**

1.了解英语四六级听力考试命题的基本规律。

2.一般掌握大学英语听力的常用技巧。

3. 熟练掌握大学英语四考试听力部分的应试技巧。

**（二）考核内容**

从大学英四级题库选取相关听力素材，按照四级考试听力部分的板块与题型设计测试试卷，考查学生运用一定的听力技巧，对英语对话和英语文章的理解能力。

**（三）考核要求**

**1.分析：**考查学生对英语话题与社会文化和科技发展的分析判断能力。

**2.综合**：综合考查学生对英语听力方法与技巧的应用和英语知识的综合输出能力。

**3.评价：**课堂表现(过程性评价，40%)+ 单元测试（终结性评价，60%）

**四、考核方式**

1.过程性评价

1）课堂表现：出勤情况；课堂回答问题情况；课后作业完成情况；小组讨论情况。

2）线上学习情况：直接导出线上学习记录，进行统计分析，综合研判给分。

3）单元测试情况：对每一次单元测验进行批改打分，并记录。

2.终结性评价：按照大学英语四级考试题型，从大学英语四级题库选取素材，组成一套完整的大学英语四级考试模拟试卷，按照四级考试时间要求在固定时间固定地点统一参加考试，教师对考试试卷进行批阅给分。

**五、成绩评定**

1.平时成绩：课堂表现（30%）+线上学习（30%）+单元测试（40%）+=100分

2.期末成绩：闭卷考试，100分。

3.综合成绩：平时成绩×50%+期末成绩×50%。

**六、考核结果分析反馈**

1. 考核结果通过线上班级群发布，同时上传学校教务系统。

2. 学生平时课堂表现随时在课堂进行点评，或通过线上班级群进行个别谈话，了解学生个性化需求，并及时在线下课堂教学中进行改进。

3. 随时关注学生线上学习情况，对线上学习进度慢、效果差的学生进行个别谈话与指导，并在线上及时回答学生所提出的问题。

4. 总结单元测试学生的得分情况，针对共性问题在课堂教学中及时改进，对个性化问题在课下进行有针对性的指导。

5. 对期末考试试卷进行全板块得分统计分析，，针对共性问题在课堂教学中及时改进，对个性化问题在课下进行有针对性的指导。