SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

英语阅读（4）课程教案

周次 1 第1次课 学时 2 教案撰写人 朱光立

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | Genius and the Craftsman | |
| 本次授课目的与要求  The students will be able to:  Understand the main ideas: how to conceive a story and develop into a work of art  Grasp difficult words: eerie, canny craftsmanship, spellbound  Cultivate the students’ ability to identify the key words. | | |
| 教学设计思路  This period is made up of three sections: discussion, new words and sentences explanation , exercises checking, reading skills development. | | |
| 本次教学重点与难点  The concept of genius and craftsmanship, difficult words: eerie, canny craftsmanship, spellbound | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1, introducing the new course and specifying the requirement 5’  2, warming up discussions: how does a writer produce good stories? 15’  3. reading text one and explaining the difficulties 25’  4. ask the students to raise questions 15’  5. checking exercises after text one and giving out right answers.  15’  6. reading skills: how identify the main ideas 15’ | | Blackboard On-line study  Question and answers  Explanation  Wechat discussion |
| 课外复习、预习要求及作业布置  Preview text2 finishes exercises fast reading | | |
| 课后反思 | Through the lectures, the students can learn some methods of reading the texts and know how to write a story. | |

**上 海 建 桥 学 院**

英语阅读（4）课程教案

周次 2 第1次课 学时 2 教案撰写人 朱光立

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | Reading: Basic Skills | |
| 本次授课目的与要求  The students will be able to:  Understand the main ideas : the basic principles of reading  Grasp difficult words: prevail, probe, apt, anthology, tenuous, proficient  Cultivate the students’ ability to read the subtitles. | | |
| 教学设计思路  This period is made up of three sections: discussion, new words and sentences explanation , exercises checking, reading skills development. | | |
| 本次教学重点与难点  Principles of reading and its function, difficult words: prevail, probe, apt, anthology, tenuous, proficient | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1, introducing the topic 5’  2, warming up discussions: how to reads well? 15’  3. reading text two and explaining the difficulties 25’  4. ask the students to raise questions 15’  5. checking exercises after text two and giving out correct answers.  15’  6. reading skills: how skim the subtitles 15’ | | Blackboard On-line study  Question and answers  Explanation  Wechat discussion |
| 课外复习、预习要求及作业布置  Preview Unit 2 text 1 underline the difficult words | | |
| 课后反思 | Through the lectures, the students can learn some methods of reading the texts and grasp some basic theories about reading. | |

**上 海 建 桥 学 院**

英语阅读（4）课程教案

周次 3 第1次课 学时 2 教案撰写人 朱光立

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | Personal versus Social Identity | |
| 本次授课目的与要求  The students will be able to:  Understand the main ideas: the salient identity at a given moment  Grasp difficult words: salient, affiliation, intertwine, attribute, verification  Cultivate the students’ ability to classify the information | | |
| 教学设计思路  This period is made up of three sections: discussion, new words and sentences explanation , exercises checking, reading skills development | | |
| 本次教学重点与难点  Different aspects of identities , difficult words: salient, affiliation, intertwine, attribute, verification | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1, introducing the topic 5’  2, warming up discussions: how many identities do you have? 15’  3. reading text one and explaining the difficulties 25’  4. ask the students to raise questions 15’  5. checking exercises after text one and giving out correct answers.  15’  6. reading skills: how classify the information 15’ | | Blackboard On-line study  Question and answers  Explanation  Wechat discussion |
| 课外复习、预习要求及作业布置  Preview unit two text 2 finishes exercises | | |
| 课后反思 | Through the lectures, the students can learn some methods of reading the texts and know themselves better | |

**上 海 建 桥 学 院**

英语阅读（4）课程教案

周次4 第1次课 学时 2 教案撰写人 朱光立

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | Social Comparison: knowing the self | |
| 本次授课目的与要求  The students will be able to:  Understand the main ideas: upward comparison and downward comparison  Grasp difficult words: domain, yardstick, verify, demographic, gauge  Cultivate the students’ ability to use comparison in reading | | |
| 教学设计思路  This period is made up of three sections: discussion, new words and sentences explanation , exercises checking, reading skills development | | |
| 本次教学重点与难点  Social comparison theory , difficult words: : domain, yardstick, verify, demographic, gauge | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1, introducing the topic 5’  2, warming up discussions: how do you assess yourself, what measure do you use? 15’  3. reading text two and explaining the difficulties 25’  4. ask the students to raise questions 15’  5. checking exercises after text one and giving out correct answers.  15’  6. reading skills: use comparison in reading 15’ | | Blackboard On-line study  Question and answers  Explanation  Wechat discussion |
| 课外复习、预习要求及作业布置  Preview unit three text one finishes exercises | | |
| 课后反思 | Through the lectures, the students can learn some methods of reading the texts and how to identify sel-value. | |

**上 海 建 桥 学 院**

英语阅读（4）课程教案

周次5 第1次课 学时 2 教案撰写人 朱光立

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | Food fight | |
| 本次授课目的与要求  The students will be able to:  Understand the main ideas: genetically engineered food in EU and US trade war  Grasp difficult words: manure, hegemony, blandness, herbicide  Cultivate the students’ ability read scientific articles | | |
| 教学设计思路  This period is made up of three sections: discussion, new words and sentences explanation , exercises checking, reading skills development | | |
| 本次教学重点与难点  Trade war and GM food , difficult words: : manure, hegemony, blandness, herbicide | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1, introducing the topic 5’  2, warming up discussions: are you in favor of consuming GM food ? 15’  3. reading text one and explaining the difficulties 25’  4. ask the students to raise questions 15’  5. checking exercises after text one and giving out correct answers.  15’  6. reading skills: read scientific articles 15’ | | Blackboard On-line study  Question and answers  Explanation  Wechat discussion |
| 课外复习、预习要求及作业布置  Preview unit three text two finishes exercises | | |
| 课后反思 | Through the lectures, the students can learn some methods of reading the texts and know how GM food is made and how to identify it.. | |

**上 海 建 桥 学 院**

英语阅读（4）课程教案

周次6 第1次课 学时 2 教案撰写人 朱光立

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | Wine in American Life | |
| 本次授课目的与要求  The students will be able to:  Understand the main ideas: why wine is popular in US  Grasp difficult words: beverage, aversion, cistern, quench, brackish, quench, distill  Cultivate the students’ ability to identify culture difference | | |
| 教学设计思路  This period is made up of three sections: discussion, new words and sentences explanation , exercises checking, reading skills development | | |
| 本次教学重点与难点  Wine and American food culture, difficult words: beverage, aversion, cistern, quench, brackish, quench, distill | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1, introducing the topic 5’  2, warming up discussions: compare different drinks: tea , water, milk, wine ? 15’  3. reading text two and explaining the difficulties 25’  4. ask the students to raise questions 15’  5. checking exercises after text one and giving out correct answers.  15’  6. reading skills: identify culture difference 15’ | | Blackboard On-line study  Question and answers  Explanation  Wechat discussion |
| 课外复习、预习要求及作业布置  Preview unit four text one finishes exercises | | |
| 课后反思 | Through the lectures, the students can learn some methods of reading the texts and know in the importance of wine in American culture. | |