**【大学英语听说】3**

**【College English】****3**

一、基本信息

**课程代码：**【2020299】

**课程学分：**【2】

**面向专业：**【国际班】

**课程性质：**【通识教育基础】

**开课院系：【**外国语学院】

**使用教材：**

主教材：英孚自有教材

网上资源： http://corporate.ef.com/partner/Corp/default.aspx

**先修课程：大学英语听说2**

二、课程简介

大学英语教学是高等教育的一个有机组成部分，大学英语课程是大学生一门必修的基础课程。大学英语教学是以英语语言知识与应用技能、学习策略和跨文化交际为主要内容，以外语教学理论为指导，并集多种教学模式和教学手段为一体的教学体系。本课程目的是：培养学生具有较强的阅读能力和实用有效的听、说、写、译能力，使他们能用英语交流信息。大学英语教学应帮助学生打下扎实的语言基础，掌握良好的语言学习方法，具有较强的英语应用能力和相应的综合文化素养，以适应社会发展和经济建设的需要。

大学英语听说 (2) 是大学英语听说第二学期（共4学期）的课程，经过大学英语一个学期的训练，学生在词汇、结构、翻译与写作方面都有一定程度的进步。此阶段课文体裁以说明文和议论文为主，词汇、结构、翻译与写作练习的难度有所提高。本课程旨在培养学生具有较丰富的语言知识及较强的实际应用能力，为今后所学的各类专业英语课程打下坚实的基础。

三、选课建议

大学英语课程属公共必修课，是各个专业的本科生必须完成的学习任务之一，也是各专业学生了解国际科研新动向所必经的基本技能训练课。

四、课程与专业毕业要求的关联性

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| 自主学习 | 表达沟通 | 专业能力 | | | | | | 尽责抗压 | 协同创新 | 服务关爱 | 信息应用 | 国际视野 |
| 听 | 说 | 读 | 写 | 译 | 跨  文化交际 |
| ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

五、课程目标/课程预期学习成果

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| **序号** | **课程预期学习**  **成果** | **教与学方式** | **评价方式** |
| 1 | 词汇：领会式掌握600个生词，累计2950个单词；复用式掌握350个生词，累计1900个单词。 | 课上讲解、课后背单词、课上检查 | 上课听写部分单词 |
| 2 | 语法：掌握虚拟语气、非谓语动词、数词、形容词、副词、介词、名词从句、定语从句等语法要点 | 课上讲解、课后通过阅读等方式强化 | 测验 |
| 3 | 阅读：能读懂语言难度一般的普通题材的文章，学会基本的阅读技能；精读量达7000词，泛读量达30000词；一般阅读速度达65wpm, 快速阅读速度达90wpm。 | 课上提供阅读理解方法、课后学生自主完成名著阅读 | 主题班会交流、读书笔记 |
| 4 | 听力：能听懂英语讲课及简短会话和谈话，抓住中心大意和要点。语速120 wpm，遍数为1遍。 | 课堂讲授、课后练习 | 测验 |
| 5 | 会话：学会基本的课堂用语，能用英语提问并回答教师就课文提出的问题。 | 创造思考教学法和个案教学法 | 口头评价 |
| 6 | 写作：能根据所学课文做笔记、回答问题、完成提纲和填写表格，能就所学内容在半小时内写出100词左右的短文。内容比较连贯，语法基本正确。 | 课堂讲授写作方法和技巧、课后通过网络平台大量练习 | 测验 |
| 7 | 翻译：能翻译难度低于课文的英语文章，理解正确，译文基本达意，译速每小时250个英语词。能译出句子结构比较简单的汉语，译文达意，基本无重大语言错误，译速每小时200个汉字。 | 边讲边练、讨论教学 | 课外作业 |

六、课程内容（必填项）

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| 周次 | 教学内容 | 教学方式 | 能力要求 |
| 1 | Introduction | Explain course guidelines, class rules, expectations, and get to know the teacher and classmates |  |
| 2 | Dining | Adjectives for describing food, Expressions for ordering, Politely interrupting, supporting someone’s opinion |  |
| 3 | Negotiating | Expressing future possibilities, Business and computer vocabulary; collocations with make, do, take, Offers and proposals |  |
| 4 | Stages of Life | Past life events (grow up, move away, etc.), Reminiscing about someone’s past Repeated actions in the past with would |  |
| 5 | Health and Safety | Rules, regulations and laws (fine, prohibited, allowed, illegal, etc.), Review of reflexive pronouns, Present perfect passive (We’ve been given more new rules) |  |
| 6 | Natural Disasters | Zero conditional (If a tsunami occurs, move to higher grounds), Expressing sorrow and sympathy, Quantifiers with of (some of, any of, much of, most of, etc.) |  |
| 7 | Polite Behavior | Making polite requests and asking for permission; apologizing, Offensive behavior (staring at someone, spitting, etc.), Discourse markers for contrast (although, despite, in spite of, etc.) |  |
| 8 | Meetings | Vocabulary for meetings (task, come up with, smoothly, etc.), Future tenses; future perfect (I’ll probably be driving back and forth), Discussing proposals; agreeing and disagreeing, |  |
| 9 | Midterm | Listening midterm on course contents |  |
| 10 | Gender Issues | Noun clauses (think that, admit that, know that, etc.) Stating values (Times have changed. It’s so complicated!), Listening - Understanding sarcasm |  |
| 11 | Personal Finance | Financial verbs and vocabulary (lend, pay back, independent, etc.) Giving advice (Why don’t you... How about... You’ll have to...) Speaking - informal English |  |
| 12 | Effective Presentations | Trend prepositions (by, to, from, at, etc.), Transitioning from one point to the next, Language for visual aids Vocabulary (bar graph, pie chart, common vision, etc.) |  |
| 13 | Extreme Sports | Multipart verbs (pass through, put down, etc.), Expressing fear and regret, Collocations for strong emotions (nerves of steel, thrill seeker, etc.) |  |
| 14 | Lifestyles | Embedded questions with if and whether, Transitive (invite, fill) and intransitive verbs (fall, listen), Connectors for time (before, after, until, etc.) |  |
| 15 | Career Paths | Linking words for sequence (afterwards, subsequently, following, etc.), Speaking - attitudinal adverbs (ideally, frankly, etc.), Past perfect continuous |  |
| 16 | Technology | Multipart verbs (switch on, log in, etc.), Innovation and adaptability vocabulary, Relative clauses |  |
| 17 | Final Exams | Examinations covering the course contents |  |
| 18 | Final Exams | Examinations covering the course contents |  |

七、自主学习

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| **序号** | **内容** | | **预计学生学习时数** | **检查方式** |
| 1 | **指定课外扩展阅读** | 英文经典名著1-2本 | 2课时/天 | 读书笔记 |
| 2 | **预习任务** | 每单元的课前预习（单词和课文） | 2课时/单元 | 提问 |
| 3 | **教师指导下的小组项目** | 英文经典阅读的课堂展示 | 2课时 | 主题班会 |

八、评价方式与成绩

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| 总评构成（X方案） | 评价方式 | 占比 |
| X1 | Speaking | 50% |
| X2 | Test & Homework | 30% |
| X3 | Performance | 20% |

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