# 《基础英语（1）》课程教学大纲

**一、课程教学目的和要求**

本课程是英语专业本科低年级（一、二年级）必修的一门专业基础课,与本课程的相关课程有语音、听力、泛读、口语和写作等。它们与本课程都是相辅相成的。因此，在本课程的教学实施过程中，既要处理本课程与相关课程之间的分工、配合，又要保证其课程体系和机构的科学与完整性。

本教学大纲在教学要求上按级划分，每学期一级。现将第一册（一级）的单项教学要求规定如下：

1. 语音

一级要求：能自觉地模仿和纠音，正确掌握多音节单词、复合词和句子的常见重音模式；掌握朗读和说话的节奏感，并注意轻重变化对意义表达的影响；掌握语流中的语音变化规律、连读、辅音爆破和语音同化的技巧以及陈述句、疑问句和祈使句的语调。

1. 语法

一级要求：掌握主谓一致关系、表语从句、宾语从句、定语从句和状语从句等句型直接引语和间接引语的用法、动词不定式和分词的用法、各种时态、主动语态、被动语态和构词法。

1. 词汇

一级要求：通过综合英语课和其它途径，认知词汇达3500-4500个，正确而熟练地运用其中的2000-3000个及其最基本的搭配。

1. 听力

一级要求：听懂英语国家人士所作的难度不超过所语言知识的讲座，掌握中心大意，理解主要内容，并能辨别说话人的态度和语气。能在15分钟内听写根据已学知识编写而成或选用的录音材料（词数120个左右，念四遍，语速为每分钟80个单词），错误率不超过12%

1. 口语

一级要求：能就听到的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。

1. 阅读

一级要求：能阅读难度相当的浅显材料, 阅读速度为每分钟90-100个单词，理解中心大意，抓住主要情节或论点。

1. 写作

一级要求：能在30分钟内写出长度为120-150个单词的短文，内容切题，条理清楚，语言正确；能正确书写出长度为50-60个单词的便条和通知等应用文。

1. 翻译

一级要求：能独立完成课程中的各种翻译练习，要求理解正确，语言通顺。

**二、课程教学重点和难点**

1.教学重点：每单元的语法知识点和句子结构分析

2.教学难点：如何正确运用这些语法知识和句子结构

**三、理论教学内容**

**Unit 1 A New Life on Campus**

【教学目的】

This unit focuses on the usage of passive voice in different tenses.

【教学要求】

To help students master the usage of passive voice

1) in the simple present

2) in the present perfect

3) in the simple past

4) in the future

【重点难点】

Grammatical rules of passive voice.

【教学内容】

1.1 Language Structures

1.2 Dialogue: A New Life on Campus; Role-play

1.3 Reading I: My First Day at School

1.4 Guided Writing; workbook

**Unit 2 An Interview with an Amateur Actress**

【教学目的】

This unit deals with the adverbial clauses of time.

【教学要求】

To make students understand the differences between the temporal conjunctions.

【重点难点】

The adverbial clause of time introduced by

1) when

2) before

3) until

4) since

【教学内容】

2.1 Language Structures

2.2 Dialogue: An Interview with an Amateur Actress; Role-play

2.3 Reading I: Women’s Liberation

2.4 Guided Writing

2.5 Workbook

**Unit 3 Holiday Planning**

【教学目的】

This unit deals with the features of past tense.

【教学要求】

To make students understand and master the usage of past tense.

【重点难点】

The grammatical rules of

1) the simple past and the present perfect contrasted

2) the past progressive

3) the past perfect

【教学内容】

3.1 Language Structures

3.2 Dialogue: Holiday Planning; Role-play

3.3 Reading I: What’s Behind Halloween

3.4 Guided Writing

3.5 Workbook

**Unit 4 A Trip to China**

【教学目的】

This unit deals with the function of modal auxiliaries.

【教学要求】

To make students master the usage of some modal auxiliaries.

【重点难点】

The features of

1) modal auxiliaries *may/ might* used to express possibility

2) modal auxiliaries *should/ ought to* expressing obligation

3) modal auxiliary *would rather* expressing preference

4) modal auxiliaries *must* and *can’t* used to express strong probability and impossibility

【教学内容】

4.1 Language Structures

4.2 Dialogue: A Trip to China; Role-play

4.3 Reading I: Human Needs

4.4 Guided Writing

4.5 Workbook

**Unit 5 Save Our Heritage**

【教学目的】

This unit introduces the sentence of unreal conditions.

【教学要求】

To help students understand the usage of unreal conditions.

【重点难点】

Sentence of unreal conditions:

1) related to something being done at present

2) with the connective *unless*

3) with the connective *supposing*

4) with the connective *otherwise*

5) in the *if it hadn’t been for* ... pattern

【教学内容】

5.1 Language Structures

5.2 Dialogue: Save Our Heritage; Role-play

5.3 Reading I: Museums

5.4 Guided Writing

5.5 Workbook

**Unit 6 Save Our Pandas**

【教学目的】

This unit deals with the adverbial clauses.

【教学要求】

To help students master the usage of adverbial clause introduced by different conjunctions.

【重点难点】

The adverbial clause

1) of place introduced by where

2) of condition introduced by unless

3) of cause introduced by since and because

4) of concession introduced by though

【教学内容】

6.1 Language Structures

6.2 Dialogue: Save Our Pandas; Role-play

6.3 Reading I: The Butterfly

6.4 Guided Writing; workbook

**Unit 7 Cycling**

【教学目的】

This unit introduces the usage of infinitive and *-ing* participle.

【教学要求】

To help students master the usage of infinitive and *-ing* participle.

【重点难点】

The features of

1) the infinitive preceded by a wh-word used as the object

2) the infinitive used as a postponed object in the pattern It takes (so much time) to do something

3) the bare infinitive used as the object complement

4) the -ing participle used as the object in the pattern Would you mind…?

【教学内容】

7.1 Language Structures

7.2 Dialogue: Cycling; Role-play

7.3 Reading I: Stuck in the Tube

7.4 Guided Writing

7.5 Workbook

**Unit 8 The Young on the Old**

【教学目的】

This unit deals with the nominal clauses.

【教学要求】

To help students master the feature and usage of nominal clause.

【重点难点】

The nominal clause used as

1) the subject, introduced by *It seems that*

2) the subject, introduced by *It happens that*

3) the subject, introduced by *It doesn’t + wh-ord*

4) the object, in the *It all depends on + wh-word* pattern

5) the postponed object in the introduction *it* construction

【教学内容】

8.1 Language Structures

8.2 Dialogue: The Young on the Old; Role-play

8.3 Reading I: Mother’s Day Flowers

8.4 Guided Writing

8.5 Workbook

**Unit 9 A Beijing Opera Fan**

【教学目的】

This unit deals with the adverbial clauses.

【教学要求】

To help students master the usage of adverbial clause introduced by different conjunctions.

【重点难点】

The adverbial clause

1) of time introduced by *while / as soon as / the moment / by the time*

2) of time and place introduced by *whenever* and *wherever*; of concession introduced by *however*; of time / cause introduced by *now that*

3) of condition introduced by *or else*; of purpose introduced by *so (that)*

4) of manner introduced by *as if / as though*, indicating an unreal situation; of time / condition introduced by *so long as / as long as*

5) of degree introduced by *so far as*; of alternative condition introduced by *whether ... or not*

【教学内容】

9.1 Language Structures

9.2 Dialogue: A Beijing Opera Fun; Role-play

9.3 Reading I: The Man Who Ate China

9.4 Guided Writing

9.5 Workbook

**Unit 10 If I Had the Chance to Travel in Space**

【教学目的】

This unit deals with sentences of real and unreal conditions.

【教学要求】

To help students understand the sentences of real and unreal conditions.

【重点难点】

The feature of

1) sentences of real conditions

2) sentences of unreal conditions related to the present with be in the conditional clause

3) sentences of unreal conditions related to the present with have in the conditional clause

4) sentences of unreal conditions related to the present with action verbs in the conditional clause

【教学内容】

10.1 Language Structures

10.2 Dialogue: If I Had the Chance to Travel in Space; Role-play

10.3 Reading I: How Far is the Earth from the Sun?

10.4 Guided Writing

10.5 Workbook

# 《基础英语（2）》课程教学大纲

**一、课程教学目的和要求**

本课程是英语专业本科低年级（一、二年级）必修的一门专业基础课,与本课程的相关课程有语音、听力、泛读、口语和写作等。它们与本课程都是相辅相成的。因此，在本课程的教学实施过程中，既要处理本课程与相关课程之间的分工、配合，又要保证其课程体系和机构的科学与完整性。

本教学大纲在教学要求上按级划分，每学期一级。现将第二册（二级）的单项教学要求规定如下：

* + 1. 语音

二级要求：能自觉地模仿和纠音，正确掌握多音节单词、复合词和句子的常见重音模式；掌握朗读和说话的节奏感，并注意轻重变化对意义表达的影响；掌握语流中的语饮变化规律、连读、辅音爆破和语音同化的技巧以及陈述句、疑问句和祈使句的语调。

* + 1. 语法

二级要求：掌握主谓一致关系、表语从句、宾语从句、定语从句和状语从句等句形、直接引语和间接引语的用法、动词不定式和分词的用法、各种时态、主动语态、被动语态和构词法。

* + 1. 词汇

二级要求：通过综合英语课和其它途径，认知词汇达4500-5500个，正确而熟练地运用其中的2500-3500个及其最基本的搭配。

* + 1. 听力

二级要求：听懂英语国家人士所作的难度不超过所语言知识的讲座，掌握中心大意，理解主要内容，并能辨别说话人的态度和语气。能在15分钟内听写根据已学知识编写而成或选用的录音材料（词数150个左右，念四遍，语速为每分钟100个单词），错误率不超过10%

* + 1. 口语

二级要求：能就听到的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。

* + 1. 阅读

二级要求：能阅读难度相当的浅显材料, 阅读速度为每分钟90-120个单词，理解中心大意，抓住主要情节或论点。

* + 1. 写作

二级要求：能在30分钟内写出长度为120-150个单词的短文，内容切题，条理清楚，语言正确；能改写或缩写课文内容；能正确书写出长度为50-60个单词的便条和通知等应用文。

* + 1. 翻译

二级要求：能独立完成课程中的各种翻译练习，要求理解正确，语言通顺。

**二、课程教学重点和难点**

1.教学重点：每单元的语法知识点和句子结构分析

2.教学难点：如何正确运用这些语法知识和句子结构

**三、理论教学内容**

**Unit 1 The Olympic Games**

【教学目的】

This unit focuses on the usage of passive voice with different structures.

【教学要求】

To help students master the formation of passive voice.

【重点难点】

The passive sentence

1) involving the modal auxiliary *have to*

2) converted from the active sentence with a direct and an indirect object

3) involving the verb phrase / phrasal verb

4) formed by the *They say / It is said ...* patterns

【教学内容】

1.1 Language Structures;

1.2 Dialogue: The Olympic Games; Role-play; Listening in & speaking out: Popular sports in Britain

1.3 Reading I: Two Kinds of Football

1.4 Guided Writing; workbook

**Unit 2 A Trip to Huangshan**

【教学目的】

This unit deals with relative clauses.

【教学要求】

To make students understand the structure of relative clause.

【重点难点】

The relative clause introduced by

1) *that* (as the subject)

2) *that* (as the object of a verb)

3) *who*

【教学内容】

2.1 Language Structures

2.2 Dialogue: A Trip to Huangshan; Role-play; Listening in & speaking out: Natural Resources

2.3 Reading I: America’s National Parks (Part I)

2.4 Guided Writing

2.5 Workbook

**Unit 3 Pollution Control**

【教学目的】

This unit deals with the function of modal auxiliaries.

【教学要求】

To make students master the usage of some modal auxiliaries.

【重点难点】

Modal auxiliaries

1) would + perfect infinitive used to express “unfulfilled wish”

2) should /ought to + perfect infinitive used to express “unfulfilled obligation”

needn’t + perfect infinitive expressing “unnecessary past actions”

3) may / might + perfect infinitive used to express “speculations about past actions”

can/ could not + perfect infinitive used to express “negative deduction about past actions”

4) must + perfect infinitive used to express “affirmative deduction about past action”

may / might as well used with the second person pronoun expressing “suggestions”

【教学内容】

3.1 Language Structures

3.2 Dialogue: Pollution Control; Role-play; Listening in & speaking out: Global warming

3.3 Reading I: Environmental Pollution

3.4 Guided Writing

3.5 Workbook

**Unit 4 Dreams**

【教学目的】

This unit discusses the relative clauses introduced by wh- words.

【教学要求】

To help students master the usage of relative clauses.

【重点难点】

The feature of

1) The relative clause introduced by *when*

2) The relative clause introduced by *where*

3) The relative clause preceded by *the way (in which)*

4) The relative clause introduced by *why*

【教学内容】

4.1 Language Structures

4.2 Dialogue: Dreams; Role-play; Listening in & speaking out: Fantasy Fiction – *Harry Potter*

4.3 Reading I: Daydreaming

4.4 Guided Writing; workbook

**Unit 5 Music**

【教学目的】

This unit introduces passive voice used in some sentence patterns.

【教学要求】

To make students understand and master the usage of passive voiced used in some sentence patterns.

【重点难点】

The passive voice

1) converted from an active sentence containing the *make somebody do something* pattern

2) formed by get + -ed participle

3) with a past perfect modal auxiliary

4) converted from an active sentence containing the *know / think somebody to be* pattern

5) converted from an active sentence containing the *want somebody to do something* pattern

【教学内容】

5.1 Language Structures

5.2 Dialogue: Music; Role-play; Listening in & speaking out: Gala Affairs for Entertainers

5.3 Reading I: Stuns in the Cinema

5.4 Guided Writing

5.5 Workbook

**Unit 6 Coping with Old Age**

【教学目的】

This unit deals with the indirect speech introduced by some reporting verbs.

【教学要求】

To help students understand the meaning of indirect speech introduced by certain reporting verbs.

【重点难点】

Indirect speech introduced by

1) a simple past verb reporting a command

2) a simple past verb reporting advice

3) a simple present verb reporting a request

4) a simple present verb reporting a reminder

5) a simple present verb reporting a question

【教学内容】

6.1 Language Structures

6.2 Dialogue: Coping with Old Age; Listening in & speaking out: What We Know About Old People

6.3 Reading I: The Virtue Called Devotion

6.4 Guided Writing

6.5 Workbook

**Unit 7 Three American Writers**

【教学目的】

This unit deals with the features of nominal clauses.

【教学要求】

To make students understand the function of nominal clause.

【重点难点】

The nominal clause used as

1) the subject complement introduced by *that*

2) the subject complement introduced by a *wh*-word

3) the appositive

4) the subject introduced by *what*

【教学内容】

7.1 Language Structures

7.2 Dialogue: Three American Writers; Role-play; Listening in & speaking out: The Autobiography of Mark Twain

7.3 Reading I: I Write, Therefore I am

7.4 Guided Writing

7.5 Workbook

**Unit 8 Stage Fright**

【教学目的】

This unit deals with the adverbial clauses.

【教学要求】

To help students master the usage of adverbial clause introduced by different conjunctions.

【重点难点】

The adverbial clause

1) of purpose introduced by *so that*

2) of result introduced by *so ... that*

3) of concession introduced by *no matter + wh-word / even if*

4) of comparison introduced by *than*

5) of comparison in the *the more ... the more ...* pattern

【教学内容】

8.1 Language Structures

8.2 Dialogue: Stage Fright; Role-play; Listening in & speaking out: The Best Years of My Life

8.3 Reading I: Stress and Health

8.4 Guided Writing

8.5 Workbook

**Unit 9 Animal Protection**

【教学目的】

This unit deals with relative clause and cleft sentence.

【教学要求】

To help students understand the structure of relative clause and cleft sentence.

【重点难点】

The features of

1) the relative clause introduced by *whose*

2) the relative clause introduced by *who(m)* (as the object of a preposition)

3) the cleft sentence with attention focused on various sentence elements

4) the relative clause preceded by a noun which is modified by a superlative

【教学内容】

9.1 Language Structures

9.2 Dialogue: Animal Protection; Role-play; Listening in & speaking out: Disney’s Animal Kingdom

9.3 Reading I: Intelligence in Animals

9.4 Guided Writing

9.5 Workbook

**Unit 10 Changes to Family Life**

【教学目的】

This unit introduces the sentence of unreal conditions.

【教学要求】

To help students understand the usage of unreal conditions with different purpose.

【重点难点】

The features of

1) sentences of unreal conditions making a supposition about the future

2) sentences of unreal conditions with past non-facts and present imaginary consequences

3) sentences of unreal conditions with past non-facts and past imaginary consequences

【教学内容】

10.1 Language Structures;

10.2 Dialogue: Changes to Family Life; Role-play; Listening in & speaking out: Investing in Your Marriage

10.3 Reading I: On Splitting

10.4 Guided Writing

10.5 Workbook

# 《基础英语（3）》课程教学大纲

**一、课程教学目的和要求**

本课程是英语专业本科低年级（一、二年级）必修的一门专业基础课,与本课程的相关课程有语音、听力、泛读、口语和写作等。它们与本课程都是相辅相成的。因此，在本课程的教学实施过程中，既要处理本课程与相关课程之间的分工、配合，又要保证其课程体系和机构的科学与完整性。

本教学大纲在教学要求上按级划分，每学期一级。现将第三册（三级）的单项教学要求规定如下：

（1） 语音

三级要求： 能自觉地模仿和纠音，发音正确；较好地掌握朗读和说话的节奏感；较好掌握语流中的语音变化规律；较好掌握语段中语音轻重和新旧信息传递之间的关系。

（2） 语法

三级要求： 掌握主谓一致关系、表语从句、宾语从句、定语从句和状语从句等句形、直接引语和间接引语的用法、动词不定式和分词的用法、各种时态、主动语态、被动语态和构词法。掌握主语从句、同位语从句、倒装句和各种条件句。

（3） 词汇

三级要求： 通过综合英语课和其它途径，认知词汇达5500-6500个（含二级要求的词汇），正确而熟练地运用其中的2500-3500个及其最基本的搭配。

（4） 听力

三级要求： 听懂英语国家人士关于日常生活和社会生活的谈话；听懂中等难度的听力材料，掌握中心大意，理解主要内容，领会作者的态度、感情和真实意图；能在15分钟内听写根据已学知识编写而成或选用的录音材料（词数180个左右，念四遍，语速为每分钟110个单词），错误率不超过9%

（5） 口语

三级要求： 能就听到的语段进行问答和复述；能在一般社交场合与英语国家人士交谈，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。

（6） 阅读

三级要求： 能读懂难度相当于美国《新闻周刊》的国际新闻报道；能读懂英文文学原著。要求在理解的基础上抓住要点，并能运用正确观点评价思想内容。阅读速度为每分钟110-130个单词，理解准确率不低于70%，能在5分钟内速读800词左右、中等难度的文章，理解中心大意。

（7） 写作

三级要求： 能根据作文题目、提纲或图表、数据等，在30分钟4内写出长度为150-200个单词左右的短文，内容切题，条理清楚，语法正确，语言通顺；能正确书写出长度为50-60个单词的便条和通知等应用文。

（8） 翻译

三级要求： 能独立完成课程中的各种翻译练习，要求译文忠实于原文、语言通顺。

**二、课程教学重点和难点**

1.教学重点：每单元的语法结构分析，语篇层次上的分析理解

2.教学难点：段落写作技巧

**三、理论教学内容**

**Unit 1 My First Job**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles— narration and description.

【重点难点】

1. *-ing* participle

2. Narration and description

【教学内容】

1.1 Listening in& Speaking out:Evaluating a Job Offer

1.2 Text I: My First Job; -*ing* participle

1.3 Role-play

1.4 Guided writing: narration and description

1.5 Workbook

**Unit 2**  **The Wedding Letter**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles— third-person narration.

【重点难点】

1. Adverbial clauses of manner

2. Third-person narration

【教学内容】

2.1 Listening in& Speaking out: Compromise on Details, Not Principles

2.2 Text I: *The Wedding Letter*

2.3 Adverbial clauses of manner; Role-play

2.4 Guided writing: third-person narration

2.5 Workbook

**Unit 3** **A Man from Stratford — William Shakespeare**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles— narration in chronological order.

【重点难点】

1. Sentence structure: such…that; clause in apposition to a noun

2. Narration in chronological order

【教学内容】

3.1 Listening in& Speaking out: Shakespeare’s Tragedy

3.2 Text I: A Man from Stratford — William Shakespeare

3.3 Sentence structure: such…that; clause in apposition to a noun

3.4 Guided writing: narration in chronological order

3.5 Workbook

**Unit 4** **The Light at the End of the Chunnel**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles— narration in informal tone.

【重点难点】

1. Subject+ be + (not) likely +infinitive; nor, not or never at the beginning of the sentence

2. Narration in informal tone

【教学内容】

4.1 Listening in& Speaking out: French and British Etiquette

4.2 Text I: The Light at the End of the Chunnel

4.3 Subject+ be + (not) likely +infinitive; nor, not or never at the beginning of the sentence

4.4 Guided writing: narration in informal tone

4.5 Workbook

**Unit 5** **On Not Answering the Telephone**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles— argument.

【重点难点】

1. The use of infinitive in the past form; the use of *have (something) + -ed* participle

2. Argument

【教学内容】

5.1 Listening in& Speaking out: Martin Cooper and the Cell Phone

5.2 Text I: On Not Answering the Telephone

5.3 The use of infinitive in the past form; the use of *have (something) + -ed* participle

5.4 Guided writing: argument; workbook

**Unit 6**  **On Buying Books**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles— persuasive writing.

【重点难点】

1. Sentence structure: to one’s surprise; the use of *whatever*, *however, wherever, whenever or whoever*

2. Persuasive writing

【教学内容】

6.1 Listening in& Speaking out: The Benefits of Buying Books Online

6.2 Text I: On Buying Books

6.3 Sentence structure: to one’s surprise; the use of *whatever, however, wherever, whenever or whoever*

6.4 Guided writing: persuasive writing; workbook

**Unit 7** **Who Killed Benny Paret**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles— argument.

【重点难点】

1. The use of *must/ should (not)/ could not + have +-ed* participle; a nominal clause introduced by *when* or *where*

2. Argument

【教学内容】

7.1 Listening in& Speaking out: The Function of Sport in Life

7.2 Text I: Who Killed Benny Paret

7.3 The use of *must/ should (not)/ could not + have +-ed* participle; a nominal clause introduced by *when* or *where*

7.4 Role-play

7.5 Guided writing: argument

7.6 Workbook

**Unit 8 Keep Class 2 Under Your Thumb**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles— narration.

【重点难点】

1. Sentence structure: ever since; the use of only + infinitive to express result

2. Organizing the ideas

【教学内容】

8.1 Listening in& Speaking out: Cyber Charter Schools: Public School at Home?

8.2 Text I: Keep Class 2 Under Your Thumb

8.3 Sentence structure: ever since; the use of only + infinitive to express result

8.4 Guided writing: organizing the ideas; workbook

**Unit 9** **A Winter to Remember**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles—argumentation.

【重点难点】

1. The use of *must/ should (not)/ could not + have +-ed* participle; a nominal clause introduced by *when* or *where*

2. Argumentation

【教学内容】

9.1 Listening in& Speaking out: Light up Your Life: How the Weather Affects Our Moods

9.2 Text I: *A Winter to Remember*

9.3 The use of must/ should (not)/ could not + have +-ed participle; a nominal clause introduced by when or where

9.4 Role-play

9.5 Guided writing: argumentation; workbook

**Unit 10** **A Fable for Tomorrow**

【教学目的】

This unit enables students to master the target words, understand the structure of the text, improve reading ability, retell the story and carry out language communication.

【教学要求】

To help students use the important words and expressions, master the grammar points, understand the writing characteristics of selected articles—transitional devices.

【重点难点】

1. The use of -ed participle to replace a relative clause; the use of an -*ed* participle as an adverbial of accompanying circumstances; the use of -*ed* participle in an elliptical sentence

2. Transitional devices

【教学内容】

10.1 Listening in& Speaking out: Water Pollution

10.2 Text I: A Fable for Tomorrow

10.3 The use of -*ed* participle to replace a relative clause; the use of an -ed participle as an adverbial of accompanying circumstances; the use of -*ed* participle in an elliptical sentence

10.4 Role-play

10.5 Guided writing: transitional devices; workbook