



Module 4 Foreign Language



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Module designation	<i>Integrated English(1)</i>
Semester(s) in which the module is taught	<i>1st semester</i>
Person responsible for the module	<i>Gu Jing</i>
Language	<i>Chinese</i>
Relation to curriculum	<p><i>Compulsory</i></p> <p><i>This course is part of the General English module. It is a basic component of the English language courses offered at universities and is of great significance in promoting the coordinated development of university students' knowledge, skills and quality. It is an improvement and extension of English teaching at the elementary level, aiming to further improve students' comprehensive language application skills. This course can help prepare students for subsequent public general courses on the English language, advanced courses, and courses on technical English.</i></p>
Teaching methods	<i>Lecture</i>
Workload (incl. contact hours, self-study hours)	<p><i>(Estimated) Total workload: 60hours</i></p> <p><i>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 32 hours (Theoretical teaching)</i></p> <p><i>Private study including examination preparation, specified in hours: 28 hours</i></p>
Credit points	<i>2.0</i>
Required and recommended prerequisites for joining the module	
Module objectives/intended learning outcomes	<p>Knowledge:</p> <p><i>Reading comprehension: be able to read English texts on general topics at a basic level and read at a rate of 70 words per minute; written expression: be able to express personal opinions on general topics in English and write short essays of no less than 120 words on general topics or outlines within half an hour; vocabulary: expand vocabulary, with the recommended vocabulary to be about 4,000 words and 600 phrases.</i></p> <p>Skill:</p> <p><i>Be able to master reading strategies; demonstrate basic critical reading skills; translate texts on familiar topics of average difficulty; understand the literal and implicit meanings of vocabulary.</i></p> <p>Competences:</p> <p><i>Basic critical thinking and cross-cultural communication skills: be able to observe, distinguish and analyze the similarities and differences</i></p>



	<p>between Chinese and foreign cultures and values; maintain the Chinese position and promote Chinese culture in cross-cultural communication.</p>
Content	<p>Part A. Theoretical Teaching (32 contact hours; 28 self-study hours)</p> <p>Unit 1 Changes in the Way We Live (5 contact hours; 4 self-study hours)</p> <p>(1) Global analysis of the text: main idea and organization; (2) The key words and phrases in the text; (3) Word formation: conversion; (4) The advantages and disadvantages of city life and country life.</p> <p>Unit 3 Security (5 contact hours; 4 self-study hours)</p> <p>(1) Global analysis of the text: main idea and organization; (2) The key words and phrases in the text; (3) Double negation; (4) How to write memos.</p> <p>Unit 4 Imagination and Creativity (5 contact hours; 5 self-study hours)</p> <p>(1) Global analysis of the text: main idea and organization; (2) The key words and phrases in the text; (3) The role of imagination in the advancement of science and technology; (4) The use of quotations and anecdotes to support the main idea.</p> <p>Unit 5 Giving Thanks (5 contact hours; 5 self-study hours)</p> <p>(1) Global analysis of the text: main idea and organization; (2) The key words and phrases in the text; (3) Memorizing English words and phrases through association maps; (4) Describing traditional Chinese festivals in English.</p> <p>Unit 6 The Human Touch (6 contact hours; 5 self-study hours)</p> <p>(1) Global analysis of the text: main idea and organization; (2) The key words and phrases in the text; (3) The elements of a short story: setting, character, conflict, plot and theme; (4) How to write notes asking for leave.</p> <p>Unit 8 Cloning (6 contact hours; 5 self-study hours)</p> <p>(1) Global analysis of the text: main idea and organization; (2) The key words and phrases in the text; (3) The contrast between reproductive cloning and therapeutic cloning; (4) The scientific and ethical implications of cloning technology.</p>



Examination forms	<p><i>Final score includes:</i></p> <p><i>Basic requirements for class (not late, early retirement, absence of absence without reason, learning performance and paper quality (40%)</i></p> <p><i>Final exam (60%)</i></p>
Study and examination requirements	<p><i>Only students with class attendance rate over 2/3, assignment the completion rate over 2/3 and performing required experiments are allowed to take the exam.</i></p> <p><i>Achieve a score of 60 points or above.</i></p>
Reading list	<p><i>1.Required books</i></p> <p><i>Li Yinhua, Wang Deming. New College English Integrated Course 4, Shanghai: Shanghai Foreign Language Education Press, 2020.</i></p> <p><i>2.Reference books</i></p> <p><i>[1] Ji Peiying, Wu Xiaozhen, Chen Jin, New College English Integrated Course 4 Teacher's Manual, Shanghai: Shanghai Foreign Language Education Press, 2014.</i></p> <p><i>[2] Zheng Shutang, NEW HORIZON COLLEGE ENGLISH 4 READING AND WRITING (3rd Edition), Beijing: Foreign Language Teaching and Researching Press, 2020.</i></p> <p><i>[3] Zhang Zhenbang, Zhang Yuexiang, A New English Grammar Coursebook (6th Edition), Shanghai: Shanghai Foreign Language Education Press, 2017.</i></p>



Module designation	<i>Integrated English(2)</i>
Semester(s) in which the module is taught	<i>1st semester</i>
Person responsible for the module	<i>Ying Chang</i>
Language	<i>Chinese</i>
Relation to curriculum	<p><i>Compulsory</i></p> <p><i>This course is part of the General English module. It is a component of the courses of Comprehensive College English, which aims to cultivate students' comprehensive English application ability, especially the ability of reading, writing and translating, which is of great significance in promoting the coordinated development of college students' ability, quality and literacy.</i></p>
Teaching methods	<i>Lecture</i>
Workload (incl. contact hours, self-study hours)	<p><i>(Estimated) Total workload: 60hours</i></p> <p><i>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 32 hours (Theoretical teaching)</i></p> <p><i>Private study including examination preparation, specified in hours: 28 hours</i></p>
Credit points	<i>2.0</i>
Required and recommended prerequisites for joining the module	
Module objectives/intended learning outcomes	<p>Knowledge:</p> <p><i>Reading comprehension: be able to read English texts on general topics at a basic level and read at a rate of 100 words per minute; written expression: be able to express personal opinions on general topics in English and write short essays of no less than 120 words on general topics or outlines within half an hour; vocabulary: expand vocabulary, with the recommended vocabulary to be about 4,700 words and 700 phrases.</i></p> <p>Skill:</p> <p><i>Be able to master reading strategies; demonstrate basic critical reading skills; translate texts on familiar topics of average difficulty; understand the literal and implicit meanings of vocabulary.</i></p> <p>Competences:</p> <p><i>Basic critical thinking and cross-cultural communication skills: be able to observe, distinguish and analyze the similarities and differences between Chinese and foreign cultures and values;</i></p>



Content	<p>Part A. Theoretical Teaching (32 contact hours; 28 self-study hours)</p> <p>Unit 1 Fighting with the Forces of Nature (5 contact hours; 4 self-study hours)</p> <p>(1) Words: <i>alliance, campaign, conquest, crucial, declaration, desperate, efficient, engage, equip, instruct, invasion, launch, limp (v.), occupation, offensive, raw, reckon, region, render, siege, stroke (n), toll, underestimate;</i></p> <p>(2) Phrases: <i>at the cost of, be faced with, be/get bogged down, bide one's time, bring to a halt, catch sh. Off guard, drag on, engage/be engaged in(doing) sth., in the case of, press on/ahead, reckon with, stand/get in the way, take a gamble, take its/a toll, thanks to, turn the tide (against);</i></p> <p>(3) Synonyms: <i>the use of synonymous words or expressions in context to avoid repetition, such as, severe / harsh, cancel / call off, occur/ take place;</i></p> <p>(4) Usage: <i>verb+ adjective---verbs like fall, lie, sit, drop and stand can be followed by an adjective.</i></p> <p>Unit 2 Smart Cars (5 contact hours; 4 self-study hours)</p> <p>(1) Words: <i>alert, apart, application, approximately, automate, bunch, calculate, computerize, correlate, detect, eliminate, expansion, frequency, hazard, incorporate, lucrative, magnetic, monotonous, mount, orbit, prototype, remote, satellite, steer, vapor, vibrate;</i></p> <p>(2) Phrases: <i>be poised to (do), get/be stuck in (with), in the air, sent out, start up, take control of;</i></p> <p>(3) Structure: <i>turn (sth.) into a reality;</i></p> <p>(4) Usage: <i>V-ing / V-ed used as attributes.</i></p> <p>Unit 4 Globalization (5 contact hours; 5 self-study hours)</p> <p>(1) Words: <i>academic, accelerate, advantageous, aspire, asset, center (v.), considerable, contradiction, displace, divorce (v.), domestic, endorse, entitle, erase, establishment, facilitate, forefront, overtake, patriotic, pendulum, vanish, witness;</i></p> <p>(2) Phrases: <i>a handful of, a variety of, at odds with, be committed to, let alone, make no/little difference, strike a balance, sweep aside;</i></p> <p>(3) Word formation: <i>Abbreviation, initialism and acronyms;</i></p> <p>(4) Usage: <i>Apposition.</i></p> <p>Unit 5 Never Judge by Appearances (5 contact hours; 5 self-study hours)</p> <p>(1) Words: <i>affectionate, broke, candid, capable, constitution, current(n.), deceptive, hitherto, insane, instinct, oddly, pawn, rub, sip, spicy, stroke (v.), transparent, trim, vacancy, vabity, wrinkle;</i></p> <p>(2) Phrases: <i>(all) of a piece, be / go (all) to pieces, down and out, drive at, for sb's(own)part / the part of, go broke, in accordance with, sth. of, stick to, oddly enough, be taken aback, turn up, with (a) bad/ good grace;</i></p> <p>(3) Usage: <i>the use of except.</i></p> <p>Unit 6 The Pace of Life (6 contact hours; 5 self-study hours)</p> <p>(1) Words: <i>appalling, appliance, bewilder, burden comparative, confine (n.) convention, cope, cram, decorate, discontent, distribution, divert,</i></p>
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	<p><i>evade, explosion, famine, fraction, futile, honorary, minute (a.) multiply, nurture, oblige, offspring, perception, prosperity, provoke, remedy, streamline;</i></p> <p><i>(2) Phrases: be doomed to, by nature, eat into, keep sb. Up with sth., on the go, point the way to sth., pour in, large quantities of / a large quantity of, set about, switch off, waste away;</i></p> <p><i>(3) Structures: Parenthetical expressions (interjections).</i></p> <p>Unit 7 The 9/11 Terrorist Attack (6 contact hours; 5 self-study hours)</p> <p><i>(1) Words: accomplice, ally, chaos, coup, crystal, debris, denounce, divine, dusk, explosive, fanatic, farewell, heal, hijack, illusion, memorial, mourn, perish, revenge, revolve, sacred, shatter, solidarity, sting, opple, void, wreckage;</i></p> <p><i>(2) Phrases: blot out, bring down, fill / step into sb's shoes, in (great/ crystal) detail, in the aftermath of, in / within the / a space of, long before/ after sth., pick at, take/ have/ get revenge on, think back on;</i></p> <p><i>(3) Structure: Collocation----(a) few / (a) little / some / most I many/ much/ one (two ...) +of + pronoun;</i></p> <p><i>(4) Usage: the word "as" used as conj. and prep ..</i></p>
Examination forms	<p><i>Final score includes:</i></p> <p><i>Basic requirements for class (not late, early retirement, absence of absence without reason, learning performance and paper quality (40%)</i></p> <p><i>Final exam (60%)</i></p>
Study and examination requirements	<p><i>Only students with class attendance rate over 2/3, assignment the completion rate over 2/3 and performing required experiments are allowed to take the exam.</i></p> <p><i>Achieve a score of 60 points or above.</i></p>
Reading list	<p>1.Required books</p> <p><i>Li Yinhua, Wang Deming. New College English Integrated Course 4, Shanghai: Shanghai Foreign Language Education Press, 2020.</i></p> <p>2.Reference books</p> <p><i>[1] Ji Peiying, Wu Xiaozhen, Chen Jin, New College English Integrated Course 4 Teacher's Manual, Shanghai: Shanghai Foreign Language Education Press, 2014.</i></p> <p><i>[2] Zheng Shutang, NEW HORIZON COLLEGE ENGLISH 4 READING AND WRITING (3rd Edition), Beijing: Foreign Language Teaching and Researching Press, 2020.</i></p> <p><i>[3] Zhang Zhenbang, Zhang Yuexiang, A New English Grammar Coursebook (6th Edition), Shanghai: Shanghai Foreign Language Education Press, 2017.</i></p>



Module designation	<i>College English Listening and Speaking (1)</i>
Semester(s) in which the module is taught	<i>1st semester</i>
Person responsible for the module	<i>Junhua Xu</i>
Language	<i>Chinese</i>
Relation to curriculum	<p><i>Compulsory</i></p> <p><i>This course is designed to improve listening and speaking skills and to enhance humanistic quality. It is a compulsory course for most non-English majors to gradually improve their English listening and speaking skills.</i></p>
Teaching methods	<i>Lecture</i>
Workload (incl. contact hours, self-study hours)	<p><i>(Estimated) Total workload: 60 hours</i></p> <p><i>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 32 hours (lecture)</i></p> <p><i>Private study including examination preparation, specified in hours: 28 hours</i></p>
Credit points	<i>2.0</i>
Required and recommended prerequisites for joining the module	
Module objectives/intended learning outcomes	<p>Knowledge:</p> <p><i>Students participate in a variety of exercises with real-life scenarios and authentic language designed according to their real-life situations and developmental needs, and use the medium of language learning to improve their ability to communicate effectively in different contexts.</i></p> <p>Skill:</p> <p><i>Be able to understand everyday English conversation and audio-visual materials on general topics and lectures on familiar subjects at a normal pace, grasp the main idea and understand the main points and details; be able to use the information acquired to state the main points of the listening materials, be able to participate in discussions and to express fully their own opinions on relevant topics; fully understand the main points of English broadcasts and audiovisual programs on general topics, be able to exchange information effectively with team members and work together to complete team learning tasks.</i></p> <p>Competences:</p> <p><i>Be able to understand English courses taught in English at the appropriate level and be able to ask questions and clarify doubts in</i></p>



	English; listening and speaking skills and intercultural communication skills.
Content	<p>Part A. Theoretical Teaching (32 contact hours; 28 self-study hours)</p> <p>Unit 1 Life is a learning curve (4 contact hours; 3 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about learning experiences 2. Listen for signal words for listing 3. Give and respond to advice 4. Talk about learning / teaching methods. <p>Unit 2 Journey into the unknown (4 contact hours; 3 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about your own traveling experiences 2. Understand the problem-solution pattern 3. Discuss varied types of travel and impact of travel on our life 4. Make a plan for a dream journey <p>Unit 3 Time out (4 contact hours; 3 self-study hours)</p> <ol style="list-style-type: none"> 1. Listen for information about plans 2. Manage phone problems 3. Arouse listeners' interest in your speech 4. Have a comprehensive understanding of hobbies and leisure, and develop your own pursuits <p>Unit 4 Life under the spotlight (4 contact hours; 3 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about fame and celebrities 2. Understand cause and effect 3. Make requests and offers 4. Debate on whether we should hold on to our dreams <p>Unit 5 Urban pulse (4 contact hours; 4 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about city life 2. Understand pros and cons 3. Make and respond to complaints 4. Recommend the best city to live in. <p>Unit 6 Climbing the career ladder (4 contact hours; 4 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about jobs and working experiences 2. Identify examples in speeches and conversations 3. Express likes or dislikes 4. Come up with a money-making idea. <p>Unit 7 Time of technology: A blessing or a curse? (4 contact hours; 4 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about technology around us 2. Listen for agreement and disagreement 3. Using examples to illustrate your point 4. Talk about experiences and feelings of playing computer games <p>Unit 8 Discovering your true identity (4 contact hours; 4 self-study hours)</p>



	<p>1. Talk about your family</p> <p>2. Take notes in a T-chart</p> <p>3. Introduce an opinion</p> <p>4. Talk about related issues about gender stereotypes</p>
Examination forms	<p>Final score includes:</p> <p>Basic requirements for class (not late, early retirement, absence of absence without reason, learning performance and paper quality (60%))</p> <p>Final exam (40%)</p>
Study and examination requirements	<p>Only students with class attendance rate over 2/3, assignment the completion rate over 2/3 and performing required experiments are allowed to take the exam.</p> <p>Achieve a score of 60 points or above.</p>
Reading list	<p>1.Required books</p> <p>Zheng Shutang, NEW HORIZON COLLEGE ENGLISH VIEWING, LISTENING & SPEAKING 2, (3rd Edition), (Intelligent Ideology and Politics Edition) Beijing: Foreign Language Teaching and Researching Press, 2021</p> <p>2.Reference books</p> <p>[1] He Lianzhen, NEW COLLEGE ENGLISH VIEWING, LISTENING & SPEAKING 2 (4th Edition), Beijing: Foreign Language Teaching and Researching Press, 2021.</p> <p>[2] Fan Ye, Wan Jiangbo, College English Listening An Autonomous Listening Edition 2, Beijing: Higher Education Press, 2011.</p> <p>[3] Yang Huizhong, NEW CENTURY COLLEGE NEW ENGLISH LEARNING TO SPEAK - AN ENGLISH VIDEO COURSE 2, Shanghai: Shanghai Foreign Language Education Press, 2009.</p> <p>[4] Leo Jones, Let's Talk College Basic Oral English Course (1, 2, 3), Shanghai: Shanghai Foreign Language Education Press, 2012.</p>



Module designation	<i>College English Listening and Speaking (2)</i>
Semester(s) in which the module is taught	<i>semester</i>
Person responsible for the module	<i>Qingsong Gu</i>
Language	<i>Chinese</i>
Relation to curriculum	<p><i>Compulsory</i></p> <p><i>This course is designed to improve listening and speaking skills and to enhance humanistic quality. It is a compulsory course for most non-English majors to gradually improve their English listening and speaking skills.</i></p>
Teaching methods	<i>Lecture</i>
Workload (incl. contact hours, self-study hours)	<p><i>(Estimated) Total workload: 60 hours</i></p> <p><i>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 32 hours (lecture)</i></p> <p><i>Private study including examination preparation, specified in hours: 28 hours</i></p>
Credit points	<i>2.0</i>
Required and recommended prerequisites for joining the module	
Module objectives/intended learning outcomes	<p>Knowledge:</p> <p><i>Students participate in a variety of exercises with real-life scenarios and authentic language designed according to their real-life situations and developmental needs, and use the medium of language learning to improve their ability to communicate effectively in different contexts.</i></p> <p>Skill:</p> <p><i>Be able to understand situational English conversations and audio and video materials with fast speaking speed and long length, understand the main points, grasp detailed information, and use the information obtained to present the main points of the material heard; understand the main points of English broadcasts and audiovisual programs on specific topics, be able to exchange information effectively with members of the team.</i></p> <p>Competences:</p> <p><i>Be able to understand English courses taught in English at the appropriate level and be able to ask questions and clarify doubts in English; listening and speaking skills and intercultural</i></p>



	communication skills.
Content	<p>Part A. Theoretical Teaching (32 contact hours; 28 self-study hours)</p> <p>Unit 1 Access to success (4 contact hours; 3 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about success 2. Speaking skill: Explaining something from multiple perspectives 3. Take notes by using a keyword outline 4. Refer to what you said earlier 5. Talk about a challenge / an achievement 6. Have a basic understanding of public speaking <p>Unit 2 Emotions speak louder than words (4 contact hours; 3 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about different emotions 2. Speaking skill: overall organization of a speech 3. Identify the problem-solution pattern in listening 4. Give news in an appropriate way 5. Present memorable moments that you have experienced in life <p>Unit 3 Love your neighbor (4 contact hours; 3 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about neighbors and communities 2. Speaking skill: Telling a story 3. Distinguish fact from opinion in listening 4. Learn how to tell a story 5. Talk about planning a community 6. Know the rules about language use in public speaking <p>Unit 4 What's the big idea? (4 contact hours; 3 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about inventions and creative ideas 2. Speaking skill: supporting your viewpoint 3. Predict the theme and relevant vocabulary before you listen 4. Propose ideas and comment on ideas while brainstorming 5. Present your business idea 6. Learn to use voice, body language and visual aids effectively in speech delivery <p>Unit 5 More than a pay check (4 contact hours; 4 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about different jobs 2. Speaking skill: Speaking to inform 3. Listen for contrast 4. Manage a meeting/ discussion 5. Talk about a typical day in life 6. Make an informative speech in topical order <p>Unit 6 Histories make men wise (4 contact hours; 4 selfstudy hours)</p> <ol style="list-style-type: none"> 1. Talk about important events and people in history 2. Speaking skill: Expressing uncertainty 3. Make inferences 4. Talk about an imaginary history



	<p>5. Make an informative speech in chronological or spatial order</p> <p>Unit 7 For every question there is an answer (4 contact hours; 4 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about solutions to problems 2. Speaking skill: Citing the sources of your information orally 3. Listen for specific information 4. Request and respond properly 5. Present an invention 6. Make an introduction speech <p>Unit 8 Communication: then and now (4 contact hours; 4 self-study hours)</p> <ol style="list-style-type: none"> 1. Talk about different ways of communication 2. Speaking skill: Using examples to illustrate your point 3. Listen for speaker's prediction 4. Deal with misunderstandings 5. Conduct a survey on the means of communication 6. Make an acceptance speech
Examination forms	<p>Final score includes:</p> <p>Basic requirements for class (not late, early retirement, absence of absence without reason, learning performance and paper quality (60%))</p> <p>Final exam (40%)</p>
Study and examination requirements	<p>Only students with class attendance rate over 2/3, assignment the completion rate over 2/3 and performing required experiments are allowed to take the exam.</p> <p>Achieve a score of 60 points or above.</p>
Reading list	<p>1.Required books</p> <p>Zheng Shutang, NEW HORIZON COLLEGE ENGLISH VIEWING, LISTENING & SPEAKING 3, (3rd Edition), (Intelligent Ideology and Politics Edition), Beijing: Foreign Language Teaching and Researching Press, 2021</p> <p>2.Reference books</p> <p>[1] He Lianzhen, NEW COLLEGE ENGLISH VIEWING, LISTENING & SPEAKING 3 (4th Edition), Beijing: Foreign Language Teaching and Researching Press, 2021.</p> <p>[2] Fan Ye, Wan Jiangbo, College English Listening An Autonomous Listening 3, Beijing: Higher Education Press, 2011.</p> <p>[3] Yang Huizhong, NEW CENTURY COLLEGE NEW ENGLISH LEARNING TO SPEAK - AN ENGLISH VIDEO COURSE 3, Shanghai: Shanghai Foreign</p>



	<p><i>Language Education Press, 2009.</i></p> <p><i>[4] Leo Jones, Let's Talk College Basic Oral English Course (1, 2, 3), Shanghai: Shanghai Foreign Language Education Press, 2012.</i></p>
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