**《高级英语I》课程教学大纲**

一、课程基本信息

课程代码：16067302

Course Code: 16067302

课程名称：高级英语I

Course Name: Advanced English I

课程类别： 专业技能课

Course Type: Specialized Skill Course

学 时：32学时

Class Hours: 32

学　　分：2学分

Credit: 2

适用对象: 翻译专业

Target Students: Undergraduate Majoring in Translation

考核方式：考试

Assessment: Examination

先修课程：综合英语I-IV、英语语音、英语语法、英语听力、英语口语、英语阅读、英语写作等。

Preparatory Courses: An Integrated English Course I-IV, English Phonetics, English Grammar, English Listening, English Speaking, English Extensive Reading, English Writing, etc.

二、课程简介

《高级英语I》是为翻译专业三年级学生第一学期所设的培养阅读和写作技能的课程。

本课程通过阅读和分析题材广泛、时代气息浓厚的课文，包括涉及政治、经济、社会、语言、文学、教育、地理、科普和哲学等方面的名家作品，使学生从多个角度认识当代英美社会的各个方面，包括种族问题、文化差异、名人轶事、网络技术、语言、教育、社会问题等，令他们在学习的过程中，拓展视野，陶冶情操，提高素养。

本课程选用教材体裁多样，有记叙文、说明文和论说文等。使学生在巩固和提高英语语言技能的同时，也能熟稔不同的文体，培养分析和欣赏能力，增强逻辑思维与独立思考的能力。

**在“课程思政”的理念背景下，将《习近平谈治国理政》中的思政内容融于具体教学，帮助学生在掌握翻译方法和文学翻译研究的过程中提高制度自信、理论自信和道路自信。在训练学生英语能力的同时，潜移默化地培养其思辨能力、人文素养和道德情操。**

Advanced English I, a course for junior Business English majors, is aimed at training reading and writing skills.

With a selection of texts that cover a wide range of topics, including politics, economics, language, literature, education, geography, popular science and philosophy, this course will help students know more about various aspects of the British and American societies, such as racial problems, cultural gaps, information technology, and other social issues.

This selection of texts also involves different types of writing, namely, description, narration, exposition and argumentation, which will help students to get familiar with the main features of different writing styles and thus improve their abilities to think and write logically in the English language.

Under the background of “ideological and political courses”, “Literary Translation” has integrated the ideological and political content in Xi Jinping’s *The Governance of China III* into concrete teaching, so as to help students improve their confidence in system, theory and path in the process of mastering translation methods and literary translation studies. While training students’ English competence, the course also aims at imperceptibly cultivating their critical ability, humanistic quality and moral sentiment.

1. 课程性质与教学目的

课程性质

《高级英语I》是翻译专业本科三年级学生的专业技能必修课。

教学目的

教学目的主要是进一步全面提高学生运用英语的综合能力。同时，**在翻译专业转型发展和“课程思政”的理念背景下，《高级英语I》课程在教学内容设计上重视语言类课程的“隐性育人功能”，针对性选取相关教学主题及材料展开涉及价值观、道德修养等话题的思考与探讨，在训练学生综合运用语言能力的同时，培养其思辨能力、人文素养和道德情操。**

**课程主要教学目的如下：**

1. **培养学生正确的价值取向；**
2. **提高学生的思辨能力、人文素养和道德情操；**
3. 在听、说、读、写、译等方面能力不断提高的基础上，培养学生拓展思维空间；
4. 扩大知识面，提高语言理解、分析能力、鉴赏能力、口头沟通能力、书面表达能力；
5. 在阅读方面，引导学生分析文章的结构布局，文体修辞以及语言技巧，提高学生逻辑思维和判断评述的能力。
6. 在写作方面，训练学生注重文章的思想内容、组织结构和正确表达，逐步做到行文的得体和流畅。

四、教学内容及要求

教学要求

《高级英语I》是为翻译专业三年级学生第一学期所开设的一门主干课程，是在《综合英语I》至《综合英语IV》基础上的提高和延续，仍然以全面提高学生的语言综合运用能力为目标，着重培养阅读和写作技能，使学生能在更高的层次上进行语言交际。课程结束后，要求学生基本达到《高等学校英语专业英语教学大纲》中所规定的要求，**同时，体现“课程思政”的理念优势，能做到：**

1. **理解并践行有特色的社会主义的制度自信、理论自信和道路自信**；
2. **养成正确的价值观与道德观，具有较高的思辨能力与人物素养；**
3. 阅读难度一般的英、美报刊、杂志上的文章和难度一般的英文原著；
4. 在理解的基础上分析文章的思想观点、篇章结构和文体风格；
5. 阅读速度为每分钟140-180个单词，理解准确率不低于75%。能在5分钟内速读1300词左右的文章，掌握文章的主旨和大意；
6. 进一步扩大知识面，增强对文化差异的敏感性，提高综合运用英语进行交际的能力。

教学内容

本课程选用的教材为何兆熊主编的《综合教程（第2版）》第五册。该教材为“十二五”普通高等教育本科国家级规划教材，是为高等院校英语专业三年级学生编写的高级英语课教材。所有课文选自报纸杂志的时政类文章及英美文学的一些经典名篇，全部为英美作者的原文，只在个别情况下做了极少的删节及改动。本册教材包括14个单元。每个单元的构成如下：

Pre-reading questions

Text I

Text comprehension

Writing strategies

Language work

Translation

Oral activities

Writing

Text II

Multiple choice questions

Questions for discussion

与Text I相关的练习共有7个部分：Pre-reading questions，Text comprehension，Writing strategies，Language work，Translation，Oral activities，Writing。

Pre-reading questions与Text I的话题相关但不涉及课文的具体内容，起到“热身”作用，引导学生进入本单元的主题。

Text comprehension设计的问题都与Text I直接有关，其中既有对课文字面的、局部意义的理解，又有对课文的整体把握以及对内涵和寓意的理解，从而帮助学生在课文理解方面做到既见树又见林。

Writing strategies着重解释课文作者所使用的写作、修辞手法，以提高学生对语篇的欣赏能力和写作水平。

Language work包括多种类型的语言练习。其中有词汇练习，旨在帮助学生掌握一些积极词汇的意义并拓展其用法，做到熟练运用；语法练习对一些常用的语法现象进行操练，增强学生的语法识别能力和应用能力；完形填空帮助学生从词汇、语法、篇章结构等方面综合运用语言。

Translation含有两个部分，句子翻译和段落翻译。句子翻译有助于巩固、拓展本单元所学的词语，段落翻译进一步帮助学生提高综合运用英语的能力。

Oral activities结合Text I撰写了导入语，提出话题，既能激发学生开动脑筋联系实际展开讨论，又能培养他们运用英语表达观点和思想，并与他人交流、辩论、沟通的能力，全面提高他们的素质。

Writing着重应用文写作：看图作文、演讲、书评、还有运用因果、对比、举例、论证等手法撰写短文。通过实践，培养学生的写作能力，为今后的论文写作做好铺垫。

Text II是对Text I主题的扩展和深化，前后两篇文章可以起到相辅相成的作用。Text II配有Multiple choice questions和Questions for discussion两项练习。基本上根据Text II以开拓学生的思路为主，让学生就这些问题发表自己的见解，并且运用英语表达自己的观点和看法，从而养成分析问题、解决问题的能力。

具体教学内容如下：

**UNIT 1**

1. 目的与要求
2. To understand the main idea of the text and talk about it;
3. To understand the organization and development of the text;
4. To understand the writing style of the text and the rhetorical devices used in it;
5. To grasp the key language and grammar points
6. 教学内容
7. 主要内容

Text I The Fourth of July

This is a piece of narrative writing in which first-person narration is employed. The whole text may be divided into four main parts. The first paragraph, which is the beginning part, provides the background of the story, introducing the main characters, the place and time of the major event narrated in the story. The second part, which consists of Paragraphs 2-6, tells us all the necessary preparations, especially the different kinds of food the writer’s mother had prepared for their Washington trip. Also, this part briefly relates two examples of racial discrimination and segregation. The third part, which comprises Paragraphs 7-17, is the most important section of the narrative text. This part concentrates on the major event of the text — the injustice with which the writer and her family members were treated. Included in this part are also some of the writer s visits and her psychological state.

The title and the textual content bring out the satirical effect prominently. As is known to all, the 4th of July is kept as a national holiday on which the American people commemorate and celebrate their winning of freedom and independence. But on this very day, the writer and her family were treated unfairly and unjustly when they entered an ice-cream store, ordered a dish of vanilla ice cream and got ready to enjoy it. They were not allowed to eat it inside. Besides this major event, the text offers other examples to illustrate the ubiquitous existence of white domination and racial discrimination in the USA at that time.

Text II Champion of the World

1. 语言知识点
2. Words and expressions; Notes
3. Elements of Narrative Writing

-Plot, character, setting, style, conflicts, theme

1. Plot Structure of Narrative Writing

-Beginning, middle, climax, end

1. Different Points of View

-First Person point of view

-Second Person point of view

-Third Person point of view

1. Writing strategies: flashback; symbolism
2. 问题与应用
3. Having a Discussion

After the founding of the People’s Republic of China, working people became the masters of the country. But in spite of the general improvement in people’s living standards since then, especially since the implementation of the opening and reform policies in the 1990s, polarization of wealth and poverty seems to be getting more and more serious. Consequently, social inequality and discrimination have occurred in China today. Give examples to illustrate the phenomenon and explore the causes.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 2**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I The Struggle to Be an All-American Girl

In this poignant remembrance, the author recalls the unforgettable, sorrowful experiences of her childhood when she was forced to learn Chinese, which did not interest her. The text may be divided into four parts. The first paragraph, the first part, provides the background of the narrative text. The second part, Paragraphs 2-7, dynamically and vividly describes their forced walks to the Chinese school, the principal, the classroom, the polite formality with which lessons started, etc. Paragraphs 8-11, making up the third part, specifically and graphically depict the language gap within the extended family: between the writer and her grandmother and between her brother and mother. And in the last part, which is made up of the last three short paragraphs, the author regrets that in rejecting her Chinese identity when young she is now cut off much of her Chinese heritage.

Text II No Name Woman

1. 语言知识点
2. Words and expressions; Notes
3. Basic features of narrative writing
4. Rhetorical devices: transferred epithet
5. Writing strategies: contrast
6. 问题与应用
7. Having a Discussion

Mr. Gary Faye Locke (骆家辉), former US ambassador to the People’s Republic of China and a third-generation member of a Chinese emigrant family, is referred to as a typical example of an ABC who has realized the American dream. It is said that he did not learn to speak English until he was five years old and entered school. Now imagine yourself to be an ABC and give a talk about possible hurts and sorrows as Wong’s or likely success as Locke’s.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 3**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I A Hanging

The text, which is a descriptive narration, relates a true story about the execution of a condemned prisoner in Burma. The whole narrative story is made up of 22 paragraphs. The first paragraph, which is the introductory part, presents the background knowledge — the country where the story took place, the time when the story happened and the bad living conditions of the condemned men. Paragraphs 2-14 constitute the second part or the body of the story, describing how a condemned prisoner was escorted to the gallows, how he behaved and walked. What is significant here is the comments the writer makes concerning the cold-blooded destruction of a healthy, conscious man. Paragraphs 15-22 form the denouement of the story, where thought-provoking descriptions are provided and some tragic anecdotes inserted. The whole story is full of dynamic and gruesome narrative descriptions that are impressive and unforgettable.

Text II Shooting an Elephant

1. 语言知识点
2. Words and expressions; Notes
3. Basic features of English descriptive narration
4. Writing strategies: dynamic description, first-person narration
5. 问题与应用
6. Having a Discussion

Reading the text *A Hanging*, we can feel acutely the helplessness of the victim and the cruelty in terminating a life. People hold sharply contradictory views about the legal killing of criminals who have committed unpardonable crimes. Capital punishment, which is strongly objected to in some countries, abolished in some others, but practiced in still others, is executed in many ways, including hanging. What is your view on this legal practice? Give your reasons.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 4**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I Force of Nature

This narrative article is characterized by an objective and somewhat descriptive style. It may be divided into three parts. The first part, which consists of the first three paragraphs, provides us with some background knowledge, informing us why the writer idolized Marie Curie, and briefly introducing her heroine. The second part, which comprises Paragraphs 4-13, is the body of the narrative story. This major part provides us with true, descriptive, and impressive accounts of the heroine, focusing on her experiences in life and her research work，and vividly telling us the major events that happened to her. The last paragraph, the last part or the summarizing paragraph of the story, concisely points out the writer’s understanding of Marie Curie’s life as both glorious and tragic.

Text II Her World on a String

1. 语言知识点
2. Words and expressions; Notes
3. Basic features of English descriptive narration
4. Writing strategies: metaphorical language
5. 问题与应用
6. Having a Discussion

In our society there are quite a number of “leftover people” in terms of marriage, with more females than males. Successful as they might have been in studies, scientific research, or professional career, they have had trouble finding a satisfactory spouse. Discuss this issue with your fellow students.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 5**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I Give Me Liberty or Give Me Death

This text is a forceful argumentative essay, which conveys the speaker’s viewpoints and sentiments clearly, convincingly and impressively. The text can be divided into four parts. The first paragraph，the beginning part, presents some background information, telling us about the orator’s motive for his speech. The second part, Paragraphs 2-4, points out the cruel truth about reality: the British ministry has not acted in a benevolent manner. Rather, Britain is accumulating navies and armies so as to force the Americans into submission. The orator advises the house to know the whole truth, to know the worst and to provide for it. The third part, Paragraphs 5-7, expresses the speaker’s sentiments eloquently or persuasively. The orator makes it clear that it is no use further arguing about the subject and resorting to entreaty and humble supplication, and that it is futile to indulge in the fond hope of peace and reconciliation. The orator also criticizes the groundless viewpoint that the Americans are weak — unable to cope with so formidable an adversary. Meanwhile, he argues for the belief that the Americans are able to actually win the battle. The last paragraph, the fourth part, vividly draws attention to the actual situation and urgently calls on the American people to fight for freedom. The last sentence, which has now become a famous and frequently-quoted saying throughout the world, declares the speaker’s attitude toward life and freedom.

Text II I Have a Dream

1. 语言知识点
2. Words and expressions; Notes
3. Speak persuasively: tips for public speaker
4. Rhetorical devices: metaphor; allusion; rhetorical question; repetition; paralleled structure
5. 问题与应用
6. Having a Discussion

Only by remembering the days when our own nation was once subjected to oppression and deprivation of freedom can we realize that people in the world today are by no means willing to tolerate the bullying and abuses by foreign invaders. Now discuss with your fellow students Patrick Henry’s statement: “The battle is not to the strong alone, it is to the vigilant, the active, the brave.”

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 6**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I How America Lives

This nine-paragraph expository essay may be divided into four parts. The beginning paragraph, the first part, points out and illustrates the reality in America: Americans still follow many of the old ways, and the similarities are far greater than the differences. Paragraphs 2-4, the second part, clearly state the major changes in American society: Americans are growing conservative; patterns of courtship and marriage in America have changed greatly; American women are changing the old rules and suggesting new ones. At the same time, the writer expresses his attitude towards, or opinions of, the changes. Paragraphs 5-7, the third part, expose the main problems in American society and explain their reasons. At the same time, the writer makes clear his sentiments towards the problems. The last two paragraphs, the last part, explain why America has good prospects and why the American system has survived and should survive.

Text II On the Pressures and Politics of Waiting in Line

1. 语言知识点
2. Words and expressions; Notes
3. Expositive writing developed by facts
4. Writing strategies: deductive method, topic sentence
5. 问题与应用
6. Having a Discussion

Historical lessons have taught us that social stability ensures and guarantees development in economy, culture, education, welfare, etc. Since the 1980s, immediately after the ten chaotic years, China has been restoring her tradition of social virtues, making great achievements in all walks of life and laying a solid foundation for a brighter tomorrow. After studying the text How America Lives, it would be interesting to hold a discussion on the topic How China Lives. You could share your ideas with your fellow students about what has changed and what has endured in terms of the social values and outlook of the Chinese people.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 7**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I The Art of Smart Guessing

This expository essay discusses a significant topic: how to hazard a guesstimate so as to solve a Fermi problem. The text, which comprises 20 paragraphs, may be divided into three parts. The first division, which consists of the first five paragraphs, is the introductory part that provides the background of the essay. In this part, the writer describes the one-question quiz that he has designed, points out three different approaches to the solution with the third one leading to the correct answer, and mentions the result of the quiz. The second division, which includes Paragraphs 6- 18, is the main part of the essay. In this part, the writer first refers to the universal significance of smart guessing. Next, he gives an example of what scientists call a Fermi problem. Then, he defines, explains and illustrates it with actual typical examples. The last example is particularly worth our attention, for it shows how scientific experimentation, careful observation and smart approximation contribute to scientific discoveries or inventions. The last division, which covers the last two paragraphs, is the conclusion of the essay. In this concluding part, the writer answers the question put forward in the beginning and tells us how guesswork helps us arrive at an approximately correct answer.

Text II Education

1. 语言知识点
2. Words and expressions; Notes
3. Expositive writing developed by exemplification
4. 问题与应用
5. Having a Discussion

Many people are born to be curious. They always have lots of questions. With five Ws and one H, they are interested not only in the past and the present, but also in the future. More often than not, science and technology develop on the basis of many guesses, smart and wild, made by such people. Voice our opinions about some inventions which stemmed from smart guesses.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 8**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I Love and Resentment

This narrative text consists of dynamic and vivid accounts of the chief character’s mental illness and her behavior, and of the writer’s love and resentment of her daughter. Different moods and behavior of the chief character are represented. When seized with mental illness, or irritated by her mother, she pours out frenzied mutterings or infuriated utterances and complaints. When she becomes quiet and impassive, she acts normally and even gently or mildly. There are many examples in the text that clearly show that the writer both loves and resents her daughter. This seems quite natural if we consider the chief character’s illness and behavior as well as the writer’s actual situation. After reading the story, we come to see that the mentally ill are pathetic creatures, who deserve our love, care and compassion.

Text II Gay

1. 语言知识点
2. Words and expressions; Notes
3. Features of vivid narration
4. Writing strategies: flashback
5. 问题与应用
6. Having a Discussion

For one reason or another, more and more people, especially young people, suffer from depression. They either live in constant anxiety or fear, manifest mania of some kind, or even manifest suicidal tendencies. Besides medication and social concern, we mentally normal people should, on the one hand, take care of ourselves physically and mentally, and on the other, try to lessen the sufferings of those under depression. Probably the passage Love and Resentment could trigger a discussion among you.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 9**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I Kids and Computers: Digital Danger

This expository essay, developed mainly by contrast, contains vivid accounts, and impressive descriptions of both typically active and passive games that children often play. As suggested by the title, this essay mainly proves or illustrates the digital danger to which so many children are exposed. Are computer games fundamentally different from board games? Does talking on the phone develop the same skills as chatting online? What’s the difference between painting with watercolors and “coloring” with a desktop paintbox program? Alison Sperry, the writer of this essay, explores these questions and comes up with some disturbing answers.

The whole essay, which consists of ten paragraphs, may be divided into three parts. The first two paragraphs, the beginning part, present the first contrast: the first paragraph exemplifies the positive influence of active games on kids, while the second paragraph points out the enormous impact of passive games on children. Paragraphs 3-8, the second division of the text, concretely illustrate the positive influence of active games on children and the negative impact of passive electronic games or activities. Through the three contrasts presented, the author’s opinion on the issue becomes clear. The last two paragraphs, only two short questions, make up the concluding part of the essay. This conclusion indirectly emphasizes the awful impact on children exerted by such depressingly familiar games as are described in the eighth paragraph.

Text II The World of E-Books Is Here

1. 语言知识点
2. Words and expressions; Notes
3. Writing strategies: persuasive writing by contrast
4. 问题与应用
5. Having a Discussion

Whenever new things show up in the world, there are people for them and people against them. It is also true with computer activities and video games. The truth is, however, that the world has entered the IT age, and people can’t possibly survive without computer. But on the other hand, some children have been preoccupied with computer games, incurring a heavy loss of time in their study. Have a discussion about the merits and demerits of computer games.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 10**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I The New Immorality

The New Immorality, a revealing argumentative essay, exposes, analyzes, and criticizes the new immorality prevalent in our age. This eleven-paragraph argumentation may be divided into three parts. The first three paragraphs, the beginning part, illustrate a paradox of our age. Paragraphs 4-10, the body of the text, first illustrate an interesting tendency to accept and take for granted personal dishonesty, and next analyze the social and psychological ground for the behavior, attitude, and defense of the dishonest people. Then, the writer presents his own opinions about the great significance of personal honor. The last paragraph, the conclusion of the essay, presents the writer’s idea of what an honest and honorable person ought to do no matter how bad the world may become.

Text II Growing Old

1. 语言知识点
2. Words and expressions; Notes
3. Writing strategies: argumentative writing by comparison and contrast
4. 问题与应用
5. Having a Discussion

What is happening in our society? Many things seem to have gone wrong, such as the poor quality powdered milk for babies, the unhealthy edible oil, the contaminated fast foods and drinks in the supermarkets, and whatsoever. And some people went crazy or benumbed, like the boy coming back from Japan stabbing his mother at the airport, the university student killing the woman he had knocked down accidentally with his car instead of rescuing her, the eighteen pedestrians walking past and ignoring the two-year-old girl that had been crushed by a car twice, and others. Discuss the causes of such misbehavior as well as the ways to stop them.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 11**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I Beauty

This argumentative essay argues that associating beauty with women has put beauty even further on the defensive, and does much harm to the notion of beauty and, in particular, to women. Meanwhile, the writer exposes and criticizes the social prejudices or sexual bias against women in relation to beauty. Moreover, she points out the way for women to get out of the crude trap in which they have been caught for too long and calls on people to do something to save beauty from women and for women. The text may be divided into three parts: the first three paragraphs being the first part, Paragraphs 4-9 the body of the essay, and the last paragraph the conclusion.

Text II A Grateful Wife Has Second Thoughts

1. 语言知识点
2. Words and expressions; Notes
3. Writing strategies: argumentative writing by classification and contrast
4. 问题与应用
5. Having a Discussion

Nowadays, many men and women go in for plastic surgery, not because they suffer from disfigurement as a result of some accident, but because they intend to look prettier for a good job, or for vanity. However, the definition and understanding of beauty vary from person to person. And the idea that the combination of internal and external beauty makes one really beautiful is widely accepted. Now have a discussion on beauty itself and the importance of beauty in life.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 12**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I Clothes Makes the Man – Uneasy

This expository essay deals with the changes in masculine fashion, focusing on the drastic changes in the West in the 1960s, pointing out the significance of masculine choices of clothes, and laying bare masculine narcissism and vanity. The text is intended to tell us that men found it quite easy to dress themselves before the 1960s; the difference between men’s and women’s clothes used to be an easy matter from every point of view. But since the beginning of the 1960s, the rate of change in masculine fashion has accelerated, and men have found it impossible to resist the changes. Men have had to make and value choices of clothes, which stamp their own identity. In the 1960s, men keenly felt and vigorously supported the tiny differences in their choices, for they attached too much importance to their individual identity. In the present age, masculine fashion preferences are also closely related to men’s narcissism and vanity. Nowadays, it is no longer easy to distinguish between men’s and women’s clothes.

Text II The Feminine Physique

1. 语言知识点
2. Words and expressions; Notes
3. Writing strategies: expositive essay developed by deductive method
4. Rhetorical devices: metaphor; synecdoche
5. 问题与应用
6. Having a Discussion

It is generally believed that it is women that pay much attention to what they wear and how they look. These days, however, men have also begun to be fussy over the same problem. Share your views about this issue.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 13**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I The Battle of the Ants

This text can be read in part as a descriptive satire intended to satirize the cruelty of war. From the angle of a witness or careful observer, the writer describes the battle of the ants in vivid details by using dynamic descriptive words, expressions, and sentences, as well as by employing different effective rhetorical devices. He presents both general and concrete descriptions, focusing on the deadly combat between the two red ants and the black one.

Text II The Alligators of East Florida

1. 语言知识点
2. Words and expressions; Notes
3. Writing strategies: descriptive satire
4. Rhetorical devices: allusion; personification; sarcasm
5. 问题与应用
6. Having a Discussion

It has been reported that animal species are becoming extinct at an increasing speed. Therefore, governments of almost all countries and many NGOs are calling on people all over the world to adopt a scientific and protective attitude towards animals, which are on the whole indispensable links of the ecological chain on earth. Actually, if we human beings take better care of various animals, we are protecting our Earth and ourselves. If you say yes to this idea, please have a discussion on the following two points: the ideal relationship between human beings and animals and challenges the practice of keeping wild animals in zoos has encountered.

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

**UNIT 14**

1. 目的与要求

After learning this unit, students will be able to

1. understand the main idea of the text and talk about it;
2. understand the organization and development of the text;
3. understand the writing style of the text and the rhetorical devices used in it;
4. grasp the key language and grammar points
5. 教学内容
6. 主要内容

Text I Are We Raising a Generation of Spoilt Brats?

In this essay the author recounts the problem faced by present-day parents, who are raising a generation of spoilt children by doting on them excessively. The text may be divided into four parts.

The first three paragraphs, making up part one, present a scene of pampered existence of today’s children and the accommodating attitudes that parents hold towards their children. Part two, consisting of Paragraphs 4-14, analyzes in detail why and how parents, with their complaints and struggles, are tolerant of their children’s extravagance. Paragraphs 15-18, making up part three, hold that the overindulgence from parents has led to the unwanted and harmful effects on young generations. Part four, Paragraphs 19-21, offers some advice that parents who, also astonished by the high cost of children’s extravagant expenditure and determined to take some countermeasures, should, according to experts, lay out the ground rules for children instead of being yes-men all the time.

Text II Education Begins at Home

1. 语言知识点
2. Words and expressions; Notes
3. Writing strategies: argumentation by cause and effect
4. Rhetorical devices: metaphor; simile; quotation
5. 问题与应用
6. Having a Discussion

The upbringing of children is no longer a domestic problem only, but a social issue, which deserves everyone's attention. You are college students on the threshold of adulthood. Probably you have enjoyed and are still enjoying meticulous care by your parents. Their attention to you must have produced some negative impact on you. What remedial measures do you think can be taken to overcome the disadvantages resulting from this kind of child-rearing?

1. 课后练习
2. Questions for text comprehension
3. Language work
4. Translation exercises
5. Writing practice
6. 教学方法与手段

采取课堂讲授、讨论与回答问题相结合的教学方法，使用多媒体、网络等教学手段。

五、各教学环节学时分配

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **教学环节****教学时数****课程内容** | **讲****课** | **习****题****课** | **讨****论****课** | **实验** | **其他教学环节** | **小****计** |
| Unit 1 | 3 | 0.5 | 0.5 |  |  | 4 |
| Unit 2 | 4 | 0.5 | 0.5 |  |  | 5 |
| Unit 3 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 4 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 5 | 3 | 0.5 | 0.5 |  |  | 4 |
| Unit 6 | 3 | 0.5 | 0.5 |  |  | 4 |
| Unit 7 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 8 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 9 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 10 | 3 | 0.5 | 0.5 |  |  | 4 |
| Unit 11 | 4 | 0.5 | 0.5 |  |  | 5 |
| Unit 12 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 13 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 14 | 3 | 0.5 | 0.5 |  |  | 4 |
| 复习 |  |  |  |  | 2 | 2 |
| 合计 | 23 | 3.5 | 3.5 |  | 2 | 32 |

六、课程考核

（一）考核方式

 考试

（二）成绩构成

 平时成绩40%，期末考试60%

（三）成绩考核标准

1. 平时成绩

1) 课堂考勤，占总评10%；

2) 课堂及课后作业10次，占总评10%；

3) 课堂讨论及课堂参与，占总评10%；

4) 课堂演示，占总评10%。

2. 期末考试

1) 课内内容

2) 课外内容

七、推荐教材和教学参考资源

（一）推荐教材

何兆熊.《综合教程5》（第2版）.上海：上海外语教育出版社，2013。

（二）教学参考资源

参考书目

1. 【美】Brown, H. Douglas.《语言学习和语言教学的原则》（第3版）.北京：外语教学与研究出版社，2002.
2. 【英】Cook, Vivian.《第二语言学习与教学》（第4版）.北京：外语教学与研究出版社，2011.
3. 【美】Day, Susan, Elizabeth McMahanm. *The Writer’s Resource*. McGraw-Hill Book Company, 1983.
4. 【英】Hartwell, Patrick, Robert H. Bentley. *Open to Language*. Oxford: Oxford University Press. 1982.
5. 【美】Langan, John.《美国大学英语写作》（第9版）.北京：外语教学与研究出版社，2014.
6. 【英】Yalden, Janice.《语言教学课程设计原理》.北京：外语教学与研究出版社，2000.
7. 【美】马克·凯什岚斯基，帕特里克·吉尔里，帕特里夏·奥布莱恩. 《西方文明史》（第五版）（精编普及版）. 北京：中国人民大学出版社，2016.
8. 高前、杨跃华.《英语专业八级考试单项突破系列——翻译与写作》.上海：上海外语教育出版社，2011。
9. 孟利、吉文凯.《英语专业八级考试单项突破系列——阅读理解》.上海：上海外语教育出版社，2010。
10. 祁寿华.《高级英语写作指南》.上海：上海外语教育出版社，2013。
11. 钱瑗.《实用英语文体学》.北京：外语教学与研究出版社，2006。
12. 张汉熙.《高级英语》.北京：外语教学与研究出版社，1995。
13. 邹申.《全新英语专业八级考试指南》（第3版）.上海：上海外语教育出版社，2013。
14. 《柯林斯高阶英语学习词典》（英语版）.北京：外语教学与研究出版社，2006。

报刊杂志及电子刊物

1. 《外国语》
2. 《外语电化教学》
3. 《外语教学》
4. 《外语教学与研究》
5. 《外语界》
6. 《外语与外语教学》
7. Mail Online (<http://www.dailymail.co.uk/home/index.html>)
8. Mirror Online (<http://www.mirror.co.uk/>)
9. Planet eBook (<http://www.planetebook.com/free-ebooks.asp>)
10. The Guardian (<http://www.theguardian.com/uk>)
11. The New Yorker (<http://www.newyorker.com/>)
12. The Sun (<http://www.thesun.co.uk/sol/homepage/>)
13. The Times (<http://www.thetimes.co.uk/tto/news/>)
14. TIME.com (<http://www.time.com/time/>)

网络资源

1. Longman Dictionary of Contemporary English ( <http://www.ldoceonline.com/>)
2. Oxford Advanced Learner’s English Dictionary

(<http://www.oxfordadvancedlearnersdictionary.com/>)

1. Corpus Concordance English (http://lextutor.ca/conc/eng/)
2. The Corpus of Contemporary American English (COCA) (<http://corpus.byu.edu/coca/>)
3. Answers (<http://www.answers.com/>)
4. Encyclopedia Britannica (<http://www.britannica.com/>)
5. Wikipedia (<http://en.wikipedia.org/>)
6. British Broadcasting Corporation (<http://www.bbc.com/>)
7. CNN.com International (<http://edition.cnn.com/>)
8. TED (<https://www.ted.com/>)
9. 句酷批改网 <http://www.pigai.org/>
10. 网易公开课 (<http://v.163.com/open/>)

八、其他说明

 无

大纲修订人：陈如 修订日期：2020年11月

大纲审定人：阳鲲 审定日期：2020 年12月