**《高级英语II 》课程教学大纲**

***The Course Syllabus of Advanced English II***

一、课程基本信息 (Basic Course Information)

课程代码：16102104

Course Code: 16102104

课程名称：高级英语II

英文名称：Advanced English II

课程类别：学科基础课

Course Type: specialized core course

学时：64学时

Period：64

学　　分：4学分

Credit: 4

适用对象: 英语专业

Target Students: Undergraduate Majoring in English

考核方式：考试

Assessment: Examination

先修课程：基础英语、语音、听力、口语、英语语法、英语阅读、英语写作、英语视听说

Preparatory Course: Basic English, Phonetics, Listening, Spoken English, English Grammar, English Reading, English Writing, English Audio-Visual-Oral Course

二、课程简介 (Brief Course Introduction)

《高级英语II》是一门为英语专业三年级学生开设的专业技能课以训练学生综合英语技能尤其是阅读理解、语法修辞与写作能力。课程注重培养学生对不同体裁﹑不同题材﹑不同风格的文章的理解和欣赏能力。课程材料主要选自名家作品，内容涉及政治﹑经济﹑社会﹑文化、文学﹑教育﹑哲学诸方面。通过精心阅读与分析，学生的知识面得以扩大，对社会和人生的理解得以加深，分析理解能力及逻辑思维能力得以升华，英语语言综合运用能力得以提高。为此，每课都配有大量的相关练习，包括阅读理解、词汇研究、句子释义，文体分析、中英互译和写作练习等。

Advanced English II is a specialized skill course designed for junior students majoring in English to train their comprehensive English skills, especially in reading comprehension, grammar, rhetoric and writing. Great attention is paid to students’ development in comprehension and appreciation of articles with various types, themes and styles. Materials are selected from a wide range of sources with strong flavor of the times and especially from some famous contemporary masters’ works with respect to politics, economics, society, culture, literature, education, philosophy, etc. Students’ scrupulous reading and analysis of the articles will help to broaden their knowledge, deepen their understanding of life and society, elevate their analysis and logical thinking and enhance their ability comprehensively in the application of English language. For those purposes, plenty of relevant exercises are attached to each unit for reading comprehension, word study, sentence paraphrase, style analysis, writing and Chinese-English cross-translation.

三、课程性质与教学目的

《高级英语II》是为英语专业三年级学生第二学期所开设的学科基础课。

《高级英语II》的教学目的在于训练学生综合英语技能尤其是阅读理解、语法修辞与写作能力。课程通过阅读和分析内容广泛的英语材料，扩大学生知识面，增强对文化差异的敏感性，增强学生对中外哲学思想的分析能力，提升爱国意识，进一步培养学生的社会主义价值观；培养学生对名篇的分析和欣赏能力、逻辑思维与独立思考的能力，巩固和提高学生英语语言技能。每个授课单元都相应的配有大量的相关练习，包括阅读理解、词汇研究、篇章分析、改述、改错、中英互译和写作练习等，用于提高学生阅读理解和词汇运用能力，使他们能正确理解文本的内容和主题思想，抓住文章的要点，分析文章的结构、语言技巧和修辞特点；提高学生语言表达能力，逻辑思维和判断评述能力，能用英语解释文章中的难句、要点；能用英语归纳文章的主题思想，并能对文章的内容进行简单的分析、鉴赏、评论。通过一学期（64学时）的课程教学及课外学习，学生应达到以下要求：

1. 认知词汇达7000－9000个左右，且能正确而熟练地使用其中5，000个及其最常用的搭配；
2. 能熟练掌握句子之间和段落之间的各种衔接手段，如照应、省略、替代等。能辨别词语的地位，认识什么是正式用语、非正式用语、中性词语、文学词语、口语用语等；
3. 能读懂一般英美报刊杂志上的文章、英语国家出版的有一定难度的历史传记和文学作品；
4. 了解和掌握基本的修辞手法，词义上的修辞格如明喻(simile)、暗喻(metaphor)、借代(metonymy)、拟人(personification)、反语(irony)、夸张(hyperbole)、含蓄渲染(litotes)、矛盾修饰(oxymoron)、移就(transferred epithet)、双关(pun)、暗引(allusion)和隽语(paradox)等，结构上的修辞格如反复(repetition)、排比(parallelism)、对偶(antithesis)、设问(rhetorical question)、层递(climax)等，音韵上的修辞格如头韵(alliteration)和拟声(onomatopoeia)等。
5. 能简单分析文章的思想观点、语篇结构、语言特点，能从文体修辞、历史文化等专业角度对英美文学原著进行分析归纳、评论欣赏，具备一定的文学鉴赏能力；
6. 初步掌握写作技巧，掌握如何开篇、收篇，如何突出中心、承上启下。在理解的基础上，分析文章的构思、中心思想、段落大意、写作特点及文章的优缺点。通过对文章作者和时代背景的了解逐步欣赏和掌握文章的体裁和文体风格。掌握各种文体如说明文、议论文、记叙文和描述性文章的特征，并运用到自己的写作中去。

四、教学内容及要求

**第一章Unit 1**

Text I: A Class Act

Text II: To Build a Kingdom of Love

1. 目的与要求

After learning this unit, students will be able to

1. grasp key words and language points

2. understand the main idea, the organization and development of the text

3. learn some writing strategies: creating mental picture of emotions

4. reflect the notion of Ren(benevolence) of Chinese philosophy

1. 教学内容
2. 主要内容
3. **Pre-reading activities**
4. Warm-up questions
5. Background information
6. About the author: Florence Cartlidge
7. Discussions on education
8. Discussions on the title: A Class Act
9. “良言一句三冬暖，恶语伤人六月寒”is an ancient saying in China. Please reflect on your own experience about somebody saying some very kind words to you and touched you deeply

**II. Text Study**

1. Text introduction: The first part (Paragraphs 1–3) is about the author’s family and their life during the war; the second part (Paragraphs 4–7) describes the author’s experience of humiliation in the school; the third part (Paragraphs 8–11) gives an account of how her excitement about a free photographic portrait sitting triggers her anticipation of the oncoming torment in the school; the fourth part (Paragraphs 12–15) describes what actually happened later, which was a turning point in the author’s life — instead of being humiliated, she was warmly praised and encouraged by a sympathetic teacher; the last part (Paragraphs 16–17) describes the immediate impact of a “warm sentence” by the teacher and its everlasting influence on the author.
2. Text analysis
3. Structure
4. Writing strategies: creating mental picture of emotions
5. Text comprehension
6. Gist questions
7. Detailed reading

**III. After-reading Activities**

1. Writing strategies

In the passage a number of expressions and sentences are employed to indicate the ups and downs of the author’s emotions and feelings. Try to understand how the author creates a vivid mental picture of her emotions.

1. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
2. Text II comprehension
3. 基本概念和知识点
4. Key words and expressions
5. Writing strategies: creating mental picture of emotions
6. Elements of narration
7. Theme
8. 问题与应用（能力要求）
9. What are the differences between the work of netwriters and that of professional writers?
10. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
11. Why some people would like to name their children with “仁”, to give this concept a general and specific understanding.
12. Text II comprehension
13. To understand the main idea of the text and be able to talk about the topic.
14. 思考与实践

It is universally acknowledged that adults, especially parents and teachers, have a great influence on children’s development through their words and deeds. It is also widely noted that many children admire their parents for their love and resourcefulness. Tell the story of a parent who sacrificed a lot for the good of his/her child/children.

1. 教学方法与手段

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**第三章Unit 3**

Text I: On Reading

Text II: Why We Read

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points

2. understand the main idea, the organization and development of the text

3. learn some writing strategies: sentences of inverted sequence

1. 教学内容
2. 主要内容
3. **Pre-reading activities**
4. Warm-up questions: a good book will evoke sympathy in its readers’ heart, give them some enlightenment and even may change their lives. Have you read 增广贤文 or Dao Te Ching? What do you think about them?
5. Background information
6. About the author: W. Somerset Maugham
7. Discussions on classifications of reading
8. Discussions on ways of reading

II. Text Study

1. Text Introduction: In this essay, the author focuses his discussion exclusively on one point: Reading should be enjoyable. With neatly knitted development the author approaches the theme from two perspectives — what to read (from Paragraph 1 to Paragraph 3) and how to read (from Paragraph 4 to Paragraph 6). According to him, both should fit the reader’s own fancy.
2. Text analysis
3. Structure
4. Theme: enjoyment of reading
5. Writing strategies: Sentences of inverted sequence
6. Text comprehension
7. Gist questions
8. Detailed reading

**III. After-reading Activities**

1. Writing strategies:

1) Sentences of inverted sequence and their stylistic functions

2) The author’s viewpoints involved in his personal experiences

1. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
2. Text II comprehension
3. 基本概念和知识点
4. Key words and expressions
5. Writing strategies: sentences in inverted sequence
6. W. Somerset Maugham’s writing style, esp. the neatly knitted development of the article
7. Theme: enjoyment of reading
8. 问题与应用（能力要求）
9. What is literary canon?
10. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
11. Text II comprehension
12. To understand the main idea of the text and be able to talk about the topic.
13. 思考与实践
14. How do you understand W. Somerset Maugham’s statement: “To acquire the habit of reading is to construct for yourself a refuge from almost all of the miseries of life.”?
15. Do you have shelves full of unread books? Does it seem like you never have the time or the energy to read?
16. How do you think about Chinese classics like I Ching, Tao Te Ching, Emperor Huang’s Inner Ching, and Analects? Have you tried a generous tasting sample of them?
17. 教学方法与手段

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**第四章Unit 4**

Text I: Matriculation Fixation

Text II: Who Needs Harvard?

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points
2. understand the main idea, the organization and development of the text
3. learn some writing strategies: introduce a number of subtopics
4. Help students reflect on fairness of Gaokao in China, comparing with the admission system of America. Introducing them with Legacy Admit Rate at 30% in Harvard in 2011.
5. 教学内容
6. 主要内容
7. **Pre-reading activities**
8. Warm-up questions
9. Background information
10. About the author: Joe Queenan
11. Discussions on the meaning of higher education
12. Discussions on the necessity of diligence in university learning

**II. Text Study**

1. Text introduction:In the essay the author offers his advice to those parents who have college-bound children. He first criticizes those parents who boast of having got their children into select universities. He points out that a good university does not necessarily guarantee a successful career. This is supported by the example of his high school friends. Then he tells those disillusioned parents whose children are unlikely to enter prestigious universities that many people achieve huge success in this society without a degree from a prestigious university. This is supported by his own experience. Finally he reminds those parents that “... life doesn’t have just one act. There is often Act Two. And Act Five.”
2. Text analysis
3. Theme: meaning of higher education
4. Structure
5. Writing strategies: introduce a number of subtopics
6. Text comprehension
7. Gist questions
8. Detailed reading

**III. After-reading Activities**

1. Writing strategies: Written in a personal and informal style, this essay has a number of subtopics that are carefully introduced. The essay begins with the author’s unexpected encounter with a stranger in a hospital, and ends with his tour of MIT campus.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension

The article presents a look at the pressure on high school students to be admitted to prestigious colleges and universities in the U.S. and misconceptions about the benefits of elite schools. The author offers a look at a study which revealed that students, not schools, are responsible for financial and professional success. To conclude that it is the student himself not the university decides how excellent he will be in future.

1. 基本概念和知识点
2. Key words and expressions
3. Writing strategies: how to use an anecdote as a starting point of the essay & how to echo subtopics to a theme of an essay
4. Joe Queenan’s writing style, esp. a personal and informal style
5. Theme: people’s obsessive interest in attending elite colleges
6. 问题与应用（能力要求）
7. What is the meaning of higher education?
8. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
9. Text II comprehension
10. To understand the main idea of the text and be able to talk about the topic
11. 思考与实践
12. Do elite colleges really matter?
13. How do universities influence your life?
14. What’s the merit of your college?
15. What’s your advice for your college?
16. 教学方法与手段

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**第五章Unit 5**

Text I: A Few Kind Words for Superstition

Text II: The Fortune-Teller

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points
2. understand the main idea, the organization and development of the text
3. learn some writing strategies: to develop the expository essay by means of classification and division; to use anecdotes and example as details to support each classification and division; to insert some rhetorical questions to achieve a variety of functions
4. 教学内容
5. 主要内容
6. **Pre-reading activities**
7. Warm-up questions
8. Background information
9. About the author: William Robertson Davies
10. Discussions on various forms of superstitions

**II. Text Study**

1. Text introduction: The text is developed by means of the author’s classification of the four types of superstition, and his explanation of its history, popularity, characteristics and reason for people’s fascination with it. Mr. Davies uses a variety of examples in every paragraph, with the exception of the first two paragraphs, to develop the text. These examples include anecdotes, facts and personal experiences. In many of these examples we notice the words“a deeply learned professor, another learned professor, Dr, Samuel Johnson, a good scientist. ”All this helps to build the impression that superstition is not only for the naive and ignorant but that it is“alive and flourishing among the people who are indisputably rational.
2. Text analysis
3. Theme: superstition
4. Structure
5. Writing strategies:classification and division
6. Text comprehension
7. Gist questions
8. Detailed reading

**III. After-reading Activities**

1. Writing strategies: In this expository essay, the author first presents four types of superstition by means of classification and division. Each type is clarified with some anecdotes and examples. Then, he offers his explanation as to why some people are fascinated with this irrational practice by taking a close examination of human nature. During the process, the author now and then inserts some rhetorical questions to achieve a variety of functions.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. 基本概念和知识点
5. Key words and expressions
6. Writing strategies: expository essay by means of classification and division, rhetorical questions
7. Canadian writer Robertson Davies’s writing style
8. Theme: superstition
9. 问题与应用（能力要求）
10. Do you believe in fortune-tellers?
11. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice
12. Text II comprehension
13. To understand the main idea of the text and be able to talk about the topic.
14. 思考与实践
15. What is superstition?
16. How did superstitions begin?
17. What is the common assumption about people who believe in superstition?
18. 教学方法与手段

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**第六章Unit 6**

Text I: Being There

Text II: Cultural Habits

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points
2. understand the main idea, the organization and development of the text
3. learn some writing strategies: cohesive devices
4. learn some rhetorical skills: transferred epithet and rhetorical questions
5. Help students with better understanding of China’s travel resources.
6. 教学内容
7. 主要内容
8. **Pre-reading activities**
9. Warm-up questions
10. Background information:
11. About the author: Anatole Broyard
12. Discussions on Travelers and Tourists
13. Discussions on travel resources of China. The magnificent mountains and rives and lakes, and some cultural relics.

**II. Text Study**

1. Text introduction: The text is basically composed of three topics：an examination of primary motivations for travel, a discussion of travel writing that offers useful insights into travelers’ psyche, and a description of the peculiar approach held by some travelers today.
2. Text analysis
3. Theme: travel and mental health
4. Structure
5. Writing strategies: cohesive devices
6. rhetorical skills: transferred epithet and rhetorical questions
7. Text comprehension
8. Gist questions
9. Detailed reading

**III. After-reading Activities**

1. Writing strategies: Structurally, the essay develops along the thread that begins with an examination of conventional motivations for traveling, then moves on to a discussion of travel writings that offer useful insights into travelers’ psychology, and ends with a description of an unusual approach some contemporary travelers adopt. Try to find the **cohesive devices** the author employs to connect these three sections.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Compare the travel resources of China and Canada which is the second largest country in the world. To know what magnificent travel resources China have.
4. Text II comprehension
5. 基本概念和知识点
6. Key words and expressions
7. Writing strategies: cohesive devices
8. Rhetorical skills: transferred epithet and rhetorical question
9. Anatole Broyard’s writing style
10. Theme: travel and mental health
11. 问题与应用（能力要求）
12. Can cultural differences incur misunderstanding? Try to give some examples?
13. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
14. Text II comprehension
15. To understand the main idea of the text and be able to talk about the topic.
16. 思考与实践
17. What is the meaning of traveling?
18. Inside every traveler, there’s a dream place that he is dying to visit in his lifetime. We always hear people, especially young people, say that “When I have enough money, I will spend my holiday in …” What is your dream place? Tell us where it is and why you want to go there.
19. Why does the author entitle his essay “Being There"?
20. 教学方法与手段

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**第八章Unit 8**

Text I: Two Truths to Live By

Text II: Intoxicated by My Illness

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points

2. understand the main idea, the organization and development of the text

3. learn some writing strategies: descriptive narration

4. reflect on what we should hold fast and what we should let go

1. 教学内容
2. 主要内容
3. **Pre-reading activities**
4. Warm-up questions
5. Background information
6. About the author: Alexander M. Schindler
7. Discussions on life itself as a paradox

**II. Text Study**

1. Text Introduction: This essay discusses one of the paradoxes in life: “to let go” and “to hold fast.” The author tries to explain the importance of cherishing beauty when it is offered and to let it go when it is inevitable. Thus “to let go” is as important as “to hold fast” in our lives.
2. Text analysis
3. Theme: Life itself is a paradox.
4. Structure
5. Writing strategies: descriptive narration
6. Text comprehension
7. Gist questions
8. Detailed reading
9. Analyze on “Add love to a house and you have a home. Add righteousness to a city and you have a community. Add truth to a pile of red brick and you have a school. Add justice to the far-flung round of human endeavor and you have civilization.

**III. After-reading Activities**

1. Writing strategies: The last paragraph contains five imperative sentences beginning with “add,” which place emphasis on what we should do — to invest meaningless physical beings or efforts with human virtues — in order to reach our ideals. Each sentence contains three words or phrases denoting three notions: a human virtue — a creation or endeavor — a meaningful or precious result. Now try to pick out those words and phrases belonging in the three categories in these sentences.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. 基本概念和知识点
5. Key words and expressions
6. Writing strategies: descriptive narration
7. Rhetorical skill: parallelism in imperative sentences
8. Alexander M. Schindler’s writing style
9. Theme: Life itself is a paradox.
10. 问题与应用（能力要求）
11. To discuss the paradoxes in life: “to let go” and “to hold fast.”
12. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
13. Text II comprehension
14. To understand the main idea of the text and be able to talk about the topic.
15. 思考与实践

If you are required to give up something for something else, how would you make the choice? And why?

1. 教学方法与手段

课堂讲授、多媒体教学、分组讨论、课堂讨论

**第九章Unit 9**

Text I: How to Grow Old

Text II: Nearing 90

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points

2. understand the main idea, the organization and development of the text

3. learn some writing strategies: metaphor for the theme of the essay

1. 教学内容
2. 主要内容
3. **Pre-reading activities**
4. Warm-up questions
5. Background information
6. About the author: Bertrand Russell
7. Discussions on ways to keep young and face death

**II. Text Study**

1. Text introduction: This is one of the essays in Bertrand Russell’s Portraits from Memory, which was published in 1956. As is indicated in the title, the essay deals with the issue of aging. In a light and humorous style, the author turns this social issue into a personal discussion on two topics: How to keep oneself psychologically young and how to perceive death in one’s old age.
2. Text analysis
3. Theme: how to keep young and face death
4. Structure
5. Writing strategies: metaphor for the theme of the essay
6. Rhetorical skill: metaphor
7. Text comprehension
8. Gist questions
9. Detailed reading

**III. After-reading Activities**

1. Writing strategies: The author compares one’s life to a river with its different phases. The metaphor is used to illustrate particular characteristics of an individual human existence in three different phases. Try to describe how this metaphor works for the theme of the essay.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. 基本概念和知识点
5. Key words and expressions
6. Writing strategies: metaphor for the theme of the essay
7. Bertrand Russell’s reflection on life and death
8. Theme: how to keep young and face death
9. 问题与应用（能力要求）
10. How can one be relieved from the worry of aging?
11. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
12. Text II comprehension
13. To understand the main idea of the text and be able to talk about the topic.
14. 思考与实践

How could one get out of undue absorption in the past?

1. 教学方法与手段

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**第十一章Unit 11**

Text I: My Wood

Text II: Town Life

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points
2. understand the main idea, the organization and development of the text
3. learn some writing strategies: to relate personal experiences
4. learn some rhetorical devices: allusion, diction imagery, mock seriousness, and irony
5. 教学内容
6. 主要内容
7. **Pre-reading activities**
8. Warm-up questions:
9. Background information:
10. About the author: E(dward) M(organ) Forster
11. Discussions on the nature of materialism

**II. Text Study**

1. Text Introduction: In this essay, the author explores the psychological consequences of owning property. Through a fine description of the psychological changes he underwent after he had bought a wood, the author suggests that it is perhaps part of human nature to be “stout”, “avaricious”, “pseudo-creative” and “selfish” and that property is a curse that intensifies all these negative elements of man.
2. Text analysis
3. Theme: psychological consequences of owning property
4. Structure:
5. Writing strategies: to relate personal experiences
6. Text comprehension
7. Gist questions
8. Detailed reading

**III. After-reading Activities**

1. Writing strategies: With his personal experience, E.M. Forster elaborates on the four effects produced by his wood in Paragraphs 2, 4, 5, and 7. The discussion of each effect has either a Biblical allusion, or an image or an anecdote as a lead. Try to pick out the main allusion, image or anecdote in relation to each effect under discussion.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. 基本概念和知识点
5. Key words and expressions
6. Writing strategies: to relate personal experiences
7. Rhetorical skills: allusion, diction imagery, mock seriousness, and irony
8. E. M. Forster’s writing style
9. Theme: psychological consequences of owning property
10. 问题与应用（能力要求）

* How to understand“Possession is one with loss”?
* To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
* Text II comprehension
* To understand the main idea of the text and be able to talk about the topic.

1. 思考与实践
2. What is the nature of materialism?
3. What is the promised sweetness and pleasure in owning property?
4. Which do you think can give you more satisfaction, owning or sharing? Why?
5. 教学方法与手段

课堂讲授、多媒体教学、分组讨论、课堂讨论

**第十二章Unit 12**

Text I: Disney World: Cities of Simulation as Postmodern Utopias

Text II: Las Vegas: Postmodern City of Casinos and Simulation

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points

2. understand the main idea, the organization and development of the text

3. learn some writing strategies: the shift of addressing forms

4. understand how hypocritic the theme parks are: the very expensive ticket, the ban of bringing in one’s own food or snacks, etc.

1. 教学内容
2. 主要内容
3. **Pre-reading activities**
4. Warm-up questions:
5. Background information
6. About the author: Ken Sanes
7. Discussions on society, our life and technology

**II. Text Study**

1. Text Introduction: In this essay the author gives his critical view on Disney World from two perspectives: Why does this park have such a great appeal to its visitors? And how does modern technology play its paradoxical roles in Disney? Consequently, the discussion on these two topics reveals some ironic contradictions we hold about ourselves, society, life and technology. In the end, the author highlights his point that “progress might cause humanity to regress” as “we see the ultimate attempt to rely on technology.”
2. Text analysis
3. Theme: society, our life and technology
4. Structure
5. Writing strategies: the shift of addressing forms
6. Text comprehension
7. Gist questions
8. Detailed reading

**III. After-reading Activities**

1. Writing strategies: It is worth noting that the author uses “visitors,” “they,” and “them” in the first two paragraphs, but he uses “you” in Paragraph 3 and “we” or “us” in all other paragraphs. Obviously the shift of addressing forms has some specific functions.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Discussion: share with your classmates one of your worst experiences in an amusement park.
4. Text II comprehension
5. 基本概念和知识点
6. Key words and expressions
7. Writing strategies: the shift of addressing forms
8. Rhetorical skill: quotation (of some terms)
9. Ken Sanes’s writing style
10. Theme: society, our life and technology
11. 问题与应用（能力要求）
12. An amusement park is the favorite of many people, especially of children. It is where you can let off steam and escape a bad mood. But amusement parks also have many demerits, for example, safety problems, poor service quality, etc. Please talk about one of your best or worst experiences in an amusement park.
13. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
14. Text II comprehension
15. To understand the main idea of the text and be able to talk about the topic.
16. 思考与实践

What does Disney World create?

1. 教学方法与手段

课堂讲授、多媒体教学、分组讨论、课堂讨论

**第十三章Unit 13**

Text I: Friendship

Text II: American Friendship

1. 目的与要求

After learning this unit, students will be able to:

1. grasp key words and language points
2. understand the main idea, the organization and development of the text
3. learn some writing strategies: ways to achieve emphatic effects
4. learn some rhetorical devices: rhetorical questions, exclamatory form
5. 教学内容
6. 主要内容
7. **Pre-reading activities**
8. Warm-up questions:
9. Background information:
10. About the author:Ralph Waldo Emerson
11. Discussions on friendship

**II. Text Study**

1. Text Introduction: This text is an excerpt from Emerson’s essay “Friendship” which was written in 1841.

In the essay we can find that the author’s discussion on friendship is not confined to the relationship between friends, but rather extends to the emotions of benevolence and complacency which are felt towards others. Given this proposition, the author discusses the nature of human affection in general and provides his own perception about the importance of such affection in human life.

1. Text analysis
2. Theme: friendship
3. Structure:
4. Writing strategies: ways to achieve emphatic effects
5. Text comprehension
6. Gist questions
7. Detailed reading

**III. After-reading Activities**

1. Writing strategies: To applaud the noble nature and pleasure of human affection, the author employs a number of devices on the syntactical level to achieve emphatic effects, such as rhetorical questions, inverted sentence order and exclamatory form.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. 基本概念和知识点
5. Key words and expressions
6. Writing strategies: ways to achieve emphatic effects
7. Rhetorical skill: rhetorical questions, inverted sentence order and exclamatory form
8. Ralph Waldo Emerson’s writing style
9. Theme: friendship
10. 问题与应用（能力要求）

* What does friendship mean to you?
* To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
* Text II comprehension
* To understand the main idea of the text and be able to talk about the topic.

1. 思考与实践

How do you define friendship?

What do you think are good ways of maintaining friendship?

Do adult friendship and childhood friendship differ in any way?

1. 教学方法与手段

课堂讲授、多媒体教学、分组讨论、课堂讨论

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 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 3 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 4 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 5 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 6 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 8 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 9 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 11 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 12 | 5 | 0.5 | 0.5 |  |  | 6 |
| Unit 13 | 5 | 0.5 | 0.5 |  |  | 6 |
| 复习答疑课 |  |  |  |  | 4 | 4 |
| 合计 | 50 | 5 | 5 |  | 4 | 64 |

六、推荐教材和教学参考资源

（一）推荐教材

何兆熊.《综合教程6》（第2版）.上海：上海外语教育出版社，2013。

（二）教学参考资源

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