**《英语阅读I》课程教学大纲**

一、课程基本信息

课程代码：18090162

课程名称：英语阅读I

英文名称：English Reading I

课程类别：学科基础课

学时：30学时

学　　分：2学分

适用对象: 英语专业

考核方式：考查

先修课程：无

二、课程简介

本课程是针对英语专业一年级开设的阅读课程，课程的特征体现在“泛”和“读”两个方面。就“泛”而言，选用的阅读材料题材广泛，涉及英语国家的社会、历史、文化、文学、艺术、宗教、政治、经济、科技、体育、环境保护、风土人情等各个领域。同时，文体呈多样性，精选记叙、说明、议论、新闻、广告、小说、诗歌、戏剧等语言风格不同的各类语篇。就“读”而言，本课程提供大量阅读训练，涵盖细读、略读、寻读等方法，着眼于培养阅读理解能力和阅读速度。

This course is a reading program intended for first year English majors. “Extensive” and “reading” are two aspects of this course. In the aspect of “extensive”, the reading materials cover various areas, such associety, history, culture, literary, art, religion, politics, economics, technology, sports, environmental protection, custom, etc. Moreover, the reading materials are of various genres, ranging from narration, exposition, argumentation, news report, advertisement, novel to poem and drama.As for the aspect of “reading”, this course, with a focus on developing reading ability and reading speed, provides lots of reading practice, covering reading skills of close reading, skimming and scanning.

三、课程性质与教学目的

本课程是针对英语专业一年级开设的阅读课程，旨在帮助学生通过大量阅读来提高水平，扩大知识面。本课程通过大量阅读训练，指导学生掌握各种常用阅读方法，学会快速、准确地获取并处理信息，并通过各种练习，培养假设判断、分析归纳、推理检验等逻辑思维能力。以达到提高学生英语阅读理解能力和阅读速度，增强英语语感，扩大词汇量，增加英语国家文化背景知识的目的。同时，在英语阅读教学的过程中融入思政教育元素，弘扬社会主义核心价值观和中华民族优良传统文化，帮助学生树立正确的政治态度，增强明辨事非的能力，增进对自身文化的认同。

四、教学内容及要求

第一章

Course description & reading skill

1. 目的与要求
2. Students should know the objectives and requirements of this course.
3. Students should master the method of figuring out new words’ meaning by looking for context clues.
4. 教学内容

 第一节

 1.Objectives and requirements of this course.

 2. Learning methods for this course.

 3. Reading tasks of this semester.

第二节

1. Introducing the concept of “context”.
2. Introducing several kinds of context clues for guessing the meaning of the new word.
3. 课后练习

Try to look for other kinds of context clues useful for guessing meanings.

1. 教学方法与手段

Lecture and discussion.

第二章

Unit 1

1. 目的与要求

After learning this unit, students should

1. knowthe functions of anaphor.
2. be able to write letters.
3. know how to plan his own campus life.

（二）教学内容

 第一节

1. Lead-in questions: What’s your expectation before entering the university?How is your college life different from your high school days?
2. Word pretest: figure out the meanings of the new words by looking for context clues
3. Reading comprehension questions:
4. Whether the writer of this letter is a very stern father?
5. Is education the enemy of fun?
6. Are extracurricular activities an important part of college education?

第二节

1. Vocabulary building: commandment, cynic, extracurricular, dean, strive, maintenance, involve, conducive.
2. Letter writing: its style.
3. The definition and functions of anaphor.
4. The main idea of the text: ten aspects of being a good college freshman.
5. Discussion: are the ten commandments mentioned in the text appropriate for Chinese college freshmen?

（四）课后练习

Fast reading.

Further reading: *Getting the best value for time*.

（五）教学方法与手段

Lecture and discussion.

第三章

Unit 2

1. 目的与要求

 After learning this unit, students should

1. know what culture shock is and how to tackle it.
2. understand the definition and functions of cohesion.
3. be able to use cohesions to write coherent paragraphs.

（二）教学内容

 第一节

1. Lead-in questions: What do you think culture shock means? Can you give some examples of culture shock? How would you cope with culture shock?
2. Word pretest: figure out the meanings of the new words by looking for context clues
3. Reading comprehension questions:
4. What does “system” in the third paragraph mean?
5. What qualities are important in fighting culture shock?
6. Why the writer recommends that you should “laugh at the mistakes you make”?

第二节

1. Vocabulary building: encounter, browse through, depressed, hostility, intangible, inevitable, locate, dwelling.
2. The concept of culture shock: a series of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation.
3. The definition and functions of cohesion: cohesion refers to relations of meaning that: exist within the text, and that define it as a text. Cohesion is a necessary though not a sufficient condition for the creation of text.
4. **Discussion: Compare the high-context culture of China with the low-context culture of the USA based on what happened during the COVID-19 pandemic in 2020, and then discuss why China can bring the pandemic under control in a short time while the USA cannot.**

（四）课后练习

Further reading: *Culture shock: a fish out of water.*

Essay writing: how to cope with culture shock with your own search results on the internet. Use cohesions to connect sentences.

（五）教学方法与手段

Lecture and discussion.

第四章

Unit 3

1. 目的与要求

 After learning this unit, students should

1. know how to organize a report.
2. be familiar with the method of figuring out words’ meanings by the use of context clues.
3. be able to analyze cohesions in the text.

（二）教学内容

 第一节

1. Lead-in questions: What’s your favorite type of movie? Can you name some horror movies?
2. The types of movies – comedy, tragedy, soap opera, series, romantic movie, martial art movie, science-fiction movie, thriller / horror film / scare movie, slapstick, documentary
3. Word pretest: figure out the meanings of the new words by looking for context clues
4. Reading comprehension questions:
5. What changes happen to people’s physical conditions when they watch a scary movie?
6. Why do men often like scary films as date movies?Do you agree with the author?
7. Which group of people are less likely to enjoy scary movies, people who enjoy the adrenaline rush, people with personal problems, empathetic people or men in love?

第二节

1. Vocabulary building: transfer, linger, predisposition, novelty, derive, gratification, aptly, empathetic.
2. Use subtitles to organize a report so as to make the structure clear.Every reason the author finds is assigned a subtitle. Each subtitle introduces a section illustrating one reason.
3. Analyze the following cohesions in the text from the aspect of type and function, however, similarly, still, this.
4. Discussion: Do you think the gender difference results from the different ways of being socialized? Why?

（四）课后练习

Fast reading practice.

Further reading: *How to watch a movie?*

（五）教学方法与手段

Lecture and discussion.

第五章

Unit 4

（一）目的与要求

 After learning this unit, students should

1. understandthe theme of the text.
2. know the distribution of American states and the major food produced in each region.
3. Master the method of figuring out the meanings of the new words in the text by the use of context clues.

（二）教学内容

 第一节

1. Lead-in questions: What features do you think American food has? Can you name some famous American food?
2. Cultural notes: differences between Chinese and American cooking – compared with Chinese cooking, American cooking methods are simpler, and more oily. Americans like cold and raw food, such as salad and raw steaks. They also like sweet food more than Chinese people. Americans focus on the nutrition of food more than the look, smell and taste of dishes which are usually the standards of assessing Chinese dishes.
3. Word pretest: figure out the meanings of the new words by looking for context clues
4. Reading comprehension questions:
5. What is the major character of American cooking?
6. What is the best known dish in New Orleans?
7. Why is the Midwest is called the “breadbasket of the nation”?
8. Which state is best known for its vegetables?
9. How many distinct regions are there in the U.S.?

第二节

1. Vocabulary building: specialty, aroma, spicy, nutritious, groves, stretch, buffet, game, intrigue, stick to your ribs, abundant.
2. Food vocabulary: clambake, seafood feast, ocean fresh, jambalaya, molasses, hearty, poultry, crab, lobster, citrus, grapefruit, lime, grove, broccoli, asparagus, lettuce, roast, chop, cornmeal, pancake, maple syrup, collard green, black-eyed pea, pheasant. For some of these food words, the text provides context clues as to their meaning. The students are asked to find out these context clues.
3. The five distinct regions of the U.S. and their characteristic dishes:Northeast, stretching from Maine to Maryland, which is famous for its seafood; the south, which includes Mississippi, Alabama, Georgia, and North and South Dakota, Nebraska, Illinois, and Kansas which specialize in fine breads andpastries; the Mountain Sates of Colorado, Montana, Wyoming, and Idaho, where wild game such as deer and pheasant are found; and the Southwest states of Arizona, New Mexico, and Texas, where barbecued food is a regional specialty.
4. Reflection: introduce a local specialty in your hometown. Describe its color, fragrance, and flavor. If you can ,share your recipe.
5. Video watching and discussion: watch BBC’s documentary about Sichuan dishes and find out the mistakes in the video.

（四）课后练习

Fast reading practice.

Further reading: *Eating the Sichuanese way.*

（五）教学方法与手段

Lecture, video and discussion.

第六章

Reading Skill &Unit 5

（一）目的与要求

 After learning this unit, students should

1. be able to analyze complex sentence structure.
2. understand that the context usually provides clues to the meaning to figures of speech and English idioms.
3. have the knowledge about *Bible* and *Genesis*

（二）教学内容

 第一节

1. Reading skill:
2. How to analyze complex sentences? 1st step: identify the main clause and its core parts, that is, the subject, the verb, and the object of a sentence. 2nd step: identify modifying elements and relate them to the core parts
3. How to understand figures of speech? Look for context clues.
4. How to understand idioms? Look for context clues.
5. Lead-in questions: How much do you know about the *Bible*?Who is the author of the *Bible*? Do we Chinese people have a folk story about the creation of the world? Have you heard or read about other creation stories?
6. Cultural notes:
7. About the *Bible*. The Bible claims to be “the word of God.” It records the interaction of God with historical people and nations. It reveals the meaning of life and the responsibility of human beings to their Creator. The Bible is actually a collection of books, some long, some short. This book of books is the world’s all-time best seller and the world’s most translated book. The Bible’s two major sections are the *Old Testament* and the *New Testament*.
8. About the *Genesis*. the first book of the *Bible*, which includes the stories of the creation of the world, Noah's Ark, the Tower of Babel, and the patriarchs Abraham, Isaac, Jacob, and Joseph

第二节

1. Word pretest: figure out the meanings of the new words by looking for context clues
2. Reading comprehension questions:
3. What is the first thing God created on the earth?
4. On which day was man created?
5. On the seventh day, what did God do?
6. Vocabulary building: hover, expanse, yield, swarm, livestock, dominion, subdue, behold.
7. Rhetorical devices: parallelism, personification.
8. Chinese translation of the text.

（四）课后练习

Fast reading practice.

Further reading: *The Birth of Jesus Christ.*

（五）教学方法与手段

Lectureand discussion.

第七章

Unit 6

（一）目的与要求

 After learning this unit, students should

1. be able to analyze complex sentence structure.
2. understandthe sentences with figures of speech in the text.
3. know how to develop a narrative text.

（二）教学内容

 第一节

1. Lead-in questions: Do you like jeans? Do you have a Levi’s? What do you know about Levi’s?
2. Cultural notes: About Levi Strauss. A German-American businessman who founded the first company to manufacture [blue jeans](https://en.wikipedia.org/wiki/Jeans). His firm, [Levi Strauss & Co.](https://en.wikipedia.org/wiki/Levi_Strauss_%26_Co.), began in 1853 in [San Francisco](https://en.wikipedia.org/wiki/San_Francisco), [California](https://en.wikipedia.org/wiki/California).
3. Word pretest: figure out the meanings of the new words by looking for context clues
4. Reading comprehension questions:
5. When did Strauss go to California?
6. What did Strauss make in California?
7. Why did Levi’s 555s have a higher price than its regular 555s?

第二节

1. Vocabulary building: rural, prosperous, durable, withstand, manufacture, logo, patent, commodity, run out, ration, branch out.
2. Understand sentence with figure of speech.

*Sine the material was ironically guaranteed to “shrink, wrinkle, and fade,” owners would jump into water with the new pants on. When they dried, they fit like a second skin!*

1. How the author develops the narration? Time sequence.
2. Discussion: What are the essential factors that lead to the success of Levi Strauss? Why do you think the success of Levi Strauss & Company can last to the present time? Do you want to be a leader in a small company or to be an employee in a well-established company?

（四）课后练习

Fast reading practice.

Further reading: *What is the WTO*

（五）教学方法与手段

Lecture and discussion.

第八章

Unit 7

（一）目的与要求

 After learning this unit, students should

1. be able to analyze complex sentence structure.
2. knowsome information about Youth Olympic Games.
3. knowthe elements of a news report.

（二）教学内容

 第一节

1. Lead-in questions: What is Youth Olympic Games? How is it different from the Olympic Games?
2. Cultural notes: The Youth Olympic Games (YOG) is an international [multi-sport event](https://en.wikipedia.org/wiki/Multi-sport_event) organized by the [International Olympic Committee](https://en.wikipedia.org/wiki/International_Olympic_Committee). The games are held every four years in staggered summer and winter events consistent with the current [Olympic Games](https://en.wikipedia.org/wiki/Olympic_Games) format. The first summer version was held in [Singapore](https://en.wikipedia.org/wiki/Singapore) from 14 to 26 August [2010](https://en.wikipedia.org/wiki/2010_Summer_Youth_Olympics) while the first winter version was held in [Innsbruck](https://en.wikipedia.org/wiki/Innsbruck), [Austria](https://en.wikipedia.org/wiki/Austria) from 13 to 22 January [2012](https://en.wikipedia.org/wiki/2012_Winter_Youth_Olympics). The age limitation of the athletes is 14 to 18.
3. Word pretest: figure out the meanings of the new words by looking for context clues
4. Reading comprehension questions:
5. Where did IOC President declared Nanjing the winning bidder of 2014 YOG?
6. Why did Guadalajara dropped out of the bidding?
7. When and where was the first YOG held?
8. What was the motto for Nanjing 2014 YOG?
9. How many venues did the IOC require for the YOG?

第二节

1. Vocabulary building: cite, inaugural, core, venue, obligation, stipulation, boast, legacy.
2. Elements of a news report: name of the news agency, news lead which tells the main facts of the news story concisely, the main part of the news report, conclusion.
3. **Discussion: Compare the achievements of Chinese athletes in Olympic Games before and after the liberation, and discuss the reasons leading the difference.**

（四）课后练习

Further reading: How the Olympic Games started?

Report writing: write a report on the history of the YOG.

（五）教学方法与手段

Lecture and discussion.

第九章

Unit 8

（一）目的与要求

 After learning this unit, students should

1. be able to analyze complex sentence structure.
2. knowthe structure of the text.
3. be familiar with the structure of an exposition.

（二）教学内容

 第一节

1. Lead-in questions: What are the characteristics of shy people? Do you think shyness is a good trait?
2. Word pretest: figure out the meanings of the new words by looking for context clues.
3. Reading comprehension questions:
4. Can shy people change?
5. Must you talk to everyone at a party?
6. Shall we reevaluate our goals regularly?
7. What are the shortcomings of being shy?
8. How can shyness be overcome?

第二节

1. Vocabulary building: adversely, profound, spontaneously, esteem, inferiority, jealously, timid, isolated.
2. Structure of the text: introduce the topic by describing uncomfortable feelings of shyness; elaborating on the shortcomings of shyness by making a contrast between people with high self-esteem with shy people; give suggestions of how to overcome shyness.
3. After-reading discussion: how would you help your friends or relatives to overcome shyness.
4. Fast reading practice.

（四）课后练习

Further reading: *How to make a good impression?*

（五）教学方法与手段

Lecture and discussion.

第十章

Unit 9

（一）目的与要求

 After learning this unit, students should

1. be able to analyze complex sentence structure.
2. knowthe major American festivals and their celebrations.
3. understand the importance of Christmas in the western world.

（二）教学内容

 第一节

1. Warming-up activity: Read the following descriptions about western festivals and guess which festival they convey?
2. It is one of the most important festivals in western countries.People usually celebrate it together with their family members.People send cards or gifts to others.A kind-hearted old man put the gifts in the stockings for children secretly at night.--- Christmas
3. This festival happens at the beginning of the spring.Usually most young people are happy on this day. They send flowers and chocolate or some other gifts to the one they love. --- Valentine’s Day.
4. This festival happens in winter. Every family has a feast on this day. Turkey is the most important food on this day. People celebrate it to thank God for a harvest in 1620. --- Thanksgiving.
5. This festival happens in spring. On this day most people are happy. Some people may be fooled but they can not be angry. People can tell lies and play tricks on others without being blamed. --- April Fool’s Day.
6. Most children are excited on this day. They wear black costumes or masks. They would like to dress up as frightening and ugly ghosts or witches. They would like to knock others’ doors and say, “trick or treat”. --- Halloween.
7. Cultural notes: American festivals.

New Year’s Day (January 1), Groundhog Day (February 2), Valentine’s Day (February 14), St. Patrick’s Day (March 17) , April Fool’s Day (April 1), Easter (the first Sunday that occurs after the first full moon on or after the vernal equinox (春分), which is between the dates of March 22 and April 25), Mother’s Day (the 2nd Sunday of May), Memorial Day (the last Monday in May), Father’s Day (the 3rd Sunday of June), Independence Day (July 4), Labor Day (the 1st Monday of September), Columbus Day (the 2nd Monday of October), Halloween (October 31), Thanksgiving (the 4th Thursday of November), Christmas (December 25)

1. Lead-in questions: How does your family celebrate the Spring Festival? In what way is Christmas similar to (different from) the Chinese Spring Festival ?

第二节

1. Word pretest: figure out the meanings of the new words by looking for context clues.
2. Reading comprehension questions:
3. When did Christian church start to celebrate Christmas?
4. Who is widely believed to begin the custom of decorating the Christmas tree at Christmas time?
5. Was the image of Santa Claus created by Thomas Nast in 1863?
6. What is the spirit of Christmas?
7. Vocabulary building: commemorate, observe, denote, log, kindle, integral, exact, penalty.
8. Branches of Christian church: Catholicism, Orthodox Eastern Church, Protestantism.
9. Structure of the text: origin of Christmas, Christmas is a holy day and a holiday, thedevelopment of the celebrations of Christmas.
10. After-reading discussion: What other western festivals are celebrated in China? Why people celebrate them?

（四）课后练习

Fast reading practice.

Further reading: *Celebrating the Chinese New Year at home and abroad?*

（五）教学方法与手段

Lecture and discussion.

第十一章

Reading Skill &Unit 10

（一）目的与要求

 After learning this unit, students should

1. know the concepts of main idea and topic.
2. knowthe difference between main idea and topic.
3. be able to find out the main idea and topic of the text.

（二）教学内容

 第一节

1. Reading skill.
2. Main idea: the author’s point, or the controlling idea, the core, or the central focus of a piece of writing.
3. Topic: the subject of a reading passage.
4. Lead-in questions: What do you think is the function of advertising? What factors should be paid attention to when translating an advertising slogan?
5. Word pretest: figure out the meanings of the new words by looking for context clues.
6. Reading comprehension questions:
7. What may cause the failure of a communication to reach its intended audience?
8. What is the normal process for an international advertisement to reach its audiences?
9. What did advertising people for General Motors think that “nova” mean?

第二节

1. Vocabulary building: dissemination, stimuli, constitute, commercials, embed, verbal, conversely, appeal, literacy, decode, perplexing, pitfall, tropical, collectivist.
2. The topic and main idea of the text, paragraphs 3, 4, 5, 6, 8.
3. After-reading discussion: Do you think advertising will bring benefits to consumers?
4. Fast reading practice.

（四）课后练习

Further reading: *How advertising is done?*

（五）教学方法与手段

Lecture and discussion.

第十二章

Unit 11

（一）目的与要求

 After learning this unit, students should

1. be able to find out the main idea and topic of the text.
2. be able to distinguish between main idea and topic.
3. understand Maslow’s hierarchy of needs.

（二）教学内容

 第一节

1. Lead-in questions: What kind of needs do you think people have? What is the most important need of human kind?
2. Word pretest: figure out the meanings of the new words by looking for context clues.
3. Reading comprehension questions:
4. What are the five levels of human needs?
5. In Maslow’s hierarchy of human needs, must primary needs be satisfied before secondary needs?
6. What kind of needs are related to students’ looking for jobs upon graduation?
7. What need is on top of Maslow’s hierarchy?
8. What kind of needs can a worker’s wage satisfy?

第二节

1. Vocabulary building: hierarchy, companionship, exposure, resort, sustain, prestigious, tenure, lobby.
2. The topic and main idea of the text, paragraphs 2, 3, 4, 5, 6.
3. Elaboration of five hierarchies.
4. After-reading discussion:What motivates you? A good job? Money? Recognition? Awards publicly given? Make a list of at least five of your most important motivations. Compare and discuss them with your classmates.

（四）课后练习

Fast reading practice.

Further reading: *General psychology: the study of behavior?*

（五）教学方法与手段

Lecture and discussion.

第十三章

Unit 12

（一）目的与要求

 After learning this unit, students should

1. be able to find out the main idea and topic of the text.
2. be able to distinguish between main idea and topic.
3. master the method of scanning and be able to find the information needed quickly.

（二）教学内容

 第一节

1. Lead-in questions: What do you think of self-learning by the use of resources on the internet? Do you like learn in cyber classes on your own at home?
2. Word pretest: figure out the meanings of the new words by looking for context clues.
3. Reading comprehension questions:
4. When did MIT start offering its course materials free online?
5. Which university might award certificates to students who have successfully completed its online courses?
6. What does The Khan Academy offer?
7. How did open courseware help Julius J. Davis?
8. How did the online courses help Wendy Ermold?

第二节

1. Vocabulary building: soar, courseware, sophisticated, credential, remote, programmer, applicable, plow through.
2. The topic and main idea of the text, paragraphs 2, 4, 7, 9, 10.
3. Brief the situation of open courses and the benefits of open education.
4. After-reading discussion:What changes has information technology brought to our society, on the campus, or to you personally?
5. **Discussion: Based on reports about what American government has done to China information technology company, discuss why the US government took these measures.**

（四）课后练习

Further reading: *apple’s iPhone*

Essay writing: Find a free online course offered by the prestigious American universities that interests you. Write a brief introduction for the course and introduce it to your classmates.

（五）教学方法与手段

Lecture and discussion.

第十四章

Unit 13

（一）目的与要求

 After learning this unit, students should

1. be able to find out the main idea and topic of the text.
2. be able to distinguish between main idea and topic.
3. be familiar with the method of using subtitles to organize aexposition.

（二）教学内容

 第一节

1. Lead-in questions: Do you like sports? Have you ever tried to lose weight?Do you think doing sports is an efficient way of losing weight?
2. Word pretest: figure out the meanings of the new words by looking for context clues.
3. Reading comprehension questions:
4. Why do women and men need the same kind of exercises?
5. Why retired athletes often gain fat?
6. What does much caloric expenditure depend on in the long run?
7. What may over-training result in? Injury, recovery or disease?
8. What is a better choice for long-term weight control? Consistent dieting, consistent exercising, or burning more calories at rest?

第二节

1. Vocabulary building:fitness, workout, rumor, calories, expenditure, novice, stationary, gasp for breath.
2. The topic and main idea of the text, paragraphs 3, 4, 7, 8, 11.
3. The writing method of using subtitles to organize an exposition.In the text, the subtitles are the misunderstandings in demand of being eliminated.
4. After-reading discussion: Do you know of a fitness myth like those discussed in this unit?Share it with your classmates.
5. Fast reading practice.

（四）课后练习

Further reading: *Fitness fundamentals.*

（五）教学方法与手段

Lecture and discussion.

第十五章

Unit 14

（一）目的与要求

 After learning this unit, students should

1. be able to find out the main idea and topic of the text.
2. be able to distinguish between main idea and topic.
3. be able to locate the information needed quickly in a passage.

（二）教学内容

 第一节

1. Lead-in questions:Do you think doodles can reflect a person’s character and personality? Why?
2. Word pretest: figure out the meanings of the new words by looking for context clues.
3. Reading comprehension questions:
4. What do faces looking to the right indicate?
5. What do decorated houses with signs of life show?
6. What does a person trying to get out of trouble tend to draw?
7. What do doodles of knives, daggers, and guns show?
8. What doodles do people in love tend to draw?

第二节

1. Vocabulary building: scribble, gregarious, disposition, grumpy, complacent, faculty, repress, sentimental.
2. The topic and main idea of the text.
3. Match the doodles at the end of Text A with the correspondent personality they each show.
4. After-reading discussion:Look at the doodle at the end of this unit.Working in groups of two or three, decide which of doodles analyzed in the text of section A it resembles most.
5. Fast reading practice.

（四）课后练习

Further reading: *Horoscopes.*

（五）教学方法与手段

Lecture and discussion.

第十六章

Unit 15

（一）目的与要求

 After learning this unit, students should

1. be able to find out the main idea and topic of the text.
2. be able to distinguish between main idea and topic.
3. be able to write letters in a correct way.

（二）教学内容

 第一节

1. Lead-in questions: What fictions have you read? Which one is your favorite and why?
2. Word pretest: figure out the meanings of the new words by looking for context clues.
3. Reading comprehension questions:
4. Whatwork does Howard Pease do?
5. How could a reader “scratch through the surface of the story”?
6. What is the problem with “escape fiction”?
7. What does Santiago’s dream about the lions imply?
8. What does the fairy tales by Hans Christian Andersen illustrate?
9. What qualities does a good reader who truly reads a book have?

第二节

1. Vocabulary building: villain, valiant, volume, vanity, implication, superficial, refreshing, rate.
2. The topic and main idea of the text.
3. A detailed analysis of Text A.
4. After-reading reflection:How should one read fiction? What are the suggestions from Howard Pease? Do you agree? Summarize in your own words the major points in his letter.

（四）课后练习

Further reading: *The old man and the Sea.*

Select an English novel and read it.

（五）教学方法与手段

Lecture and discussion.

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** |
| 第一章 | 2 |  |  |  |  | 2 |
| 第二章 | 2 |  |  |  |  | 2 |
| 第三章 | 2 |  |  |  |  | 2 |
| 第四章 | 2 |  |  |  |  | 2 |
| 第五章 | 2 |  |  |  |  | 2 |
| 第六章 | 2 |  |  |  |  | 2 |
| 第七章 | 2 |  |  |  |  | 2 |
| 第八章 | For self-study |  |  |  |  |  |
| 第九章 | 2 |  |  |  |  | 2 |
| 第十章 | 2 |  |  |  |  | 2 |
| 第十一章 | 2 |  |  |  |  | 2 |
| 第十二章 | 2 |  |  |  |  | 2 |
| 第十三章 | 2 |  |  |  |  | 2 |
| 第十四章 | 2 |  |  |  |  | 2 |
| 第十五章 | 2 |  |  |  |  | 2 |
| 第十六章 | 2 |  |  |  |  | 2 |
| 合计 | 30 |  |  |  |  | 30 |

六、课程考核

（一）考核方式：考查

（二）成绩构成

平时成绩占比：50% 期末考试占比：50%

（三）成绩考核标准

1. 考勤10%

 2. 课堂表现 20% （其中学生的思想政治修养10%，主要考查学生对社会主义核心价值观和中国传统文化的了解程度，是否有文化自信，是否有正确的政治观。）

 3. 平时作业 20%（其中学生的思想政治修养10%，主要考查作业中反映出的学生的世界观、人生观、价值观。）

七、推荐教材和教学参考资源

1.《泛读教程》1（第2版）王守仁等编上海外语教育出版社 2014年6月

2. [Silberstein](http://opac.library.gdufe.edu.cn/opac/openlink.php?author=Silberstein) Sandra et al., *Reader’s Choice*,北京:世界图书出版公司北京公司, 2007

3. 《中国日报》网站http://www.chinadaily.com.cn/

八、其他说明

大纲修订人：杨婕 修订日期：2021.12

大纲审定人：廖楚燕 审定日期：202.12