**《高级英语II 》课程设计教学大纲**

一、课程基本信息

课程代码：16051902

Course Code: 16051902

课程名称：高级英语II

英文名称：Advanced English II

课程类别： 专业技能课

Course Type: Specialized Skill Course

学 时： 32学时

Period：32

学　　分： 32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：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

《高级英语II》是一门为翻译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。

**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 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.

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II》是为翻译专业三年级学生第二学期所开设的学科基础课。

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II》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。
7. 教学内容及要求

教学要求

《高级英语II》是为翻译专业三年级学生第二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. 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；
4. 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；
5. 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；
6. 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。
7. 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；
8. 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。

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）》第六册。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

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.

（二）教学内容

1. 主要内容

Text I: A Class Act

Text II: To Build a Kingdom of Love

* 1. Pre-reading activities
     1. Warm-up questions
     2. Background information

1. About the author: Florence Cartlidge
2. Discussions on education
3. Discussions on the title: A Class Act
   1. 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
4. Structure
5. Writing strategies: creating mental picture of emotions
   * 1. Text comprehension
6. Gist questions
7. Detailed reading
   1. 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

1. 基本概念和知识点
2. Key words and expressions
3. Writing strategies: creating mental picture of emotions
4. Elements of narration
5. Theme
6. 问题与应用
7. What are the differences between the work of netwriters and that of professional writers?
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

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.

（三）课后练习

1. Questions for text comprehension
2. Language work
3. Translation exercises
4. Writing practice

（四）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**

（一）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: quotations to support opinions.

（二）教学内容

Text I: Bards of the Internet

Text II: Always On

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions
      2. Background information
2. About the author: Phillip Elmer-DeWitt
3. Discussions on the current fashion for netwriting
   1. Text Study
      1. Text introduction: In this essay the author describes the current fashion for net writing, explores the causes of the poor quality of writing found on the Internet, and explains its merits and differences from published writing as well as justifications for its survival and prevalence.
      2. Text analysis
4. Theme: literacy and the Internet
5. Structure
6. Writing strategies: quotations to support opinions
   * 1. Text comprehension
7. Gist questions
8. Detailed reading
   1. After-reading Activities

1.3.1 Writing strategies: In this passage the author uses a number of quotations in support of his ideas and opinions.

* + 1. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
    2. Text II comprehension

1. 基本概念和知识点
2. Key words and expressions
3. Writing strategies: quotations to support opinions
4. Phillip Elmer-Dewitt’s writing style
5. Theme: literacy and the Internet
6. 问题与应用
7. What are the features and qualities of netwriting?
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

The Internet has provided us with a more speedy and convenient means of communication, which is called for by the quickened pace of life today. Online communication has bred a style of writing with numerous distinctive features of its own. Can you think of some examples to illustrate the differences between online writing and traditional writing?

（三）课后练习

1. Questions for text comprehension
2. Language work
3. Translation exercises
4. Writing practice

（四）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**

（一）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.

（二）教学内容

Text I: On Reading

Text II: Why We Read

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions
      2. Background information
2. About the author: W. Somerset Maugham
3. Discussions on classifications of reading
4. Discussions on ways of reading
   1. 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
5. Structure
6. Theme: enjoyment of reading
7. Writing strategies: Sentences of inverted sequence
   * 1. Text comprehension
8. Gist questions
9. Detailed reading
   1. After-reading Activities

1.3.1 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

1. 基本概念和知识点
2. Key words and expressions
3. Writing strategies: sentences in inverted sequence
4. W. Somerset Maugham’s writing style, esp. the neatly knitted development of the article
5. Theme: enjoyment of reading
6. 问题与应用
7. What is literary canon?
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. 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.”?
13. Do you have shelves full of unread books? Does it seem like you never have the time or the energy to read?

（三）课后练习

1. Questions for text comprehension
2. Language work
3. Translation exercises
4. Writing practice

（四）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. 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.

1. 教学内容

Text I: Matriculation Fixation

Text II: Who Needs Harvard?

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions
      2. Background information
2. About the author: Joe Queenan
3. Discussions on the meaning of higher education
   1. 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
4. Theme: meaning of higher education
5. Structure
6. Writing strategies: introduce a number of subtopics
   * 1. Text comprehension
7. Gist questions
8. Detailed reading
   1. 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.

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
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. 课后练习
17. Questions for text comprehension
18. Language work
19. Translation exercises
20. Writing practice
21. 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. 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

1. 教学内容

Text I: A Few Kind Words for Superstition

Text II: The Fortune-Teller

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions
      2. Background information
2. About the author: William Robertson Davies
3. Discussions on various forms of superstitions
   1. 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
4. Theme: superstition
5. Structure
6. Writing strategies:classification and division
   * 1. Text comprehension
7. Gist questions
8. Detailed reading
   1. 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
9. 基本概念和知识点
10. Key words and expressions
11. Writing strategies: expository essay by means of classification and division, rhetorical questions
12. Canadian writer Robertson Davies’s writing style
13. Theme: superstition
14. 问题与应用（能力要求）
15. Do you believe in fortune-tellers?
16. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice
17. Text II comprehension
18. To understand the main idea of the text and be able to talk about the topic.
19. 思考与实践
20. What is superstition?
21. How did superstitions begin?
22. What is the common assumption about people who believe in superstition?
23. 课后练习
24. Questions for text comprehension
25. Language work
26. Translation exercises
27. Writing practice
28. 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. 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;

1. learn some rhetorical skills: transferred epithet and rhetorical questions.

（二）教学内容

Text I: Being There

Text II: Cultural Habits

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions
      2. Background information:
2. About the author: Anatole Broyard
3. Discussions on Travelers and Tourists
   1. 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
4. Theme: travel and mental health
5. Structure
6. Writing strategies: cohesive devices
7. rhetorical skills: transferred epithet and rhetorical questions
   * 1. Text comprehension
8. Gist questions
9. Detailed reading
   1. 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. Text II comprehension

2. 基本概念和知识点

1. Key words and expressions
2. Writing strategies: cohesive devices
3. Rhetorical skills: transferred epithet and rhetorical question
4. Anatole Broyard’s writing style
5. Theme: travel and mental health

3. 问题与应用

1. Can cultural differences incur misunderstanding? Try to give some examples?
2. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. To understand the main idea of the text and be able to talk about the topic.
5. 思考与实践
6. What is the meaning of traveling?
7. 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.
8. Why does the author entitle his essay “Being There"?

（三）课后练习

1. Questions for text comprehension
2. Language work
3. Translation exercises
4. Writing practice

（四）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. grasp key words and language points;

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

3. learn some writing strategies: author’s experiences.

1. 教学内容

Text I: I’d Rather Be Black than Female

Text II: Are Women Prejudiced Against Women?

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions
      2. Background information
2. About the author: Shirley Chisholm
3. Discussions on sexism and racism
   1. Text Study
      1. Text Introduction: In “I’d Rather Be Black Than Female” (1970), the author Shirley Chisholm, a black woman, identifies and analyses the sexual discrimination in 1970s’ American politics and, after investigating her own bitter experiences before and after she became the country’s first black congresswoman, draws the surprising conclusion that prejudice based on sex is even more serious than racial prejudice. It is surprising because American society as a whole now acknowledges the racial inequality but both men and women are simply blind to the unfair treatment of women in the game of politics. She expresses her conviction that women have their own special contribution to make to the country and that their more active participation in politics would improve the country.
      2. Text analysis
4. Theme: sexism and racism
5. Structure
6. Writing strategies: author’s experiences
   * 1. Text comprehension
7. Gist questions
8. Detailed reading
   1. After-reading Activities
      1. Writing strategies: The title of the passage seems to suggest that the article is mainly about the author’s personal experiences in politics. But careful readers will find that the author integrates such experiences into the general situation of women, which is more poignant than the racial problem, thus intensifying and broadening the theme. The author mainly employs three devices: comparison, rhetorical questions and parallelism. Comparison is used between blacks and females, both of whom suffer prejudices, and between men and women for their respective roles in politics and for their career opportunities; rhetorical questions and parallelism are used to highlight the emotive force of the passage.
      2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
      3. Text II comprehension
9. 基本概念和知识点
10. Key words and expressions
11. Writing strategies: author’s experiences
12. Shirley Chisholm’s writing style
13. Theme: sexism and racism
14. 问题与应用
15. How to define racial discrimination and sexual discrimination?
16. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
17. Text II comprehension
18. To understand the main idea of the text and be able to talk about the topic.
19. 思考与实践

Why is being a woman a greater handicap than being black?

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. grasp key words and language;
2. understand the main idea, the organization and development of the text;
3. learn some writing strategies: descriptive narration.

（二）教学内容

1. 主要内容

Text I: Two Truths to Live By

Text II: Intoxicated by My Illness

* 1. Pre-reading activities
     1. Warm-up questions
     2. Background information

1. About the author: Alexander M. Schindler
2. Discussions on life itself as a paradox
   1. 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
   * 1. Text comprehension
6. Gist questions
7. Detailed reading
   1. 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

2. 基本概念和知识点

1. Key words and expressions
2. Writing strategies: descriptive narration
3. Rhetorical skill: parallelism in imperative sentences
4. Alexander M. Schindler’s writing style
5. Theme: Life itself is a paradox.

3. 问题与应用

1. To discuss the paradoxes in life: “to let go” and “to hold fast.”
2. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. To understand the main idea of the text and be able to talk about the topic.
5. 思考与实践

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

（三）课后练习

1. Questions for text comprehension
2. Language work
3. Translation exercises
4. Writing practice

（四）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. grasp key words and language points;

1. understand the main idea, the organization and development of the text;
2. learn some writing strategies: metaphor for the theme of the essay

（二）教学内容

1. 主要内容

Text I: How to Grow Old

Text II: Nearing 90

* 1. Pre-reading activities
     1. Warm-up questions
     2. Background information

1. About the author: Bertrand Russell
2. Discussions on ways to keep young and face death
   1. 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
   * 1. Text comprehension
7. Gist questions
8. Detailed reading
   1. 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

2. 基本概念和知识点

1. Key words and expressions
2. Writing strategies: metaphor for the theme of the essay
3. Bertrand Russell’s reflection on life and death
4. Theme: how to keep young and face death

3. 问题与应用

1. How can one be relieved from the worry of aging?
2. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. To understand the main idea of the text and be able to talk about the topic.
5. 思考与实践

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

（三）课后练习

1. Questions for text comprehension
2. Language work
3. Translation exercises
4. Writing practice

（四）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. grasp key words and language points;

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

3. learn some writing strategies: poetic description.

（二）教学内容

1. 主要内容

Text I: Sweet September

Text II: The Heart of the Seasons

* 1. Pre-reading activities
     1. Warm-up questions
     2. Background information

1. About the author: Hal Borland
2. Discussions on the beauty of nature
   1. Text Study
      1. Text Introduction: This is a very fine description of September as a season of beauty, a season of harvest, and a season of preparation for new life. The whole essay is developed in a kind of chronological order. The author first describes how a sense of autumn “creeps in,” and gradually unfolds its unique beauty. Then, step by step, he leads us to the harvest season, describing what the busy farmer does in the fields and in the kitchen. Then we have the first frost of the year, which brings with it another kind of beauty and urges animals and birds to prepare for winter.
      2. Text analysis
3. Theme: the beauty of nature
4. Structure
5. Writing strategies: poetic description
   * 1. Text comprehension
6. Gist questions
7. Detailed reading
   1. After-reading Activities
      1. Writing strategies: This text exemplifies the elegance of poetic description which is characterized by neat layout, various figures of speech and graceful wording.
      2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
      3. Text II comprehension

2. 基本概念和知识点

1. Key words and expressions
2. Writing strategies: poetic description
3. Rhetorical skill: personification and metaphor
4. Hal Borland’s writing style
5. Theme: enjoyment of reading

3. 问题与应用（能力要求）

1. Whatever living circumstances we are in, we all might have some intimate contact with nature. Please share with others such an experience of yours and give a description of the situation as well as the emotion aroused in you.
2. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. To understand the main idea of the text and be able to talk about the topic.

4. 思考与实践

Spring, summer, autumn and winter, like four sisters, come to decorate the world every year in succession. They are charming and attractive in different ways to people of different personalities. Which season do you like best? Please tell your feelings for it as well as your reasons.

（三）课后练习

1. Questions for text comprehension
2. Language work
3. Translation exercises
4. Writing practice

（四）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. 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.

1. 教学内容

Text I: My Wood

Text II: Town Life

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions:
      2. Background information:
2. About the author: E(dward) M(organ) Forster
3. Discussions on the nature of materialism
   1. 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
4. Theme: psychological consequences of owning property
5. Structure:
6. Writing strategies: to relate personal experiences
   * 1. Text comprehension
7. Gist questions
8. Detailed reading
   1. 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
9. 基本概念和知识点
10. Key words and expressions
11. Writing strategies: to relate personal experiences
12. Rhetorical skills: allusion, diction imagery, mock seriousness, and irony
13. E. M. Forster’s writing style
14. Theme: psychological consequences of owning property
15. 问题与应用
16. How to understand“Possession is one with loss”?
17. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
18. Text II comprehension
19. To understand the main idea of the text and be able to talk about the topic.
20. 思考与实践
21. What is the nature of materialism?
22. What is the promised sweetness and pleasure in owning property?
23. Which do you think can give you more satisfaction, owning or sharing? Why?
24. 课后练习
25. Questions for text comprehension
26. Language work
27. Translation exercises
28. Writing practice
29. 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. grasp key words and language points;

1. understand the main idea, the organization and development of the text;
2. learn some writing strategies: the shift of addressing forms.

（二）教学内容

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

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

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions:
      2. Background information
2. About the author: Ken Sanes
3. Discussions on society, our life and technology
   1. 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
4. Theme: society, our life and technology
5. Structure
6. Writing strategies: the shift of addressing forms
   * 1. Text comprehension
7. Gist questions
8. Detailed reading
   1. 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. Text II comprehension

2. 基本概念和知识点

1. Key words and expressions
2. Writing strategies: the shift of addressing forms
3. Rhetorical skill: quotation (of some terms)
4. Ken Sanes’s writing style
5. Theme: society, our life and technology

3. 问题与应用（能力要求）

1. 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.
2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. To understand the main idea of the text and be able to talk about the topic.

4. 思考与实践

What does Disney World create?

（三）课后练习

1. Questions for text comprehension
2. Language work
3. Translation exercises
4. Writing practice

（四）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. 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

1. 教学内容

Text I: Friendship

Text II: American Friendship

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions:
      2. Background information:
2. About the author: Ralph Waldo Emerson
3. Discussions on friendship
   1. 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

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

2. 基本概念和知识点

1. Key words and expressions
2. Writing strategies: ways to achieve emphatic effects
3. Rhetorical skill: rhetorical questions, inverted sentence order and exclamatory form
4. Ralph Waldo Emerson’s writing style
5. Theme: friendship

3. 问题与应用

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

4. 思考与实践

1) How do you define friendship?

2) What do you think are good ways of maintaining friendship?

3) Do adult friendship and childhood friendship differ in any way?

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. grasp key words and language points;

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

3. learn some writing strategies: effective beginning part

1. 教学内容

Text I: Sounds

Text II: Where I Lived, and What I Lived For

1. 主要内容
   1. Pre-reading activities
      1. Warm-up questions
      2. Background information
2. About the author: Henry David Thoreau
3. Discussions on ideal living
   1. Text Study
      1. Text Introduction: Thoreau opens this article by warning against relying too much on literature as a means of transcendence. According to him, one should experience life for oneself. He then goes on to describe his house’s beautiful natural surroundings and his casual housekeeping habit.
      2. Text analysis
4. Theme: ideal living
5. Structure
6. Writing strategies: effective beginning part
   * 1. Text comprehension
7. Gist questions:
8. Detailed reading
   1. After-reading Activities
      1. Writing strategies: The author opens this text by warning against relying too much on written literature, thereby foreshadowing his notion of seeing things for oneself. It means that one should be an observer or seer, experiencing life with his/her own eyes instead of merely being a reader or a student. Thus, in the next paragraph the author leads the reader to nature and contemplation.
      2. Exercises about vocabulary, paraphrase, error correction, translation, writing practice.
      3. Text II comprehension

2. 基本概念和知识点

1. Key words and expressions
2. Writing strategies: effective beginning part
3. Henry David Thoreau’s writing style
4. Theme: ideal living

3. 问题与应用

1. Here are two destinations for you to choose for a vacation: one is a tranquil village bosomed in mountains and trees, the other is a cosmopolitan city with a vibrant urban spirit. Which one do you prefer?
2. To finish exercises about vocabulary, paraphrase, error correction, translation, writing practice.
3. Text II comprehension
4. To understand the main idea of the text and be able to talk about the topic.
5. 思考与实践

Modern society is full of various sounds, such as birds singing, cars hooting and salesmen crying. Some of these sounds come from nature while others are purposely made by human beings. Can you list some more and divide them into two categories, natural sounds and man-made sounds? How frequently do you hear them within a day?

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 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 2 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 3 | 4 | 0.5 | 0.5 |  |  | 5 |
| Unit 4 | 4 | 0.5 | 0.5 |  |  | 5 |
| Unit 5 | 4 | 0.5 | 0.5 |  |  | 5 |
| Unit 6 | 4 | 0.5 | 0.5 |  |  | 5 |
| 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 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 11 | 4 | 0.5 | 0.5 |  |  | 5 |
| Unit 12 | 0 | 0 | 0 |  | 自学 | 0 |
| Unit 13 | 4 | 0.5 | 0.5 |  |  | 5 |
| Unit 14 | 0 | 0 | 0 |  | 自学 | 0 |
| 复习 | 0 | 0 | 0 |  | 2 | 2 |
| 合计 | 24 | 3 | 3 |  | 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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5. 《外语界》
6. 《外语与外语教学》
7. Mail Online (<http://www.dailymail.co.uk/home/index.html>)
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八、其他说明

无

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