《基础英语（三）》课程教学大纲

**一、课程基本信息**

|  |  |  |  |
| --- | --- | --- | --- |
| **英文名称** | Basic English III | **课程代码** | ENGL1032 |
| **课程性质** | 专业必修 | **授课对象** | 朝鲜语 |
| **学 分** | 3 | **学 时** | 72 |
| **主讲教师** | 洪艺花 | **修订日期** | 2023年9月 |
| **指定教材** | 何兆熊，史志康主编，《综合教程3》（第3版），上海外语教育出版社，2020年 | | |

**二、课程目标**

（一）**总体目标：**

本课程旨在以先进的教学理念为指导，以传授系统的英语语言基础知识为目的，通过灵活多样的教学方法和手段，对学生进行听、说、读、写、译等全方位的语言综合技能训练，提高学生综合运用英语语言的能力，培养学生对英语学习的兴趣，增强学生掌握和学好英语语言的信心。同时，在教师积极的引导之下，帮助学生建立积极有效的自主学习的方法和体系，为今后更深入的学习打下良好的语言基础。

（二）课程目标：

本课程以教材为主线，借助题材广泛、内容丰富的语言和文化素材，以及任课教师的细致讲解，为学生创造真实自然的英语语言环境，提供充分接触原版英文资料的机会，促使他们在积累知识的过程中逐步养成用英语思维的习惯；教师将从语言基础训练（语法、篇章、语言功能）出发，帮助学生掌握词汇构成的基本特征，扩大英语词汇量，熟悉英语常用短语和句型；有步骤地引导学生理解和分析课文，掌握篇章布局的基本手段；同时，通过阅读补充文献，获得课文相关的文化背景知识；以灵活多样的方法巩固和加强学生的语法知识，培养学生综合运用语言的能力；开展口头报告、小组合作、讨论等课堂活动，锻炼学生的数据搜集、沟通合作、解决问题等综合能力；以定期的写作和反思练习培养和发展学生的逻辑思辨能力，为今后的英语学习打下良好的基础。

**课程目标1：帮助学生培养学科基本素养**

1.1 掌握相关人文社科知识；具备语言学科基本素养

1.2 增强学生对英语学习的信心，具备人文与科学素养

**课程目标2：帮助学生打下良好的英语语言基础**

2.1 帮助学生掌握英语词汇、语法、语篇的基本特征和学习方法

2.2 培养学生英语综合技能，逐步养成以英语思维和交流的习惯

**课程目标3：培养学生团队合作意识、参与学习共同体**

3.1 鼓励学生以团队合作的方式完成学习任务

3.2 培养学生提出问题、分析问题和解决问题的能力

**课程目标4：引导学生参与实践，从实践中获得提升**

4.1 逐步引导学生参与课堂实践，提升语言实践能力

4.2 逐步引导学生通过实践活动拓展知识与技能

**课程目标5：培养和发展学生定期反思和逻辑思辨能力**

5.1 引导学生通过定期反思改进个人的学习行为

5.2 引导学生了解并初步建立批判性思维意识

（三）课程目标与毕业要求、课程内容的对应关系

**表1：课程目标与课程内容、毕业要求的对应关系表**

|  |  |  |  |
| --- | --- | --- | --- |
| **课程目标** | **课程子目标** | **对应课程内容** | **对应毕业要求** |
| 课程目标1 | 1.1 | 背景知识学习、课文分析、练习处理 | 掌握相关人文社科知识，具备语言学科基本素养 |
| 1.2 | 补充阅读、话题讨论 | 具备人文与科学素养 |
| 课程目标2 | 2.1 | 词汇、语法、语篇、听说、翻译 | 掌握英语学科基础知识 |
| 2.2 | 试听训练、读写训练、口头报告、阅读反馈 | 培养英语综合技能，养成以英语思维和交流的习惯 |
| 课程目标3 | 3.1 | 话题讨论、小组项目 | 具备团队合作意识和能力 |
| 3.2 | 小组活动、结对学习 | 了解并参与学习共同体 |
| 课程目标4 | 4.1 | 口头报告、同伴评价 | 拥有语言实践能力 |
| 4.2 | 课后练习、小组汇报 | 通过实践活动拓展知识与技能 |
| 课程目标5 | 5.1 | 反思写作、同伴互评 | 培养定期反思的习惯 |
| 5.2 | 话题讨论、短文写作 | 具备良好的思辨能力 |

三、教学内容

**Unit 1 Fresh Start**

1. 教学目标

(1) Rhetorical skill: ways to produce humorous effects

(2) Key language & grammar points

(3) Theme: find one’s true self through trial and error

2. 教学重难点

(1) What did the author learn from her first few weeks at college?

(2) What do you think of your own first taste of college life?

(3) How to succeed in college?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 2 The Company Man**

1. 教学目标

(1) Key language & grammar points

(2) Writing strategies: the employment of details

(3) Rhetorical features: repetition & irony

2. 教学重难点

(1) Why does the author frequently mention the time “3.00 a.m. Sunday morning”?

(2) What is the purpose of mentioning the company president’s inquiries about Phil’s replacement at the end of the article?

(3) What is your attitude towards work?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 3 How to Write a Rotten Poem with Almost No Effort**

1. 教学目标

(1) Key language & grammar points

(2) Writing strategies: the writing mode of process

(3) Rhetorical features: style and tone

2. 教学重难点

(1) Why does the author suggest writing a rotten poem, instead of a decent one?

(2) Why should students of all majors study poetry?

1. Can you name one of your favourite poems and tell us how it strikes you?
2. If you were to introduce a Chinese poet to native English speakers, whom would you choose and why?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 4 The Transaction**

1. 教学目标

(1) Key language & grammar points

(2) Writing strategies: comparison and contrast

(3) Theme: Writing is the transaction between the writer and the reader, both economically and, more importantly, emotionally

2. 教学重难点

(1) What does the writer think is the very thing that makes a piece of good writing?

(2) What does the author mean that the principles of writing cannot be taught but learned?

(3) What efforts have you made to perfect your skill of writing?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

**第五章 “Take Over, Bos’n”**

课时：第七-八周，共6课时

教学内容

第一节 Lead in and Structure Analysis

-Pre-reading Questions and Cultural Background of the Text

-Structural analysis of the text

-Vocabulary study

第二节 Text Analysis 1

- Overall comprehension of the text

- Vocabulary, Sentence Structures and Difficult Language Points

- Questions and answers

第三节 Text Analysis 2

- Intensive analysis of the text

- Discussion based on the text topic

第四节 Exercises and Extension

- Textbook exercises and Unit quiz

- Text-related extension knowledge and practice

思考题：

1. Why does Snyder insist that they wait till night for the last few drops of water?
2. What makes Barrett give up his chance of drinking the water?
3. How to become a good leader?

**Unit 6 The Real Truth about Lies**

1. 教学目标

(1) Key language & grammar points

(2) Rhetorical skill: exemplification

(3) Theme: “white” lies are not always white unless it is told out of real care

2. 教学重难点

(1) Why do people tell white lies?

(2) Do you think white lies are tolerable and why?

(3) What contributes to a good interpersonal relationship?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 7 The Chaser**

1. 教学目标

(1) Elements of short stories

(2) Rhetorical skill: narration developed by dialogues

(3) Key language & grammar points

2. 教学重难点

(1) Why does Alan need the love potion?

(2) Why does the old man sell the love potion to Alan at such a low price?

(3) What is the glove cleaner?

(4) What does the end of the story indicate?

(5) What do you think an ideal relationship should be like?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 8 Out of Step**

1. 教学目标

(1) Key language & grammar points

(2) Rhetorical skill: the use of pun

(3) Writing strategies: exemplification

2. 教学重难点

(1) What does the author think of people’s use of cars instead of walking?

1. How do you think the increased car ownership has changed and will continue to change Chinese people’s way of life and their mentality?
2. Would you prefer walking or driving and why?

(4) What do you think makes the author sad at the end of the passage?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

**第九章 Our Schedules, Our Selves**

课时：第十三-十四周，共6课时

第一节 Lead in and Structure Analysis

-Pre-reading Questions and Cultural Background of the Text

-Structural analysis of the text

-Vocabulary study

第二节 Text Analysis 1

- Overall comprehension of the text

- Vocabulary, Sentence Structures and Difficult Language Points

- Questions and answers

第三节 Text Analysis 2

- Intensive analysis of the text

- Discussion based on the text topic

第四节 Exercises and Extension

- Textbook exercises and Unit quiz

- Text-related extension knowledge and practice

思考题：

1. What is the current state of life typical of the North Americans?
2. What is the consequence of overscheduling our lives?
3. What is your ideal schedule?

**第十一章 Knowledge and Wisdom**

课时：第十四-十五周，共6课时

1. 教学目标

(1) Key language & grammar points

(2) Writing strategies: argue with logic

(3) Theme: the essence of wisdom is emancipation from the here and now

2. 教学重难点

（1）What, according to the author, is the essence of wisdom?

（2）How does the author explain the process to attain wisdom?

（3）Why is wisdom a necessary quality in both public and private life?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 12 Chinese Food**

1. 教学目标

(1) Key language & grammar points

(2) Rhetorical features: alliteration

(3) Reflection: What to learn and unlearn from a foreign perspective to our culture?

2. 教学重难点

(1) How do the Chinese and westerners differ in their attitudes towards food or eating?

(2) How does Chinese food express the basic assumptions of life?

3. 教学内容

第一节 Lead-in and Structure Analysis

- Pre-reading questions and cultural background of the text

- Structural analysis of the text

- Vocabulary study

第二节 Text Analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第三节 Exercises and Extension

- Textbook exercises and quiz

- Text-related extension knowledge and practice

4. 教学方法

讲授法、案例分析、研讨法

5. 教学评价

课堂观察、课后反思、测验评估

四、学时分配

**表2：各章节的具体内容和学时分配表**（五号宋体）

|  |  |  |
| --- | --- | --- |
| 章节 | 章节内容 | 学时分配 |
| Unit 1 | New words; Text analysis; Exercises | 6 |
| Unit 2 | New words; Text analysis; Exercises; Presentation | 6 |
| Unit 3 | New words; Text analysis; Exercises; Presentation | 6 |
| Unit 4 | New words; Text analysis; Exercises; Presentation | 6 |
| Unit 5 | New words; Text analysis; Exercises; Presentation | 6 |
| Unit 6 | New words; Text analysis; Exercises; Presentation | 6 |
| Unit 7 | New words; Text analysis; Exercises; Presentation | 6 |
| Unit 8 | New words; Text analysis; Exercises; Presentation | 6 |
| Unit 9 | New words; Text analysis; Exercises; Presentation | 6 |
| Unit 11 | New words; Text analysis; Exercises; Presentation | 6 |
| 期中考试与点评 | Unit 1-6 | 2 |
| 测试与答疑 | Unit 1-11 | 2 |

五、教学进度

**表3：教学进度表**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **周次** | **起讫 日期** | **教 学 内 容** | **教时 分配** | **目的要求** |
| 1 | Orientation; Unit 1 | Course Introduction/ New words, Text analysis (I) | 2+2 | 掌握自我介绍要点 |
| 2 | Unit 1&2 | Text analysis (II); Exercises, New words, Text (I) | 2+2 | 写概要 |
| 3 | 停课军训 |  |  |  |
| 4 | Unit 2 | Text analysis (II), Exercises | 4 | 翻译 |
| 5 | Unit 3 | New words; Text analysis (I) Exercises | 4 | 拓展阅读 |
| 6 | Unit 3&4 | Text analysis (II); Exercises, New words, Text (I) | 2+2 | 写英文诗 |
| 7 | Unit 4 | Text analysis (II), Exercises | 4 | 翻译 |
| 8 | Unit 5 | New words; Text analysis (I) Exercises | 4 | 翻译 |
| 9 | Unit 5&6 | Text analysis (II); Exercises, New words, Text (I) | 2+2 | 写概要 |
| 10 | Unit 6 | Text analysis (II), Exercises | 4 | 翻译 |
| 11 | Unit 7 | New words; Text analysis (I) Exercises | 4 | 续写 |
| 12 | Unit 7&8 | Text analysis (II); Exercises, New words, Text (I) | 2+2 | 翻译 |
| 13 | Unit 8 | Text analysis (II), Exercises | 4 | 段落听写 |
| 14 | Unit 9 | New words; Text analysis (I) Exercises | 4 | 翻译 |
| 15 | Unit9&11 | Text analysis (II); Exercises, New words, Text (I) | 2+2 | 段落听写 |
| 16 | Unit 11 | Text analysis (II), Exercises | 4 | 总复习 |

六、教材及参考书目

1. 何兆熊，史志康主编，《综合教程3》（第3版）教师用书，上海：上海外语教育出版社， 2020年。

2. 常耀信主编，《希腊神话、圣经故事与亚瑟王传奇》（英文版），天津：南开大学出版社，2017年。

3. 胡文仲主编，《英美文化词典》，北京：外语教学与研究出版社，1995年。

4. 王佐良主编，《欧洲文化入门》，北京：外语教学与研究出版社，2010年。

5. 谢福之，《英语国家概况—语言文化类》（修订版），北京：外语教学与研究出版社，2013年。

6. 章振邦，《新编英语语法教程》（第6版），上海：上海外语教育出版社，2018年。

七、教学方法

1．讲授法：主要讲授课文内容、语篇分析，词汇、语法等。

2．讨论法：课文相关话题和背景知识等。

3. 任务型教学：教师指导学生以小组为单位根据指定任务研习课文内容并对课文内容进行拓展。

4. 同伴互评法：学生口头报告、作业等。

八、考核方式及评定方法

（一）课程考核与课程目标的对应关系

**表4：课程考核与课程目标的对应关系表**

|  |  |  |
| --- | --- | --- |
| **课程目标** | **考核要点** | **考核方式** |
| 课程目标1 | 英语基本语言知识 | 期中、期末考试 |
| 课程目标2 | 英语基本技能 | 期中、期末考试、平时成绩 |
| 课程目标3 | 沟通合作能力 | 平时成绩 |
| 课程目标4 | 英语实践能力 | 平时成绩 |
| 课程目标5 | 批判性思维与反思能力 | 期中、期末考试、平时成绩 |

（二）评定方法

**1．评定方法**

平时成绩：20%，期中笔试：25%，期末笔试55%

**2．课程目标的考核占比与达成度分析**

**表5：课程目标的考核占比与达成度分析表**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **考核占比**  **课程目标** | **平时** | **口语考试** | **期中** | **期末** | **课程目标达成度计算方式** |
| 课程目标1 |  |  | 30% | 70% | （1）课程目标1／２达成度={0.３ｘ期中成绩+0.７ｘ期末成绩}/目标总分。  （2）课程目标３达成度= {平时成绩}/目标３总分  （3）课程目标４达成度={口语成绩}/目标4总分  （4）课程目标5达成度={0.1ｘ平时成绩+0.9ｘ口语成绩}/目标5总分  **（5）课程目标达成度=课程目标1达成度+课程目标2达成度+课程目标3达成度+课程目标4达成度+课程目标5达成度** |
| 课程目标2 | 20% |  | 25% | 55% |
| 课程目标3 | 100% |  |  |  |
| 课程目标4 | 100% |  |  |  |
| 课程目标5 | 20% |  | 25% | 55% |

（三）评分标准

**略**