《基础英语（二）》（西班牙语）课程教学大纲

**一、课程基本信息**

|  |  |  |  |
| --- | --- | --- | --- |
| **英文名称** | Basic English II | **课程代码** | ENGL1031 |
| **课程性质** | 大类基础课程 | **授课对象** | 21西班牙语 |
| **学 分** | 3 | **学 时** | 72 |
| **主讲教师** | 朱玲 | **修订日期** | 2023年4月30日 |
| **指定教材** | 《综合英语》（第3版），第2册，主编何兆雄、本册主编张春柏，上海外语教育出版社，2020年1月第1版 | | |

**二、课程目标**

（一）**总体目标：**

本课程是为小语种专业学生开设的大类基础课程。本课程旨在通过全面、科学、系统的教学计划与安排，向学生传授英语语言的基本知识，训练学生英语听、说、读、写、译等基本语言技能，培养学生对于英语的学习兴趣，提高他们学习英语的主动性和积极性，帮助他们养成良好的英语学习习惯。同时，通过任课教师合理有效的引导，使学生从被动接受知识向自主性学习过渡。逐步建立起以学生为中心的合作型学习氛围，将传统的机械性背诵、记忆转化为交际型、任务型活动为主的新型课堂，鼓励学生扩大知识面、深入思考，培养学生进行批判性思维，在有效提高学生学习效率的基础上，增强学生综合运用英语语言的能力，为今后更加深入的专业学习打下坚实的基础。

（二）课程目标：

本课程以教材为主线，通过题材广泛、内容丰富的语言和文化素材，为学生提供充分接触原版英语资料的机会，促使其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点，扩大词汇量，熟悉英语常用短语和句型，有步骤地指导学生理解和分析课文，获得相关的文化背景知识，通过对课文中语言点及其用法（基本用法、引申用法）的讲解，巩固学生的语法等基础知识，培养学生的语言运用能力，拓宽学生的知识面。同时，借助口头报告、小组活动、辩论等灵活多样的教学方法和手段，发展学生的逻辑思辨能力、收集处理信息能力、分析解决问题能力和基本的英语交际能力，提高学生独立思考和语言知识积累等综合素质，为今后的专业学习打下良好的基础。

**课程目标1：帮助学生夯实英语语言基础**

1.1 帮助学生掌握更多英语词汇，夯实语法知识，掌握语篇的基本特征，形成个性化的

学习方法

1.2 培养学生英语听、说、读、写、译综合技能

**课程目标2：培养学生的跨文化意识和进行有效跨文化交际的能力**

2.1 鼓励学生探索了解中外文化基本特点和异同，引导学生形成正确的跨文化价值观

2.2 培养学生有效得体地运用所学知识进行跨文化交际的能力

**课程目标3：培养学生自主学习和思辨能力**

3.1 引导学生通过定期回顾审视自己的学习效果不断改进学习方法和规划

3.2 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** （五号宋体）

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | 词汇、语法、语篇、听说、翻译 | 毕业要求10：较好地掌握一门第二外语。10-1较好掌握一门第二外语（英语）的基础语言知识和听、说、读、写基本技能。 |
| 1.2 | 听力训练、读写训练、口语练习 | 毕业要求10：较好地掌握一门第二外语。10-1较好掌握一门第二外语（英语）的基础语言知识和听、说、读、写基本技能。 |
| 课程目标2 | 2.1 | 课内研讨、小组活动、课外阅读 | 毕业要求1：诚实正直，具有正确的世界观、人生观和价值观，良好的道德品质和体格，家国、天下情怀与全球视野，社会责任感，人文与科学素养，专业精神，合作精神，创新精神以及学科基本素养。1-1热爱社会主义祖国，拥护中国共产党领导，具有较高的政治觉悟和理论水平；1-2有为我国现代化建设服务、为人民服务、为祖国富强和民族昌盛而奋斗的志向及社会责任感；1-3 具有良好的中国情怀与国际视野，人文与科学素养；1-4 具有团结合作的优良品行和素质，良好的社会公德和职业道德; 1-5 具有良好的体质、健康的心理素质。 |
| 2.2 | 课堂汇报、小组活动、课后练习 | 毕业要求1：诚实正直，具有正确的世界观、人生观和价值观，良好的道德品质和体格，家国、天下情怀与全球视野，社会责任感，人文与科学素养，专业精神，合作精神，创新精神以及学科基本素养。1-1热爱社会主义祖国，拥护中国共产党领导，具有较高的政治觉悟和理论水平；1-2有为我国现代化建设服务、为人民服务、为祖国富强和民族昌盛而奋斗的志向及社会责任感；1-3 具有良好的中国情怀与国际视野，人文与科学素养；1-4 具有团结合作的优良品行和素质，良好的社会公德和职业道德；1-5 具有良好的体质、健康的心理素质。 |
| 课程目标3 | 3.1 | 课后练习、口头汇报、同伴互评 | 毕业要求10：较好地掌握一门第二外语。（10-2 能够运用第二外语进行口语和书面语交流）。  毕业要求6：具备获取和更新专业知识的学习能力以及较强的自主学习能力。6-1 能对学习进行自我规划、自我监管、自我评价、自我调节；6-2 能组织和配合他人开展学习活动；6-3 能及时总结并善于借鉴有效学习策略改进学习方法；6-4 能利用现代信息手段进行自主学习。 |
|  | 3.2 | 话题讨论、短文写作、同伴互评 | 毕业要求8：具备良好的思辨能力。 8-1 勤学好问，相信理性，尊重事实，谨慎判断，公正评价，敏于探究，持之以恒地追求真理；8-2 能对证据、概念、方法、标准、背景等要素进行阐述、分析、评价、推理与解释；8-3 能自觉反思和调节自己的思维过程。 |

**三、教学内容**

**第一章 My Stroke of Luck**

第一节Word study and a global reading of Text I

1. Word study
2. A global reading of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

第三节A detailed study of Text I

1. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

2. Role playing and retelling

第四节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II

思考题：

1. Think of a person you know who suffers misfortunes but still does whatever he/she can to help others. Describe him/her to your classmates.

2. What happens to us in life often makes us think ourselves lucky or unlucky. Do you believe in luck? Please explain with your personal experience.

3. How important do you think love is for an “unlucky” person, especially some who has lost good health?

第二章 **Fourteen Steps**

第一节Word study and a global reading of Text I

1. Word study
2. A global reading of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

第三节 A detailed study of Text I

1. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

2. Role playing and retelling

第四节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II

思考题：

1. You must have observed in your life or read about some people who are disabled in one way or another. Can you describe one of them to the class? Do you think these people can still live a happy and rewarding life?

2. How would you show your appreciation if somebody helps you when you are in trouble?

第三章  **The Virtues of Growing Older**

第一节Word study and a global reading of Text I

1. Word study
2. A global reading of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

第三节 A detailed study of Text I

1. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

2. Role playing and retelling

第四节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II

思考题：

1. What, in your opinion, are the disadvantages of growing older?

2. What do you think are the virtues of being young?

3. Most people are afraid of death and therefore afraid of getting older, but are there any virtues of old age that you can observe and appreciate?

第四章 **Letter to a B Student**

第一节Word study and a global reading of Text I

1. Word study
2. A global reading of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

第三节A detailed study of Text I

1. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

2. Role playing and retelling

第四节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II

思考题：

1. What grades do you mostly get for the English courses you have taken? Are you happy or disappointed with the grades you get?

2. How do you and your classmate regard the grades you get? Do you think the grades one gets truly reflect his ability and potential?

第五章 **Focus on Global Warming**

第一节Word study and a global reading of Text I

1. Word study
2. A global reading of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

第三节 A detailed study of Text I

1. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

2. Role playing and retelling

第四节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II

思考题：

1. It is generally felt that the climate all over the world is changing: winter is becoming less cold and summer is getting hotter. Do you like this climatic change? Are you aware of the consequence this change causes?

2. The term “greenhouse effect” is on the lips of lots of people nowadays. What do you know about it? Can you give some suggestions for tackling it?

第六章 **What Is Happiness?**

第一节Word study and a global reading of Text I

1. Word study
2. A global reading of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

第三节 A detailed study of Text I

1. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

2. Role playing and retelling

第四节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II

思考题：

1. Do you think we can buy happiness with money? Why or why not?
2. Everybody seems to be pursuing some kind of happiness. What kind of happiness are you after, material or spiritual? Why?

第七章 **The Jeaning of America**

第一节Word study and a global reading of Text I

1. Word study
2. A global reading of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

第三节 A detailed study of Text I

1. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

2. Role playing and retelling

第四节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II

思考题：

1. Do you like blue jeans? Why or why not?

2. Blue jeans are American by origin. What do you think has made them spread to nearly all parts of the world?

3. List as many other American icons as you can apart from Levi’s jeans.

第八章 **Cultural Encounters**

第一节Word study and a global reading of Text I

1. Word study
2. A global reading of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

第三节 A detailed study of Text I

1. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

2. Role playing and retelling

第四节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II

思考题：

1. As English majors, you must feel happy and even proud that English is becoming an international language. But some people are worried about the widespread use of English as a global language. Have you heard about such worries? Do you think they are justified?
2. Do you sometimes have trouble finding the exact Chinese counterpart of an English word or expression, or vice versa? How do you solve the problem?

**四、学时分配**

**表2：各章节的具体内容和学时分配表**

|  |  |  |
| --- | --- | --- |
| 章节 | 章节内容 | 学时分配 |
| 第一章 | New words; text analysis; exercises | 8 |
| 第二章 | New words; text analysis; exercises | 8 |
| 第三章 | New words; text analysis; exercises | 8 |
| 第四章 | New words; text analysis; exercises | 8 |
| 第五章 | New words; text analysis; exercises | 8 |
| 第六章 | New words; text analysis; exercises | 8 |
| 第七章 | New words; text analysis; exercises | 8 |
| 第八章 | New words; text analysis; exercises | 8 |

**五、教学进度**

**表3：教学进度表**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 周次 | 日期 | 章节名称 | 内容提要 | 授课时数 | 作业及要求 | 备注 |
| 1-2 | 2023.2.20-  3.5 | Unit 1 | 单词、课文、练习 | 8 | 课后习题  反思+复习 |  |
| 3-4 | 2023.3.6-  3.19 | Unit 2 | 单词、课文、练习 | 8 | 课后习题  反思+复习 |  |
| 5-6 | 2023.3.20-  4.2 | Unit 3 | 单词、课文、练习 | 8 | 课后习题  反思+复习 |  |
| 7-8 | 2023.4.3-  4.16 | Unit 4 | 单词、课文、练习 | 8 | 课后习题  反思+复习 |  |
| 9 | 2023.4.17-  4.23 | Mid-term  review & exam | 复习、作业讲评、期中考试 | 4 | 小组汇报 |  |
| 10-11 | 2023.4.24-  5.7 | Unit 5 | 单词、课文、练习 | 8 | 课后习题  反思+复习 |  |
| 12-13 | 2023.5.8-  5.21 | Unit 6 | 单词、课文、练习 | 8 | 课后习题  反思+复习 |  |
| 14-15 | 2023.5.22-6.4 | Unit 7 | 单词、课文、练习 | 8 | 课后习题  反思+复习 |  |
| 16-17 | 2023.6.5-6.18 | Unit 8 | 单词、课文、练习 | 8 | 课后习题  反思+复习 |  |
| 18 | 2023.6.19-6.25 | Final review & exam | 复习、作业讲评、期末考试 | 4 | 小组汇报 |  |

**六、教材及参考书目**

1. 何兆雄主编，2020，《综合教程》（第3版）第2册，教师用书，上海：上海外语教育出版社。

2. 胡文仲主编，1995，《英美文化词典》，北京：外语教学与研究出版社。

3. 黄任著，2012，《英语修辞与写作》（修订版），上海：上海外语教育出版社。

4. 王佐良主编，2010，《欧洲文化入门》，北京：外语教学与研究出版社。

5. 谢福之编，2013，《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。

6. Haley, M. H. & Austin, T. Y. 2006. *Content-Based Second Language Teaching and Learning.* Beijing: World Publishing Corporation.

7. Lucas, S. E. 2006. *The Art of Public Speaking* (Eighth Edition). Beijing: Foreign Language Teaching and Research Press.

8. Samovar, L. A., Porter, R. E., & Stefani, L. A. 2000. *Communication Between Cultures*. Beijing: Foreign Language Teaching and Research Press.

**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；教师做简要评价

3. 任务型教学：学生以小组为单位根据指定任务研习课文内容；教师做简要评价

4. 同伴互评法：学生口头报告、作业等；教师做点评

**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 | 词汇、语法、课文理解 | 作业、期中、期末考试 |
| 课程目标2 | 跨文化交际意识与能力、  团队合作交流 | 小组汇报、同伴互评 |
| 课程目标3 | 自主学习能力、思辨能力 | 阅读汇报、写作练习、同伴互评 |

**（二）评定方法**

**1．评定方法**

平时成绩：20%，期中考试：30%，期末考试50%

**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** | **期中** | **期末** | **总评达成度** |
| 课程目标1 | 20% | 30% | 50% | （1）课程目标1达成度={0.2ｘ平时目标成绩+0.3ｘ期中目标成绩+0.5ｘ期末目标成绩}/目标总分  （2）课程目标2和目标3达成度按照上述方式计算  （3）课程目标总达成度=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2 | 20% | 30% | 50% |
| 课程目标3 | 20% | 30% | 50% |

**（三）评分标准**

| **课程**  **目标** | **评分标准** | | | | |
| --- | --- | --- | --- | --- | --- |
| **90-100** | **80-89** | **70-79** | **60-69** | **＜60** |
| **优** | **良** | **中** | **合格** | **不合格** |
| **A** | **B** | **C** | **D** | **F** |
| **课程**  **目标1** | 能非常好地掌握课程规定的词汇、句型、课文内容、语篇特征、语法知识等 | 能很好地掌握课程规定的词汇、句型、课文内容、语篇特征、语法知识等 | 能较好地掌握课程规定的词汇、句型、课文内容、语篇特征、语法知识等 | 能基本掌握课程规定的词汇、句型、课文内容、语篇特征、语法知识等 | 不能掌握课程规定的词汇、句型、课文内容、语篇特征、语法知识等 |
| **课程**  **目标2** | 能非常好地掌握课文主题、背景知识、完成小组活动、运用所学知识进行交际等。 | 能很好地掌握课文主题、背景知识、完成小组活动、运用所学知识进行交际等 | 能较好地掌握课文主题、背景知识、完成小组活动、运用所学知识进行交际等 | 能基本掌握课文主题、背景知识、完成小组活动、运用所学知识进行交际等 | 不能掌握课文主题、背景知识、完成小组活动、运用所学知识进行交际等 |
| **课程**  **目标3** | 能非常好地做到定期回顾审视自己的学习效果不断改进学习方法和规划；具备非常好的批判性思维意识。 | 能很好地做到定期回顾审视自己的学习效果不断改进学习方法和规划；具备非常好的批判性思维意识。 | 能较好地做到定期回顾审视自己的学习效果不断改进学习方法和规划；具备非常好的批判性思维意识。 | 能基本做到定期回顾审视自己的学习效果不断改进学习方法和规划；具备非常好的批判性思维意识。 | 不能做到定期回顾审视自己的学习效果不断改进学习方法和规划；具备非常好的批判性思维意识。 |