

## 教 案（首页）

课程名称	高级英语	授课专业	英语	班级	
授课方式	课堂讲授（ <input checked="" type="checkbox"/> ） 实践课（ <input type="checkbox"/> ）		考核方式	考试（ <input checked="" type="checkbox"/> ） 考查（ <input type="checkbox"/> ）	
课程类别	必修课	公共必修课（ <input type="checkbox"/> ） 专业必修课（ <input checked="" type="checkbox"/> ）			
	选修课	公共选修课（ <input type="checkbox"/> ） 专业限选课（ <input type="checkbox"/> ） 专业任选课（ <input type="checkbox"/> ）			
课程总学时			周学时	4	
学时分配	课堂讲授		学时；	实践课 学时	
教 学 目 标	<p>三年级高级英语课是英语专业学生进入高年级学习的必修课，是一门训练学生英语综合技能尤其是阅读理解、语法修辞与写作能力的课程。课程通过阅读和分析内容广泛的材料，包括涉及政治、经济、社会、语言、文学、教育、哲学等方面的名家作品，扩大学生的知识面，加深学生对社会和人生的理解，培养学生对名篇的分析和欣赏能力、逻辑思维与独立思考能力，巩固和提高学生英语语言技能。</p> <p>达到《高等学校英语专业英语教学大纲》要求，并通过英语专业六级考试。</p>				
使用教材	教材名称	高级英语 第一册（重排版）			
	编（著）者	梅仁毅、王立礼编			
	出版社及出版时间	外语教学与研究出版社，2010年			

指定参考书	1. 邹申 《新编高等学校英语专业八级考试指南》 上海：上海外语教育出版社，2005 年。 2. 梅仁毅、王立礼 《高级英语第一册教师用书》，北京：外语教学与研究出版社，2010。 3. 冯翠华 《英语修辞大全（修订版）》，北京：外语教学研究出版社，2005。 4. 方志平 《英语专业六级水平测试习题集》，上海：上海外语教育出版社，2005。
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周 次	第 3~4 周, 第 5~8 次课	授课时间	
授课章节	<b>Lesson 1 Face to Face with Hurricane Camille</b>		
本（章）节 授课方式	课堂讲授（ <input checked="" type="checkbox"/> ） 实践课（ <input type="checkbox"/> ）	教学时数	
授 课 要 点	本 （ 章 ） 节 教 学 目 标	<p><b>On completion of the lesson, students will be able:</b></p> <ol style="list-style-type: none"> <li><b>1. To know the writing technique of a narrative.</b></li> <li><b>2. To appreciate the language features</b></li> <li><b>3. To learn to write a story about disasters.</b></li> </ol>	
	教 学 重 点 和 难 点	<p><b>The key points:</b></p> <ol style="list-style-type: none"> <li><b>1. To learn to use words to describe disasters and violence.</b></li> </ol> <p><b>The difficult points:</b></p> <ol style="list-style-type: none"> <li><b>1. To be acquainted with some literary terms</b></li> <li><b>2. The paraphrasing and translation ability of the students.</b></li> </ol>	

思考题 或 作业	<ol style="list-style-type: none"> <li>1. Can you use your own words to describe the terrible disaster?</li> <li>2. Review the important words, phrases and sentences in the text.</li> <li>3. Exercise</li> </ol>
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## 教学内容与组织安排

### Teaching objectives:

1. To know the writing technique of a narrative.
2. To appreciate the language features
3. To learn to write a story about disasters.

### The key points:

To learn to use words to describe disasters and violence.

### The difficult points:

1. To be acquainted with some literary terms
2. The paraphrasing and translation ability of the students.

### Time allotments (the first class):

- |  |       |
|--|-------|
| 1. A brief review about what we have learnt in the last lesson | 15min |
| 2. Introduction on the background information                  | 45min |

In the step, the students are required to make a presentation about the background information in groups.

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|---|-------|
| 3. Comment from the teacher on the performance of each group and some additional information. | 30min |
|---|-------|

### Time allotments (the second class):

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|---|-------|
| 1. Explanation on the literary style of the text (narration). | 25min |
| 2. Structural analysis  | 20min |
| 3. Detailed study of the text                                 | 45min |

### Time allotments (the third class):

- |                                  |       |
|----------------------------------|-------|
| 1. Preview about the last lesson | 15min |
|----------------------------------|-------|

The students will have several questions to answer concerning what they have learnt in the last class.

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|------------------|-------|
| 2. Text analysis | 75min |
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### Time allotments (the fourth class):

1. Words dictation	15min
2. Text analysis	20min
3. Language appreciation	30min
4. Comment on the exercises	25min

### **I. Review:**

1. A short introduction to what we have learnt in the last class.
  - 1) Some important legal terms
  - 2) The new figures of speech appeared in the last lesson

### **II. Background information**

#### **A. Hurricane Camille:**

This step will be introduced by a pre-class question: How many natural disasters can you list?

A Hurricane is a tropical storm in which winds attain speeds greater than 75 miles per hour (120 km). The term is often restricted to those storms occurring over the North Atlantic Ocean.

Incipient hurricanes usually form over the tropical N Atlantic Ocean and mature as they drift westward. Hurricanes also occasionally form off the west coast of Mexico and move northeastward from that area.

An average of 3.5 tropical storms per year eventually mature into hurricanes along the east coast of North America, usually over the Caribbean Sea or Gulf of Mexico.

The National Weather Service of the United States has used girls' names to identify hurricanes in the Atlantic, Caribbean, and Gulf of Mexico since 1953 and the names were given in alphabetical order.

Hurricanes are given girls' names and typhoons are usually given serial numbers.

Hurricane Camille is said to be the worst storm ever to hit mainland United States. With winds in excess of 200 mph and tides over 20 feet, Hurricane Camille smashed into the Mississippi Gulf Coast on Sunday night, the 17th of August and continued its devastating path until the early hours of Monday, the 18th. The combination of winds, surges, and rainfalls caused 256 deaths (143 on the Gulf Coast and 113 in the Virginia floods) and \$1.421 billion in damage. Three deaths were reported in Cuba.

#### **B. Salvation Army:**

Protestant denomination and international non-sectarian Christian organization for evangelical and philanthropic work. It was founded by William Booth, with the assistance of his wife Catherine Booth. The movement, begun in 1865, was originally known as the East London Revival Society, shortly re-named the Christian Mission, and finally in 1878 designated the Salvation Army. A military form of organization, with uniforms and other distinctive features, was adopted in the interest of a more effective "warfare against evil." The organization has established branches in more than 75 countries throughout the world. Each country has its divisions and local corps, with a commander at the head of all. International headquarters are in London. The army operates hospitals, community centers, alcoholic and drug rehabilitation programs, emergency and disaster services, social work centers and recreation facilities. Support of the vast undertakings in all parts of the world depends upon

voluntary contributions and profits from the sale of publications.

### C. Red Cross:

International organization concerned with the alleviation of human suffering and the promotion of public health. The creation of the agency was spurred by Jean Henry Dunant (1878- 1910). Dunant, a Swiss citizen, urged the formation of voluntary aid societies for relief of war victims. He also asked that service to military sick and wounded be neutral. The Society genoise d'utilite publique, a Swiss welfare agency, actively seconded Dunant's suggestion, the result being the formation (1863) of the organization that is today known as the International Committee of the Red Cross.

### III. Literary style

#### Narration

A piece of narration is mainly developed in the actual time sequence – chronological development. The writer tells the readers what happens first, what next.

Narration is concerned with action, with life in motion, with a meaningful series of actions.

narration -- story telling

extended narration --

novels

histories

biographies

autobiographies

travelogues

Protagonist (主角)--- leading character

Antagonist (反面主角)--- the people or  
forces protagonists fight against

Suspense (悬念) --- the state of uncertainty

Interposition (插入) --- the passage which is put between the action

The purpose is to add more information  
to create suspense

Flashback (倒叙, 闪回) ---interruption of  
chronological sequence by  
interjection of events of earlier  
occurrence

Climax (高潮) --- the most exciting, important  
interesting part on the story

Denouement (小说或戏剧的结局)  
--- the ending of a story

### IV. Organization discussion

Question for the students: How many parts does the article fall into? Analyze the structure.

Part I (paras. \_\_1~6\_\_)

Introduction --- \_\_\_\_\_setting of the story\_\_\_\_\_

Part II (paras. \_\_\_\_7~27\_\_\_\_)

development & climax ---- struggle against hurricane

climax (Para 27)

Part III (paras. 28~29)

conclusion --- the scene and relief work after the storm

The writer describes these actions in the order of their occurrence. This natural time sequence or chronological order holds the story together.

The storm reaches its climax in Paragraph 27 and from there on the story moves rapidly to its conclusion.

The family survived the storm.

## V. Text analysis

Firstly, the students will be given several minutes to go through the text, and then the teacher will ask the students to give the theme of the text.

Theme

Man vs. nature

*Note: In each part, the teacher will give several questions for the students, and the text analysis is based on the questions.*

A. Questions for part I (para. 1~6):

What are the first 6 paras. mainly about?

What's the meaning of "face to face"? What do you think of the wording of the title?

What was John Koshak Jr. 's job?

What are the reasons for John's decision of staying instead of fleeing?

What preparations did they make?

B. Part II Struggle against Camille

Focus of the study:

1) diction: use of one-syllable words

descriptions of wind, hurricane ( water,  
destruction force) house (roof, wall,  
window, floor, stairs)

2) sentence level: use of short and elliptical sentences

3) translation of passive sentences (para.19)

4) understanding the mind of people at crisis.

Questions for this part:

What does the word "whip" (Wind and rain whipped the house) mean?

What are "storm-shattered panes"?

What's the implied meaning of the sentence "the wind mounted to a roar"?

What are the words the author used to describe wind?

C. Part III Conclusion

the miserable scene after the storm

the efficient relief and rehabilitation work done by the state

the rapid self-relief work done by the Koshaks

Conclusion remarks:

Face to Face with Hurricane Camille describes the

heroic struggle

of

the Koshaks and their friends against the forces of a devastating hurricane. The story focuses mainly on action but the writer also clearly and sympathetically delineates (describe in vivid detail ) the characters in the story. The hero or the protagonist in the story is John Koshak, Jr., and the antagonist is the hurricane.

#### **IV. Comments on the Exercises**

This part is focused on the E-C and C-E translation of the long and difficult sentences in the text. By analyzing the exercises, the key points in the passage will be understood better by the students.)

#### **填写说明：**

- 1、教案封面和首页每门课程按授课学期填写，只填一页。
- 2、教案内容（第 3、4 页）按授课次数或周次填写，平行班教学教案只填写一份。
- 3、表中（ ）选项请打“√”；其中“授课方式”一栏可复选，即如果此门课程既有课堂讲授又有实践课时复选。
- 4、“指定参考书”栏，请依次列出参考书名称、编（著）者、出版社及出版时间。
- 5、请按照表格中所显示的字体格式填写，封面用“宋体，小三”，正文中文用“宋体，小四”，英文用 Times New Roman 字体。
- 6、表格间距可以调整，可另加附页。