



四川外国语学院成都学院

教 案

XX ~ XX 学年第 1 学期

系 英语外事管理系

教研室(组) 大三高英

课程名称 高级英语

授课年级 三年级

授课教师

职 称

四川外国语学院成都学院教务处制

XX 年 X 至 X 月

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（√） 实践课（ ）		考核方式	考试（√） 考查（ ）	
课程类别	必修课	公共必修课（ ） 专业必修课（√）			
	选修课	公共选修课（ ） 专业限选课（ ） 专业任选课（ ）			
课程总学时	72		周学时	4	
学时分配	课堂讲授 62 学时；实践课 10 学时				
教 学 目 标	(一) 扩大学生的知识范围及认知领域、更广泛地接触多学科、多门类的非语言类的知识领域，提升学生的学习兴趣。 (二) 扩大词汇量，以期达到《英语专业本科教学大纲》中所规定掌握的词汇。 (三) 从理论与实践的结合上学习英语修辞学，强化学生在阅读与写作过程中的审美意识。 (四) 传授英语四种基本文体的写作理论与基本构架，从而提高学生的英语写作水平，为今后的外语实践打下坚实的基础。				
使用教材	教材名称	《高级英语》第一册（修订本）			
	编（著）者	张汉熙，王立礼			
	出版社及出版时间	外语教学与研究出版社，1995年			
指定参考书	《高级英语教师用书》（梅毅仁、王立礼编，外语教学与研究出版社，1995年） 《高级英语精读精解》（姚兰著，西南交通大学出版社，2004年） 《高级英语理解与应用辅导》（姚念赓、胡英坤编，东北财经大学出版社，1998年）				

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson 1 The Middle Eastern Bazaar		
本(章)节 授课方式	课堂讲授 (<input checked="" type="checkbox"/>) 实践课 ()	教学时数	2 学时
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. Know the background of "Middle Eastern Bazaar" 2. Grasp the main idea and the theme of this essay 3. Master the language used in a special way in the essay 4. Appreciate the description writing skill in advanced level 5. Conduct a series of discussing, analyzing, presenting activities related to the theme of this essay. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. background information: middle east/Islam/ Muslim/ Mosque/ Gothic Architecture/ Caravanserai 2. structure of text 3. writing style and technique 4. rhetorical devices 5. questions for discussion 	
思 考 题 或 作 业	Exercise I—IX & Quiz.		

教学内容与组织安排

Lesson 1 The Middle Eastern Bazaar

Week 1 (The 1st to the 4th periods)

Outline:

- I. Lead-in
- II. Background information
- III. Type of writing—description
- IV. Structural analysis
- V. Detailed study of text (Part 1-Part 2)
- VI. Assignment

Part I: Lead-in

Ask students to discuss the following question for warm-up activities:

- (1). Can you name some of the Middle Eastern countries?
- (2). What is a bazaar?

Part II: Background information

Ask students to share their knowledge of the following:

1. Middle East

Middle East, geographic and cultural region located in southwestern Asia and northeastern Africa. The geopolitical term Middle East, first coined in 1902 by United States naval officer Alfred Thayer Mahan, originally referred to the Asian region south of the Black Sea between the Mediterranean Sea to the west and India to the east. In modern scholarship, and for the purposes of this article, the term refers collectively to the Asian countries of Bahrain, Cyprus, Iran, Iraq, Israel (and the Israeli-occupied Gaza Strip and West Bank), Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, Turkey, the United Arab Emirates, and Yemen, and the African country of Egypt. A broader, more cultural definition might include the Muslim countries of Morocco, Algeria, Tunisia, Libya, Sudan, Afghanistan, and Pakistan.

2. Islam

Islam is the predominant religion in the Middle East. More than 90 percent of the area's population are Muslims. Christians form the next largest group, with about 4 percent of the population, and Jews make up about 2 percent of the population. Muslims explicitly recognize that Judaism and Christianity preceded their faith, and therefore regard Christians and Jews as “peoples of the book” —that is, groups with written scriptures that should be free to practice their religion.

Islam is divided into two major groups, Sunni Islam and Shia Islam. The Sunni Muslims are by far the most numerous, both in the Middle East and in the Muslim world in general. The Sunnis and Shias separated over the issue of supreme authority after the death of the Prophet Muhammad in 632. The majority of Muslims, the Sunnis, believe the first four caliphs, all of whom belonged to Muhammad's tribe, were the prophet's rightful successors.

A minority, the Shias, believe that Muhammad's nearest male heir, his cousin and son-in-law Ali, was intended to succeed Muhammad. Shias accept only Ali's descendants (imams) as legitimate rulers. The Shias themselves are divided into several sects, which differ over how many of Ali's male descendants should be recognized as leaders of the Islamic community. Of Middle Eastern Shia Muslims, who form about 28 percent of the population of the region, the majority are Jafaris. Because they accept 12 imams, Jafaris are also called "Twelvers." This group is especially prominent in Iran. They believe that the 12th imam will return in the future to establish perfect justice, supplanting the rule of any other leader. This belief has undermined government authority since the establishment of Twelver Shiism as the state religion in 1501. Twelvers also reside in Iraq and Lebanon. Another Shia sect, the Zaydis of Yemen, recognize five imams. A third group, called Ismailis ("Seveners"), recognize seven imams; a few hundred thousand Ismailis reside in Syria.

3. Muslim Women

In public, Muslim women wear a *chador*, a black veiled cloak that enshrouds their entire bodies. This age-old custom of dress thrived in many parts of Southwest Asia even before the arrival of Islam. It is not mandated by the Qur'an, the Islamic holy book, but by the male-dominated Saudi Arabian society. In Saudi Arabia, women are not allowed to vote, their illiteracy rate is high, few are in the labor force, and they have one of the world's highest fertility rates.

4. Mosque

Mosques are laid out in accordance with Muslim prayer. They are generally organized around a courtyard, a reminder of the courtyard of Muhammad's house, which served as the first mosque. Muslims pray facing the holy city of Mecca, a direction known as the *qibla*. A *mihrab*, or prayer niche, indicates the qibla, and the main prayer hall stands on the qibla side. Worshipers, called to prayer by a crier from the minaret, may hear a sermon delivered from the *mimbar* near the mihrab. A mosque that has a vaulted hall, or *eyvan* on each side of its courtyard, as this mosque does, is known as a four-eyvan mosque

5. Gothic architecture

Gothic Art and Architecture, religious and secular buildings, sculpture, stained glass, and illuminated manuscripts and other decorative arts produced in Europe during the latter part of the Middle Ages (5th century to 15th century). Gothic art began to be produced in France about 1140, spreading to the rest of Europe during the following century. The Gothic Age ended with the advent of the Renaissance in Italy about the beginning of the 15th century, although Gothic art and architecture continued in the rest of Europe through most of the 15th century, and in some regions of northern Europe into the 16th century. Originally the word *Gothic* was used by Italian Renaissance writers as a derogatory term for all art and architecture of the Middle Ages, which they regarded as comparable to the works of barbarian Goths. Since then the term Gothic has been restricted to the last major medieval period, immediately following the Romanesque (*see Romanesque Art and Architecture*). The Gothic Age is now considered one of Europe's outstanding artistic eras.

Part III: TYPE of Writing——description

Description: A description is painting a picture in words of a person, place, object, or scene. a description essay is generally developed through sensory details, or the impressions of one's senses --- sight, hearing, taste, smell and touch. The writer generally chooses those that help to bring out the dominant characteristic or outstanding quality of the person or thing described.

Part IV: Structural analysis

Section I: (paras. 1, 2) General atmosphere

Topic Sentence: The Middle Eastern...takes you ...years.

ancientness, backwardness, primitiveness

harmonious, liveliness, self-sufficient, simple, not sophisticated, active, vigorous, healthy

Section II (One of the peculiarities) the cloth market

Section III (One of the most picturesque) the coppersmith market and etc.

Section IV (Perhaps the most unforgettable) the mill where linseed oil is made

Part V: Detailed study of text

Part 1 (Para1-2)

1. The Middle Eastern bazaar takes you back ...

Bazaar (n.) : (in Oriental countries)a market or street of shops and stalls(东方国家的)市场, 集市

take you back: bring us back to ancient time.../ make us think of...

Personification + hyperbole/ exaggeration

Personification: an act of personifying sth. that is without life

Hyperbole: overstate or exaggerate sth. in order to make it sound bigger, smaller, better, worse, etc. than it really is

2. particular: special, single and different from others.

- The teacher took particular (special) notice of me.
- On this particular (single) day we had to be at school early.

3. **Gothic-arched**: a type of architecture

Goth: one of the German tribes

arch: a curved top sometimes with a central point resting on 2 supports as above a door.

4. glare: shining intensely, uncomfortably, and too strong; in a way unpleasant to the eyes

5. cavern: a large deep cave, closed roofed place.

- Here in the text we can see that it is a long, narrow, dark street of workshops and stores with some sort of roof over them.

6. losing itself in the shadowy distance: In the farthest distance everything becomes obscure, unclear, only dimly visible in the dark surroundings.

- shadow: darkness where direct light, esp. sunlight, is blocked by sth.
- shadowy: hard to see or know about clearly, not distinct, dim

7. harmony: musical notes combined together in a pleasant sounding way

- harmoniously: in a pleasant and peaceful way
 - tinkle: to make a light metallic sound
 - The rain tinkled on the metal roof.
- to tinkle coins together

8. **throng**: large crowd of people, a crowd of people busy doing sth.

- *Throng* varies so little in meaning from *crowd* that the two words are often used interchangeably without loss.
- Throng sometimes carries the stronger implication of movement and of pushing and the weaker implication of density.

e.g. The pre-Xmas sale attracted a throng of shoppers.

9. **din**: loud, confused, continuous noise. The word often suggests unpleasant, disordered mixture of confusing and disturbing sounds.

- The din in the theatre stopped when the curtain was raised.
- the din of the cheerful crowd

10. **wares**: (always-pl.) articles offered for sale, usu. not in a shop.

- to advertise / hawk / peddle one's wares

11. **would-be**: likely, possible, which one wishes to be but is not

- a would-be musician / football player
- her would-be husband

12. **bargain**: to talk about the condition of a sale, agreement, or contract

13. **dizzy**: feeling as if everything were turning round

e.g. The two-day journey on the bus makes me dizzy.

14. **penetrate**: to enter, pass, cut, or force a way into or through.

- The bullet can penetrate a wall.
- Rainwater has penetrated through the roof of my house.

15. **fade**: to lose strength, colour, freshness, etc.

- fade away: go slowly out of hearing, gradually disappearing
- The light faded as the sun went down.

Paraphrase: *The farther you push / force your way into the bazaar, the lower and softer the noise becomes until finally it disappears. Then you arrive at the cloth market where the sound is hardly audible.*

16. **mute**:

- verb: to reduce the sound of, to make a sound softer than usual
- to mute a musical instrument
- Here in the text the word "muted" is used to suggest the compelling circumstances, forcing you to lower your sound.

17. **beaten**: (of a path, track, etc.) that is given shape by the feet of those who pass along it, suggesting ancientness, timelessness.

- The path becomes flat because of the walking of countless people through thousands of years.
- We followed a well-beaten path through the forest.

18. **deaden**: to cause to lose strength, force, feeling, and brightness

E.g. Two of these pills will deaden the pain.

19. vaulted: in the form of a vault --- a series of arches built to form a roof
20. measured: carefully controlled
21. overwhelm: overcome, control completely and usu. suddenly
- Sorrow overwhelmed the family.
 - She was overwhelmed with grief.
 - They won an overwhelming victory / majority.
22. sepulchral: related to grave, gloomy, dismal
- sepulchre: old and bibl. use, a burial place; a tomb
23. follow suit: to do the same as someone else has done, to play / to deal the cards of the same suits.
- When the others went swimming, I followed suit.
 - He went to bed and I followed suit after a few minutes.

Summary to Part I:

It is a vivid picture of the bazaar, showing a contrast between the gateway of the market and the cloth market. The noise at the gateway make people dizzy, while the gloomy atmosphere of the clothe-market make people to follow suit.

Part 2: Para 3-4

1. One of peculiarities of ...injustice or persecution.

- Peculiarity: characteristics

e.g. The large fantail is a peculiarity of peacock.

- Collect: come together; gather
- Knit: unite firmly and closely
- Guild: society of persons for helping one another, forwarding common interests
- Persecute: to treat cruelly, cause to suffer.

e.g. Many intellectuals were persecuted in the Cultural Revolution.

be persecuted by sb. for sth.

- *Translating this sentence!*

2. In the cloth-market... and shelves for storage.

Each openfronted shop having a trestle table 为独立主格结构:

名词+现在分词短语, 做状语, 表方式

名词+过去分词/ 不定式/形容词/介词短语/副词

e.g. He came into the room, his nose red with cold.

Trestle : wooden beam fixed at each end to a pair of spreading legs, used, usu. as a removable support of a table or other flat surface.

3. Bargaining is the order of the day...the price down.

Order of the day: the characteristic or dominant feature or activity; the prevailing state of things.

(If sth. is the order of the day, it is very common among a particular group of people.)

e.g. Learning English is now the order of the day in China.

Narrow down: reduce the number of their choice

Beat down: bargain with (seller, causing seller) to lower (price)

Translating this sentence!

4. It is a point of honor with ...the last moment.

A point of honour: sth. considered important for one's self-respect.

e.g. It's a point of honour with

me to keep my promise= I made it a point of honour to keep my promise.

- what it is: which (thing) in particular. The word "it is" are added to show emphasis.
- e.g. What is it she really likes?

What is it you do?

5. If he does guess ... in the bargaining.

Paraphrase this sentence!

6. The seller, on the other hand, makes a point of ... for the customer.

Make a point of / make it a point to : do sth. Because one considers it important or necessary, to take particular care of ,make extraordinary efforts in, regard or treat as necessary.

e.g. The teachers make a point of setting strict demands on the students.

- Deprive of : take away from

e.g. The judge deprived him of his political rights.

at interval: happening regularly after equal periods of time.

e.g. The trees were planted beside the road at 50-meters intervals.

Summary of Part 2:

The peculiarities of the bazaar:

1. The spreading of goods: dealing in the same kind get together for customers to compare good and prices.
2. bargaining: the psychological trick between both sellers and purchasers.

Part VI:Assignment

1. Self-study all the new words and expressions in Lesson 1.
2. Finish Exercis I on P 6, E IV on P8, E V on P8

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson 1 The Middle Eastern Bazaar		
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	2 学时
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. Know the background of "Middle Eastern Bazaar" 2. Grasp the main idea and the theme of this essay 3. Master the language used in a special way in the essay 4. Appreciate the description writing skill in advanced level 5. Conduct a series of discussing, analyzing, presenting activities related to the theme of this essay. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. background information: middle east/Islam/ Muslim/ Mosque/ Gothic Architecture/ Caravanserai 2. structure of text 3. writing style and technique 4. rhetorical devices 5. questions for discussion 	
思 考 题 或 作 业	Exercise I—IX & Quiz.		

教学内容与组织安排

Lesson 1 The Middle Eastern Bazaar

Week 2 (The 5th to the 8th periods)

Outline:

I. Lead-in

II. Detailed study of text(Part 3-Part 4)

III. Assignment

Part I: Lead-in

1. Check Ss' understanding about text by asking questions from Exercise I.
2. Exam Ss' self-study about new words and expressions.

Part II: Detailed study of text

Part 3:

1. one of the most picturesque ...

Cooper-smiths' market:

-smith: a worker in metal, a maker

e.g. copper-/gold-/tin-/black-/ gun-smith

2. As you approach it, a tinkling and banging and clashing begins to impinge on your ear.

- Tinkle: light mechanical sound, ringing sound

- Bang: to hit violently, to make a loud noise.

e.g. The door banged open/ shut.

Clash: a noisy, usu. metallic sound of collision

e.g. swords clash

Onomatopoeia: 拟声、拟声语、声喻法

Impinge on (upon) : to have influence on (here, to strike)

3. It grows louder and more distinct, until you round a corner and see a fairyland of dancing flashes...

Distinct: clearly seen, heard, understood.

e.g. Anything clearly noticed is distinct.

There is a distinct smell of beer in this room.

4. In each shop sit the apprentices...with a hammer himself.

- Hammer away at: to use a hammer to strike. ("away" ---constantly and continuously)

e.g. He was laughing away all afternoon.

- 5. In the background, a tiny apprentice blow a big charcoal fire with a huge leather bellows...

- **consonance(辅音韵)**: Big, bellows, big, blow, burning, bright

- *Translate this sentence!*

5. Here you can find beautiful pot and bowls...

Engrave: to cut (words, pictures) on wood, stone or metal.

e.g. The terrible memory was engraved on his mind.

- Delicate: finely made, and easily broken

e.g. as delicate as silk

the delicate skin of a baby

delicate feelings

- Intricate: complicated; containing many detailed parts and thus difficult to understand.

Paraphrase this sentence!

Here you can find beautiful pots and bowls with fine, complicated and traditional designs; you can also get simple household utensils for daily use, which are pleasant to look at but do not have any decoration on them and are strictly designed to serve useful purposes.

6. Elsewhere there is the carpet-market...and yet harmonious.

Profusion: plenty, great or too great amount, abundance

e.g. to make promises in profusion

Varied: it implies more than “different”; it stresses the idea of full of changes of variety, having numerous forms or types.

Texture: arrangement of threads in a textile fabric.

Bold: strongly marked, clearly formed.

e.g. The letter is printed in bold.(粗体字/黑体字)

- Some where in the Bazaar is located the carpet-market. There you have a variety of carpets with vivid color, woven in different ways, having designs of local characteristics. Some of the designs are clear-cut, well-marked and simple; while others are very complicated, showing all the details and the different parts combined in a pleasing arrangement.

Suggested version:

- 另外一处是地毯市场，那里有各式各样、色彩鲜艳、质地各异，带有各地特色风情图案的地毯；有些简单明快，有些图案细节精巧和谐得让人惊叹。

7..Then there is the spice-market...

Pungent: having a strong ,sharp, stinging, burning taste or smell.

Exotic: (always positive, sth. pleasing) not native to the place where found, strikingly or excitingly different or unusual.

e.g. Kebab gives exotic smell.

- Sumptuous :costly, rich, showing great value.
- E.g. A sumptuous meal was served to the visiting guests.
- Showing contrast to the “humble bread and cheese”

8... lie elsewhere in the maze of vaulted streets which honeycomb this bazaar.

- Maze: a confusing intricate network of passages.迷宫
- Honeycomb: n. →V. to fill with holes, tunnels, hollow passages like honeycomb.
- *Paraphrase this sentence!*

The street that pierce the bazaar from all directions and lead towards all directions cut the bazaar into small sections like the honeycomb.

(街道纵横交错使集市如迷宫一般，犹如蜂巢)

9.Every here and there, a doorway gives ...beside them.

- glimpse: a quick, incomplete look of sth. out of the corner of one’s eye. (commonly, it means a brief view of a thing.)

e.g. get a glimpse of

- Disdainful: contemptuous, showing lack of respect ,regard sb. or sth. As low and worthless.
- Caravanserai: an inn surrounding a court in eastern countries where caravans rest at night.

caravan: a company of travellers on a journey through desert of hostile regions.

- Bale: a large bundle of goods bound up for storage or transportation .

Every now and then, through a doorway you will be able to catch a brief view of a sunlit courtyard, perhaps before a mosque or a caravanserai, where camels lie arrogantly chewing their food, with the large bundles of goods they have carried hundreds of miles away in the desert beside them.

Summary of Part3:

The loud sound ,the strokes of the bellows make a harmonious symphonic music——copper-smith music, and the other six markets spreading in the bazaar look like a set of network, which show us how picturesque the street is.

Part 4 (Para8-9)

1. It is a vast, sombre cavern of a room...only dimly visible.

It is a vast, sombre cavern of room: a room that is like a vast sombre cavern.

(The use of implied comparison and the noun “cavern” instead of the adjective “cavernous” makes the description more vivid.)

e.g. The live in a palace of a house.

Before him stood a little shrimp of a fellow.

2.In this cavern are three massive ...as an axle.

Vast: immensity of extent. It stresses a thing’s range, scope or variety , as well as extent.

e.g. China is a populous country with a vast territory.

Huge: immensity of bulk. Sometimes tt stresses the greatness of a person’s capacity.

e.g. a huge leather bellow.

a huge eater.

Massive: large, heavy and solid 大而重的; 巨大的

e.g. a massive monument / rock

3. The pressing of the linseed pulp ... stone wheels.

Ramshackle: shaky, unsteady, likely to go to pieces.

e.g. a ramshackle house.

Apparatus: a set of machines, instruments, tools, that work together for a particular purpose.

Tower: to be very tall, esp. in realtion to the height of the surrounding.

E.g. He towers above his contemporaries.

Dwarf: to cause to appear small by comparison.

E.g. Snow –white & the 7 Dwarfs

Summary of part 4:

The linseed oil mill shows us a special picture. The ancient apparatus used in the mill to make oil is the symbol of the society. And it also tells us that (manual) handicraft industry is the main style of people’s daily life. The economy is prosperous and the people are working hard.

Part III Assignment

1. Finish Exercise VII—X.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson 1 The Middle Eastern Bazaar		
本(章)节 授课方式	课堂讲授 (<input checked="" type="checkbox"/>) 实践课 ()	教学时数	2 学时
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. Know the background of "Middle Eastern Bazaar" 2. Grasp the main idea and the theme of this essay 3. Master the language used in a special way in the essay 4. Appreciate the description writing skill in advanced level 5. Conduct a series of discussing, analyzing, presenting activities related to the theme of this essay. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. background information: middle east/Islam/ Muslim/ Mosque/ Gothic Architecture/ Caravanserai 2. structure of text 3. writing style and technique 4. rhetorical devices 5. questions for discussion 	
思 考 题 或 作 业	Exercise I—IX & Quiz.		

教学内容与组织安排

Lesson 1 The Middle Eastern Bazaar

Week 3 (The 9th to the 10th periods)

Outline:

I. Lead-in

II. stylistic analysis

III. Writing technique

IV. Assignment

Part I: Lead-in

Revision: 1. Dictation

2. Ask Ss to describe the features of various markets in the middle eastern bazaar.

Part II: Stylistic analysis

TYPE of Writing: Description: A description is painting a picture in words of a person, place, object, or scene.

a description essay is generally developed through sensory details, or the impressions of one's senses --- sight, hearing, taste, smell and touch. The writer generally chooses those that help to bring out the dominant characteristic or outstanding quality of the person or thing described.

1. From Macro to Micro
2. words appealing to senses: light & heat, sound & movement, and smell & colour.
- 3 nouns, adjectives and even adverbs used as verbs: thread, round, narrow, price, live, tower and dwarf.
4. words imitating sounds: onomatopoeia.
5. stressful and impressive sentence structures:
 - the one I am thinking of particularly...
 - one of the peculiarities ...
 - one of the most picturesque and impressive parts ...
 - the most unforgettable thing in the bazaar,...

Part III: Writing Technique

1. Rhetorical devices

tenor (subject): the concept, object, or person meant in a metaphor

vehicle (reference): a medium through which something is expressed, achieved, or displayed

Simile: A simile makes a comparison between two unlike things having at least one quality or characteristic in common. The two things compared must be dissimilar and the basis of

resemblance is usually an abstract quality. The vehicle is almost always introduced by the word "like" or "as".

Self-criticism is as necessary to us as air or water.

The water lay grey and wrinkled like an elephant's skin.

My very thoughts were like the ghostly rustle of dead leaves.

The bus went as slowly as a snail.

Her eyes were jet black, and her hair was like a waterfall.

The comparison is purely imaginative, that is, the resemblance between the two unlike things in that one particular aspect exists only in our minds, and not in the nature of the things themselves.

As cold waters to a thirsty soul, so is good news from a far country.

Metaphor: A metaphor, like a simile, also makes a comparison between two unlike things, but the comparison is implied rather than stated. Some say it the substitution of one thing for another, or the identification of two things from different ranges of thought. Contrary to a simile in which the resemblance between two unlike things is clearly stated, in a metaphor nothing is mentioned. It is often loosely defined as "an implied comparison", "a simile without 'like' or 'as'".

Metaphor is considered the most important and basic poetic figure and also the commonest the most beautiful.

Snow clothes the ground.

The town was stormed after a long siege.

Boys and girls, tumbling in the streets and playing, were moving jewels.

Metaphor:

dark cavern, fairyland, maze, honeycomb, etc
form a closely knit guild...

Simile:

a vast sombre cavern of a room

Onomatopoeia:

creak, squeak, rumble, grunt, sigh, groan, etc.
tinkling, banging, clashing

Personification:

The Middle Easter bazaar takes you...

dancing flashes

The beam sinks...taut and protesting

Hyperbole:

takes you ...hundreds even thousands of years

every conceivable, innumerable lamps, incredibly young, with the dust of centuries

Onomatopoeia:

creak:

(to make) the sound of a badly-oiled door when it opens

When you move in a wooden bed, it creaks.

The hinge of the door needs oiling, it creaks every time it is opened.

squeak:

(to make) a short very high but not loud sound

the squeak of a mouse

rumble:

(to make) a deep continuous rolling sound

The thunder / the big guns rumbled in the distance.

I am hungry, my stomach is rumbling.

grunt:

(of certain animals, to make) short deep rough sounds in the throat, as if the nose were closed, such as the deep short sound characteristic of a hog, or a man making a similar sound expressing disagreement, boredom, irritation

sigh:

(to let out) a deep breath slowly and with a sound, usu. expressing tiredness, sadness, or satisfaction We all heaved a sigh of relief when the work was done.

groan:

(to make) a sound caused by the movement of wood or metal parts heavily loaded, (to make) a deep sound forced out by pain, or expressing despair

The patient groaned as he was lifted on to the stretcher.

The ancient chair gave a groan when the fat woman sat down on it.

The roof creaked and groaned under the weight of the snow.

2. well-chosen words

1) light and heat: glare, dark, glow bright and then dim rhythmically, somber, glistening,

2) sound and movement: tinkling, din, baning and clashing, creaking

3) smell and colour: exotic, profusion of rich colors...

Part IV: Assignment:

1. Go over all the rhetoric devices and notic sentences used figuratively in the daily reading.
2. Memorize the new words and expression of Lesson 1.

Finish the translation of sentences.