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**I 课程性质与设置目的**

本课程是高等教育自学考试英语教育（独立本科段）考试计划中的核心课程之一。设置本课程的目的可以归纳为如下几方面：

1. 引导学生注意吸收语言材料、扩大文化知识，特别是有关英美的文化知识。
2. 通过对文章的思想内容、篇章结构、语言技巧的分析，提高学生对文章的理解、分析及评述的能力。
3. 继续打好语言基本功，培养熟练技巧，努力发展学生综合应用英语的能力。

4．本课程重点章节为第2章，第3章，第4章，第5章，第6章，第7章，第8章，第9章，第11章，第12章，第13章，次重点为第10章，第15章，一般章节第1章，第14章。

**II 课程内容与考核目标**

**（考核知识、考核要求）**

1. **TWO WORDS TO AVOID, TWO TO REMEMBER**

一．学习目的与要求

To grasp:

* 1. the background of the story;
	2. the background of the author;
	3. Organization and development of the text (narrative);
	4. detailed study of the text;
	5. Description in Narration

二．课程内容：TWO WORDS TO AVOID, TWO TO REMEMBER

三．考核知识点：

1. Words and phrases of this unit;

2. Organization and development of the text (narrative);

3. Description in Narration

四．考核要求

识记： Words and phrases of this unit

1. the sudden flash of insight that leaves you a changed person: the quick and spontaneous understanding that makes you a changed person

2. fallen through: failed

3. checkered tablecloth: tablecloth marked by light and dark patches

4. chewing the bitter cud of hindsight: thinking repeatedly about the painful realization of what had happened

5. he still carried a full case load: he still carried a briefcase fully loaded with documents

6. They are not identified, of course: Their names are not given

7. we might begin to get somewhere: succeed

8. There's a perverse streak in all of us: obstinately unreasonable quality

9. I shook my head ruefully: regretfully

10. substitute a phrase that supplies lift instead of creating drag: use a phrase that provides a feeling of encouragement instead of causing nuisance

11. with an audible click: clearly/without any doubt

12. I spotted a cruising cab and ran toward it: taxi moving leisurely about, looking for passengers

13. Then I wait for that almost perceptible mental click: the clear signal suggested by the Old man that can almost be felt in the mind

领会：

1. The Organization and development of the text (narrative);

2. Description in Narration

简单应用:

Sentence structure and rewriting

综合应用:

Paragraph translation from Chinese to English

1. **THE FINE ART OF PUTTING THINGS OFF**

一．学习目的与要求

To grasp:

1. Some allusions and historical events mentioned in the text(some see notes to the text)— Punic Wars and Quintus Fabius Maximus, Hamlet, Faustian encounters, Jean Kerr, etc.

2. Organization and development of the text;

3. Main idea of each paragraph.

4. Style VS. Tone; Formal VS. Informal; (the use of formal style, formal words and phrases exaggeration to convey a gay and delightful tone);

5. Level of Usage

二．课程内容：THE FINE ART OF PUTTING THINGS OFF

三．考核知识点：

1. Words and phrases of this unit;

2. Organization and development of the text;

3. Main idea of each paragraph.

4. Style VS. Tone; Formal VS. Informal

四．考核要求

识记：Words and phrases of this unit

1. exhorted: urged strongly

2. the elegant earl never got around to marrying his son's mother: found time for

3. a habit of keeping worthies like Dr. Johnson cooling their heels for hours: men of importance like Dr. Johnson waiting

4. That.…attests to the fact that: proves

5. one of the great Roman generals was dubbed "Cunctator": named humorously

6. for putting off battle until the last possible vinum break: until an effective defense deserving a celebration with champagne was ensured

7. Moses pleaded a speech defect to rationalize his reluctance to deliver Jehovah's edict to Pharaoh: claimed that he had a speech defect, and that he had reasons for

8. at an ungodly 6:30 p.m.: unreasonable

9. to file for an extension of the income tax deadline: apply officially

10.until the apocalyptic voice of Diners threatens doom from Denver: warning, suggests unavoidable destruction

11.They postpone, as Faustian encounters, visits to barbershop: as if they will see devils

12.Yet for all the trouble procrastination may incur: in spite of

13.the art of postponement had been virtually a monopoly of the military, diplomacy and the law: found almost only in the field of

14.to ruminate about the situation with Singapore Sling in hand: go over in mind repeatedly and slowly

15.Blessedly, he had no nattering Telex to order machine guns and fresh troops: fortunately, noisy

16.Even there is no will, there is a way: there is no will to delay, there is a way to do so.

17.in the higher echelons of business: in the case of higher levels

18.The data explosion fortifies those seeking excuses for inaction: encourages, doing nothing

19.His point is will taken: accepted

20.Bureaucratization, which flourished amid the growing burdens of government and the greater complexity of society, was designed to smother policymaker in blanks of legalism, compromise and reappraisal: Excessive silly rules, which developed very quickly as a result of the expanding administrative structure and the greater complexity of society, were made to restrict policymakers, who have to be engaged in endless paperwork, mediation and reconsideration

21.Many languages are studded with phrases that refer to putting things off: filled

22.There are all sorts of rationalizations: reasons

23.a kind of subliminal way of sorting the important from the trivial: way outside one's conscious awareness

24.It is something of a truism: an undoubted truth

25.for that matter: as further concerns the thing mentioned

26.So…is the creation of an entree: a small carefully prepared meat dish

27.the design can mellow and marinate: ripen and mature

28.pace Lord Chesterfield: with all due respect to

领会：

1. Some allusions and historical events mentioned in the text(some see notes to the text)— Punic Wars and Quintus Fabius Maximus, Hamlet, Faustian encounters, Jean Kerr, etc.

2. Organization and development of the text;

3. Main idea of each paragraph.

4. Style VS. Tone; Formal VS. Informal; (the use of formal style, formal words and phrases exaggeration to convey a gay and delightful tone);

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **WALLS AND BARRIERS**

一．学习目的与要求

To grasp:

1. The Chief Personalities of Man
2. Einstein’s Chief Personalities: Modesty, Simplicity, etc.
3. Description Developed by Examples

二．课程内容：WALLS AND BARRIERS

三．考核知识点：

1. Inductive analysis to help make his proposition logically sound.

2. Comparison and contrasts

3. Changes that have occurred in people’s notion of money, in the function of the bank, and accordingly, in its architectural features — change in the form or design of architecture is the result of a change in people’s attitude.

4. Organization and development of the text:

Para.1& 2: beginning with quoting his father

Para 3 & 4: a view of money in the past and now, architectural designs of banks

Para 4: function of bank

Para 6: classical and new criticism of architecture

Para 7 & 9: attitude toward possible hositility from without in primitive and modern world

Para 8 &10: attitude toward privacy

四．考核要求

识记：

Words and phrases of this unit

1. to whom a good deal of modern architecture is unnerving: discouraging

2. a tangible commodity: material

3. that could be hefted: lifted for making out the weight

4. to attract the custom of a sensible man: business patronage

5. If a building's design made it appear impregnable: firm enough

6. the institution was necessarily sound: in good condition

7. the meaning of the heavy wall…dwelt in the prevailing attitude toward money, rather than in any aesthetic theory: was based on , on

8. the most valuable elements are dash and a creative flair for the invention of large numbers: vigor and a creative ability

9. the door to the vault, far from being secluded and guarded, is set out: not at all

10.the older bank asserted its invulnerability: showed forcefully its freedom from harm

11.it is hard to say where architecture ends and human assertion begins: expression of human attitudes

12.walls are not simply walls but physical symbols of the barriers in men's minds: fears

13.they could feel themselves to be in a delimited space: space with fixed limits

14.the undeveloped technology of the period precluded the construction of more delicate walls: made impossible

15.the fear of dissolution being the ultimate fear: death

16.it has become questionable: not certain

17.Men were dirty, prying, vile, and dangerous: nosy, evil

18.the rooms faced not out, but in, toward a patio: inner roofless yard
19.engaging in the intimate activities of a personal as against a public life: rather than

20.The rich intricacies of the decorative arts of the period: complex details

21….are as illustrative of this attitude as the walls themselves: illustrate as much

22.by the conventions of law and social practice: agreements

23.and the same goes for our homes: is true for

24.Glass may accomplish this function: perform well

25.people who still have qualms about eating…under conditions of high visibility: unpleasant feelings

26.walls that will at least give them a sense of adequate screening: privacy due to separation

27.the toilette taboo being still unbroken: forbidden practice

28.To repeat, it is our changing conceptions of ourselves in relation to the world that determine: In a word, it is our attitudes toward

29.The "open plan" and the unobstructed view are consistent with his faith in the eventual solution of all problems: view free from obstruction squarely express

领会：

1. Comparison and contrasts

2. Changes that have occurred in people’s notion of money, in the function of the bank, and accordingly, in its architectural features — change in the form or design of architecture is the result of a change in people’s attitude.

3. Organization and development of the text.

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **THE LADY，OR THE TIGER？PART I**

一．学习目的与要求

To grasp:

1. General introduction of the story — about how justice is administered by a semi-barbaric king.

2. Writing skills and style of the text;

3. Literary genre: the short story

二．课程内容：THE LADY，OR THE TIGER？PART I

三．考核知识点：

1. Words and phrases of this unit;
2. The organization of the text

3. Writing skills and style of the text;

4. Literary genre: the short story

四．考核要求：

识记：Words and phrases of this unit

1. somewhat polished and sharpened by the progressiveness of distant Latin neighbors: civilized

2. whose ideas were still large, florid, and untrammeled, as became the half of him which was barbaric: sweeping, wild, and unrestrained, and so

3. He was a man of exuberant fancy: wild and excessive

4. he turned his varied fancies into facts: fancies of different kinds

5. He was greatly given to self-communing: in the habit of discussing matters with himself

6. his nature was bland and genial: gentle and cheerful

7. some of his orbs got out of their orbits: subjects did something wrong

8. to make the crooked straight, and crush down uneven places: to execute justice

9. his barbarism had become semified: reduced to half of what it used to be

10.the minds of his subjects were refined and cultured: improved and cultivated

11.even the exuberant and barbaric fancy asserted itself: showed its power

12.The vast amphitheater…was an agent of poetic justice: perfect

13.he owed more allegiance to no tradition than pleased his fancy: stuck to no tradition except that which

14.the fiercest and most cruel that could be procured: obtained with effort

15.doleful iron bells were clanged: sad

16.wended slowly their homeward way: moved over a distance

17….should have merited so dire a fate: deserved so terrible

18.the most suitable to his years and station: social rank

19.to interfere with his great scheme of: to stop

20. retribution and reward:, deserved punishment

21.dancing maidens blowing joyous airs: tunes

22.the wedding was promptly and cheerily solemnized: performed in a manner of formal religious ceremony

23.the innocent man, preceded by children: headed

24.strewing flowers on his path, led his bride to his home: scattering

25.The decisions …were positively determinate: clear

26.to witness a hilarious wedding: wedding causing wild laughter

27.This element of uncertainty lent an interest to the occasion which it could not otherwise have attained: and this interest could not have been attained in other ways

28.the thinking part of the community: those who did not follow the practice blindly in

领会：

1. Words and phrases of this unit;
2. The organization of the text

3. Writing skills and style of the text;

4. Literary genre: the short story

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **THE LADY，OR THE TIGER？PART II**

一．学习目的与要求

To grasp:

1. Brief review of the background — Part I in Unit four, the semi-barbaric king and his way of administering justice.
2. Structure of the text
3. Psychological description of the princess;
4. How does the author create the intensity of situation?
5. The unconventional ending with a question and its effect.
6. Literary genre: the short story

二．课程内容：THE LADY，OR THE TIGER？PART II

三．考核知识点：

1. Words and phrases of this unit;

2. Structure of the text

3. Psychological description of the princess;

4. How does the author create the intensity of situation?

5. The unconventional ending with a question and its effect.

6. Literary genre: the short story

四．考核要求：

识记：Words and phrases of this unit

1. fervent and imperious as his own: strong and arrogant

2. royal maiden was well satisfied with her lover: princess

3. ardor that had enough of barbarism in it: eagerness

4. waver in regard to his duty in the premises: falter to execute his power in his own territory

5. deed with which the accused was charged had been done: romantic affair

6. take an aesthetic pleasure in watching the course of events: enjoy watching with excitement

7. admittance: right of entrance

8. hum of admiration and anxiety: noise

9. Possessed of more power: With

10. possessed herself of the secret of the doors: managed to get

11.the damsels of the court: unmarried young women of noble birth

12. aspiring to one so far above him: desiring earnestly

13. those whose souls are one: who understand each other very well

14. lead us through devious mazes of passion: helps us get rid of the control of the confusing feelings and emotions of various kinds

15.her soul was at a white heat beneath the combined fires of despair and jealousy: she suffered badly from the torture of despair and jealousy

16.How often had she started in wild horror: been startled

17.in the blessed regions: holy

18. futurity: future time

19.Her decision had been indicated in an instant: made clear

20. anguished deliberation: agonizing self-debating

21. presume to set myself up as the one person able to answer it: suppose to regard myself

领会：

1. Description of the princess, daughter of the semi-barbaric king;

2. Her love with enough of barbarism for the young courtier of that fineness of blood and lowness of station

3. Her combined fires of despair and jealousy;

4. Her decision;

5. Structure of the text

6. The unconventional ending with a question and its effect.

7. Literary genre: the short story

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **DULL WORK**

一．学习目的与要求

To grasp:

1. The organization of the text

2. Classical Thetoric

二．课程内容：DULL WORK

三．考核知识点：

1. Words and phrases of this unit;
2. The organization of the text;

3. Classical Thetoric

四．考核要求：

识记：Words and phrases of this unit

1. assumption that: belief

2. eventful lives: lives full of important events

3. The opposite is nearer the truth: The fact that people who achieve much are often content with the routine uneventful lives they live

4. an unalterable routine: a dull and regular

5. transmute trivial impulses into momentous consequences: be inspired by seemingly unimportant sudden ideas for the success in great achievements

6. what he can do with physiological pressures and hunger: his capacity to suffer illness and hunger

7. vexation: discomfort

8. seminal: highly original and influencing the development of future events

9. equidistant from：equally distant

10. insights: understandings

11. inordinate humanness shows itself in the ability to make the trivial and common reach an enormous way: excessive human feature is embodied

12. exhausts rather than stimulates: exhausts rather than stimulates creative power

领会：

1. The organization of the text
2. Classical Thetoric

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **BEAUTY**

一．学习目的与要求

To grasp:

1. The organization of the text
2. Definition

二．课程内容：BEAUTY

三．考核知识点：

1. Words and phrases of this unit;

2. The organization of the text;

3. Definition

四．考核要求：

识记：Words and phrases of this unit

1. what we have to call--lamely, enviously--whole persons: helplessly

2. it was quite paradoxical: seemingly self-contradictory

3.seductive: charming

4. One of Socrates' main pedagogical acts was to be ugly: teaching

5. we are more wary of the enchantments of beauty: careful about the different aspects of overall excellence

6. We …split of--with the greatest facility--the "inside" from the "outside": very easily

7. the central place of beauty in classical ideas of human excellence: ancient Greek and Roman

8. Christianity set beauty adrift: out of control

9. an alienated, arbitrary, …enchantment:, strange and capricious

10. Associating beauty with women has put beauty even further on the defensive, morally: questionable in value

11. Catholic countries…still retain some vestiges: traces

12.of the pagan admiration for beauty:, ancient Greek and Roman

13.to the detriment of the notion of beauty: which is harmful to

领会：

1. The organization of the text;

2. Definition

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **APPETITE**

一．学习目的与要求

To grasp:

1. The organization of the text
2. Sentence complexity and rhetorical effect
3. Allusion: Oscar Wilde, Irish-born writer. Renowned as a wit in London literary circles, he achieved recognition with *The Picture of Dorian Gray* (1891), a novel. He also wrote plays of lively dialogue, such as *The Importance of Being Earnest* (1895), and poetry, including *The Ballad of Reading Gaol* (1898).
4. Cultural tip: puritanical device and asceticism Puritan: A member of a group of English Protestants who in the 16th and 17th centuries advocated strict religious discipline along with simplification of the ceremonies and creeds of the Church of England. It can also refer to someone who lives in accordance with Protestant precepts, especially one who regards pleasure or luxury as sinful.

5. Definition Through Comparison and Example

二．课程内容：APPETITE

三．考核知识点：

1. Words and phrases of the unit;

2. The organization of the text

3. Definition Through Comparison and Example

四．考核要求：

识记：Words and phrases of this unit

1. Appetite is the keenness of living: strong desire to live on

2. you are still curious to exist: eager

3. you still have an edge on your longings: are still driven by strong desires

4. taste its multitudinous flavours and juices: numerous

5. I don't mean the lust for food: overwhelming desire

6. any burning in the blood: any strong desire that you have

7. who never got their heart's desire: were never satisfied

8. I've always preferred wanting to having: being in the state of wanting something to having something

9. the whole toffeeness of toffees: appeal for a child to eat toffees

10.imperceptibly diminished: unaccountably

11.a particular texture: structure of a substance

12.deliberate fasting eating no food on purpose

13.appetite is too precious to be bludgeoned into insensibility by satiation: destroyed by over-indulgence in what one likes

14.I don't really want three square meals a day: good satisfying

15.I want one huge, delicious, orgiastic, table-groaning blow-out: exciting, lavish meal heavy enough to cause the table to groan

16.a way of anticipating a rare moment of indulgence: expecting

领会：

1. The organization of the text
2. Sentence complexity and rhetorical effect
3. Definition Through Comparison and Example

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **A RED LIGHT FOR SCOFFLAWS**

一．学习目的与要求：

To grasp:

1. The organization of the text
2. This part concerns itself with legal English, so words often used in legal documents should be studied thoroughly. ①Words denoting unlawfulness: illicit illegal lawless unofficial illegitimate criminal unauthorized unlicensed banned prohibited forbidden ②Words denoting people involved in lawsuit: culprit criminal sinner defendant accused offender plaintiff accuser prosecutor suitor ③words used in traffic laws: Double parking speeding speed limit red-light runner
3. Evidence

二．课程内容：A RED LIGHT FOR SCOFFLAWS

三．考核知识点：

1. Words and phrases of the unit;

2. The organization of the text

3. Evidence

四．考核要求：

识记：Words and phrases of this unit

1. law and order: the condition of society in which given rules are respected and obeyed

2. millions of Americans are taking increasing liberties with the legal codes: violating more frequently

3. outlaw litter: unlawful strewing with rubbish

4. illicit noise: noise too loud to be permitted

5. motorized anarchy: disorder created by motorists

6.a majority of Americans have blithely taken to committing: thoughtlessly been used to

7.supposedly minor derelictions as a matter of course: negligence without feeling ashamed

8.Scofflaws abounds: people who treat the law with contempt exist in large numbers

9.the graffiti-prone: who are prone to cover walls with drawings or writings for fun

10.Widespread flurries of ordinances: quantities of commands

11.the beer-soaked hooliganism: the disorder of fighting or breaking things committed by excessive beer drinkers

12.that plagues many parks: continually troubles

13. pot smoker: marijuana addict

14.to duck out of public sight to pass round a joint: escape from

领会：

1. The organization of the text
2. Evidence

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **STRAIGHT-A ILLITERACY**

一．学习目的与要求：

To grasp:

1. Author’s definition of STRAIGHT-A ILLITERACY.
2. The ability to Understand humor in Western context reflects the degree of cultural assimilation over the years of English learning. Ask students to point out the humors effect of these phrases: reaching its terminal stage providentially protectedthe basic opposing argument.

3. Casual analysis

二．课程内容：STRAIGHT-A ILLITERACY

三．考核知识点：

1. Words and phrases of the unit;
2. The organization of the text
3. Author’s definition of STRAIGHT-A ILLITERACY.
4. Casual analysis

四．考核要求：

识记：Words and phrases of this unit

1. a straight-A student: a student who gets A's for all courses taken

2. to give him equal time with his widely publicized counterparts: as much attention as paid to those well-known ordinary illiterate people

3. a highly articulate student: student who can use language very easily and fluently

4. he has been awarded a coveted fellowship: a long-admired sum of money for admittance

5. I shall call him, allegorically, Mr. Bright: figuratively

6. It…gradually destroys the critical faculties: functions of the mind

7. to detect gibberish in his own writing: meaningless talk

8. The ordinary illiterate--perhaps providentially protected from college: luckily prevented by their poor ability of learning from entering college

9. he is awarded the opportunity to move, inexorably, toward his fellowship: inescapably

10.to admire it as profundity: profound matters

11. he must grapple with such journals as: try to deal with

12.journals bulging with barbarous jargon: full of outrageously meaningless talk or writing

13.the pleasure principle: the human instinct of seeking pleasure and avoiding pain

14. dichotomize: divide into two part

15. bifurcate things: divide into two branches

领会：

1. The organization of the text
2. Author’s definition of STRAIGHT-A ILLITERACY.
3. Casual analysis

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **ON CONSIGNING MANUSCRIPTS TO FLOPPY DISCS AND ARCHIVES TO OBLIVION**

一．学习目的与要求：

To grasp:

1. The organization of the text
2. Discuss the impact of the development of science and technology on human history. They should understand that the phrase history becomes now can be interpreted in another way. Associate this essay with *Things: The Throw-away Society* by Alvin Toffler.
3. The rhetorical question

二．课程内容：ON CONSIGNING MANUSCRIPTS TO FLOPPY DISCS AND ARCHIVES TO OBLIVION

三．考核知识点：

1. Words and phrases of the unit;

2. The organization of the text;

3. The rhetorical question

四．考核要求：

识记：Words and phrases of this unit

1. on consigning manuscripts to floppy discs: putting manuscripts into the care of

2. even the impoverished writers have turned to their Wangs: poor writers have begun to seek help from their Wangs

3. We should deplore the disappearance of manuscripts: regret deeply

4. Can this wobbly plastic reveal the hours: shaky

5. beauty was born out of despair: the creation of beauty was the result of painstaking work, so much so that sometimes the writer lost hope

6. blear-eyed wisdom was out of midnight oil: wisdom imbued in great works was the result of sleepless nights

7. Manuscripts tells us what went on in a writer's soul, how he or she felt during the agony of creation: reveals to us the flow of the writer's thought, the strong passion poured into the hard work of creation

8. Edna St. Vincent Millay may have burned the candle at both ends and wondered at its lovely light: worked hard day and night for perfection and still not sure of it

9. the copy with an occasional typo: printing error

10.the bold handwriting has substituted a vivid verb for a flabby one: chosen a vivid verb to replace a weak one

11.to switch a sentence or two around: to change the positions of a sentence or two

12.The archives of a city are often musty collections of scribbled scraps of paper: collections of scribbled pieces of paper giving off odor suggestive of mould

领会：

1. The organization of the text

2. The rhetorical question

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **GRANT AND LEE：A STUDY IN CONTRASTS**

一．学习目的与要求：

To grasp:

1. The organization of the text
2. The collision of different values and traditions, which led to America Civil War much more thoroughly.
3. Comparison and Contrast

二．课程内容：GRANT AND LEE：A STUDY IN CONTRASTS

三．考核知识点：

1. Words and phrases of the unit;
2. The organization of the text
3. The collision of different values and traditions, which led to America Civil War much more thoroughly.
4. Comparison and Contrast

四．考核要求：

识记：Words and phrases of this unit

1. These men were bringing the Civil War to its virtual finish: finish in essence though not formally

2. To be sure,: It is true that

3.the fugitive Confederate government would struggle desperately: the escaping

4. But in effect the war was all over: practically

5. the little room…was the scene of one of the poignant, dramatic contrasts in American history: deeply moving

6. Back of Robert E. Lee was the notion that: At the back of

7. the…concept might somehowsurvive: in some way

8. the age of chivalry: the qualities of knights and institutions and values of the mediaeval Europe

9. the rather hazy belief: uncertain

10. to have a pronounced inequality in the social structure: marked

11.society itself should be keyed to the land: dependent on

12.to them it could look for the higher values: in them the country

13.of personal deportment: behavior

14.Through him, the landed nobility justified itself: noble class based on the land showed its value

15.If the Lost Cause, sanctified by so much heroism: made holy

16.If the Lost Cause had a living justification: had a reason for existence

17.He…embodied nothing in particular except the…sinewy fiber of the men who: strong muscle

领会：

1. The organization of the text
2. The collision of different values and traditions, which led to America Civil War much more thoroughly.
3. Comparison and Contrast

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **EUPHEMISM**

一．学习目的与要求：

To grasp:

1. The organization of the text
2. The reasons to justify the use of euphemism.
3. The subtleties of language used in everyday life.
4. Definition through illustration

二．课程内容：EUPHEMISM

三．考核知识点：

1. Words and phrases of the unit;

2. The organization of the text;

3. The reasons to justify the use of euphemism.

4. The subtleties of language used in everyday life.

5. Definition through illustration

四．考核要求：

识记：Words and phrases of this unit

1. A euphemism is commonly defined as an auspicious or exalted term: favorable or dignified

2. that is used in place of a more down-to-earth term: practical term in accordance with reality

3. people who are partial to euphemism: prefer

4. stand accused: are in a position of being

5. of being "phony": deceitful

6. one of the more detestable euphemism: disgusting

7. the government was trying to expunge the hideous imagery that the bomb evokes: erase the terrible images

8. a few words in its defense will not be amiss: faulty

9. human beings almost naturally come to identify names with things: consider things equal to things

10. all sorts of scoundrels know this perfectly: wicked men

11. he is not deserving of such notice or respect: deserving to be treated by

12.that might otherwise not be attended to: neglected

13.there is nothing in the process of euphemism itself that is contemptible: should be treated with contempt

14.It calls attention to legitimate reasons: commonly accepted

15.a political identity, which they not only warrant: deserve

16.There must be some authentic tendency or drift in the culture to lend support to the change: genuine tendency or movement

领会：

1. The organization of the text
2. The reasons to justify the use of euphemism.
3. Definition through illustration

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

1. **THAT ASTOUNDING CREATOR--NATURE**

一．学习目的与要求：

To grasp:

1. The organization of the text;
2. Darwinism

3. The effect that natural environment can have on the biological features of a certain species.

4. Diction: Mechanic Metaphor

二．课程内容：THAT ASTOUNDING CREATOR--NATURE

三．考核知识点：

1. Words and phrases of the unit;

2. The organization of the text

3. Darwinism

4. The effect that natural environment can have on the biological features of a certain species.

5. Diction: Mechanic Metaphor

四．考核要求：

识记：Words and phrases of this unit

1. Nature has fashioned most animals to fit the many faces of the land: facilitated most animals to fit the many geographical characteristics and natural conditions for survival

2. until the being fits the niche: position of an organism in a community

3. a sleek mother horned grebe: neat and clean

4. herbing her three bobbing young: moving up and down

5. Feathers seem to act as a strainer: filter

6. the dark canyons of the sea: deep narrow steep sided valley

7. the toothy angler swirls up: moves quickly with twisting turns

8. to carry a dwarfed husband tightly fused to her body: united

9. this nuptial begins when the eggs first hatch: wedding

10. there are many fry of both sexes: young of fishes

11.A male…hangs on until he has literally become part of her: persists

12.he quickly plops to safety under a sunken leaf: jumps into the water with a smoothly dropping sound

13.a long narrow bill that…fits neatly into the burrows: holes

14.The need to catch elusive prey: prey difficult to get hold of

领会：

1. The organization of the text
2. Darwinism

3. The effect that natural environment can have on the biological features of a certain species.

4. Diction: Mechanic Metaphor

1. **TEACHING AS MOUNTAINEERING**

一．学习目的与要求：

To grasp:

1. The organization of the text
2. A new perspective on the role of teacher and the relation of teacher to students.
3. Long-established thoughts and traditions
4. Allusion: Socrates and his students. The trio includes Socrates, Plato, and Aristotle. These great minds have been the fountainhead of Western philosophy.

二．课程内容：TEACHING AS MOUNTAINEERING

三．考核知识点：

1. Words and phrases of the unit;
2. The organization of the text
3. A new perspective on the role of teacher and the relation of teacher to students.
4. Long-established thoughts and traditions

四．考核要求：

识记：Words and phrases of this unit

领会：

1. The organization of the text
2. A new perspective on the role of teacher and the relation of teacher to students.
3. Long-established thoughts and traditions

简单应用:

1. sentence structure and rewriting

2. paragraph proofreading

综合应用:

Paragraph translation from Chinese to English

**III 有关说明与实施要求**

本课程的考试，既要考核知识，又要考核能力。因此，在系统掌握本课程的基础知识和基本原理的基础上，注重运用基础知识和基本理论分析和解决实际问题，做到理论联系实际，提高分析和解决实际问题的能力。

本大纲规定的考试内容每章先概述全篇的自学要求、考试内容，然后列出本章的考核知识点，再对考核知识点提出四个能力层次要求：

**识记：**要求考生知道本课程中的名词、概念、原理、知识的含义，并能正确认识或识别。 **领会：**要求在识记的基础上，能把握本课程中的基本概念、基本原理和基本方法，掌握

有关概念、原理、方法的区别与联系。

 **简单应用：**要求在领会的基础上，运用本课程中的基本概念、基本原理和基本方法中的少量知识点，分析和解决一般的理论问题或实际问题。

**综合应用：**要求考生在简单应用的基础上，运用学过的本课程规定的多个知识点，综合

分析和解决稍复杂的理论和实际问题。

一、自学考试大纲的目的和作用

课程自学考试大纲是根据专业自学考试计划的要求，结合自学考试的特点而确定。其目的是对个人自学、社会助学和课程考试命题进行指导和规定。

二、课程自学考试大纲与教材的关系

课程自学考试大纲是进行学习和考核的依据，教材是学习掌握课程知识的基本内容与范围，教材的内容是大纲所规定的课程知识和内容的扩展与发挥。

三、关于自学材料与主要参考书

指定使用教材：

《新编英语教程》（第6册）修订版，李观仪主编，上海外语教育出版社，2008年8月第2版。

参考书：

《高级英语（二）教与学指南》，张华鸿主编，广东高等教育出版社，2007年。

四、关于自学要求和自学方法的指导

为有效的指导个人自学和社会助学，本大纲已指明重点和难点。学生应该根据本大纲的各项细则的要求来进行该课程的学习和备考。

五、对社会助学的要求

1、社会助学者应根据本大纲规定的考试内容和考核目标认真钻研指定教材，对考生进行切实有效的辅导。

2、社会助学者应指导考生全面系统地学习教材，掌握全部考试内容和考核知识点。

3、各章的基本学时为4－6学时，实际学时可根据学生学习进度做出调整。

六、对考核内容和考核目标的说明

本课程要求学生学习和掌握的知识点都作为考核的内容。

七、关于考试命题的规定

1. 本大纲各章所规定的基本要求、知识点及知识点下的知识细目，都属于考核的内容。考试命题既要覆盖到章，又要避免面面俱到。要注意突出课程的重点、章节重点，加大重点内容的覆盖度。

2．本课程在试题中对不同能力层次要求的分类比例一般分为：识记占20%，领会占30%，简单应用占30%，综合应用占20%。

3．每套试卷中，不同难易程度试题的分数比例一般为：容易占20%，较易占30%，较难占30%，难占20%。须注意，试题的难易程度与能力层次不是一个概念。

4．本课程的考试形式为闭卷笔试，考试时间为150分钟；评分采用百分制，60分为及格线。

5．本课程考试卷采用的题型一般有阅读理解、词汇、完形填空、成段改错和句型转换、汉译英。

**附录 题型举例**

**I. Reading Comprehension**

**(1) Reading the following passage carefully and then choose one from the given choices to answer each question.**

1. My father’s reaction to the bank building at 43rd Street and Fifth Avenue in New City was immediate and definite: “You won’t catch me putting my money *there!”* he declared. “Not in that glass box!”

2. Of course, my father is a gentleman of the old school, a member of the generation to whom a good deal of modern architecture is unnerving; but I suspect --- more than suspect, I am convinced --- that his negative response was not so much tothe architecture as to a violation of his concept of the nature of money.

3. In his generation money was thought of as a tangible commodity --- bullion, bank notes, coins --- that could be hefted, carried, or stolen. Consequently, to attract the custom of a sensible man, a bank had to have heavy walls, barred windows, and bronze doors, to affirm the fact, however untrue, that money would be safe inside. If a building’s design made it appear impregnable, the institution was necessarily sound, and the meaning of the heavy wall as an architectural symbol dwelt in the prevailing attitude toward money, rather than in any aesthetic theory.

4. But that attitude toward money has of course changed. Excepting pocket money, cash of any kind is now rarely, used; money as a tangible commodity has largely been replaced by credit, a bookkeeping-banking matter. A deficit economy, accompanied by huge expansion, has led: us to think of money as a product of the creative imagination. The banker no longer offers us a *safe,* he offers us a *service* --- a service in which the most valuable elements are dash and a creative flair for the invention of large numbers. It is in no way surprising, in view of this change in attitude, that we are witnessing the disappearance of the heavy-walled bank. The Manufacturers Trust, which my father distrusted so heartily, is a great cubical cage of glass whose brilliantly lighted interior challenges even the brightness of a sunny day, while the door to the vault, far from being secluded and guarded, is set out as a window display.

5. Just as the older bank asserted its **invulnerability**, this bank *by its architecture* boasts of its imaginative powers. From this point of view it is hard to say where architecture ends and human assertion begins. In fact, there is no such division; the two are one and the same.

6. It is in the understanding of architecture as a medium for the expression of human attitudes, prejudices, taboos, and ideals that the new architectural criticism departs from classical aesthetics. The latter relied upon pure proportion, composition, etc., as bases for artistic judgment. In the age of sociology and psychology, walls are not simply walls but physical symbols of the barriers in men’s minds.

7. In a primitive society, for example, men pictured the world as large, fearsome, hostile, and beyond human control. Therefore they built heavy, walls of huge boulders, behind which they could feel themselves to be in a delimited space that was controllable and safe; these heavy walls expressed man’s fear of the outer world and his need to find protection, however illusory. It might be argued that the undeveloped technology of the period precluded the construction of more delicate walls. This is of course true. Still, it was not technology, but a fearful attitude toward the world, which made people want to build walls in the first place. The greater the fear, the heavier the wall, until in the tombs of ancient kings we find structures that are practically all wall, the fear of dissolution being the ultimate fear.

8. And then there is the question of privacy --- for it *has* become questionable. Insome Mediterranean cultures it was not so much the world of nature that was feared, but the world of men. Men were dirty, prying, vile, and dangerous. One went about, if one could afford it, in guarded litters, women went about heavily veiled, if they went about at all. One’s house was surrounded by a wall, and the rooms faced not out, but in, toward a patio, expressing the prevalent conviction that the beauties and values of life were to be found by looking inward, and by engaging in the intimate activities of a personal as against a public life. The rich intricacies of the decorative arts of the period, as well as its contemplative philosophies, are as illustrative of this attitude as the walls themselves.

9. We feel different today. For one thing, we place greater reliance upon the control of human hostility, not so much by physical barriers, as by the conventions of law and social practice --- as well as the availability of motorized police. We do not cherish privacy as much as did our ancestors. We are proud to have our women seen and admired, and the same goes for our homes. We do not seek solitude; in fact, if we find ourselves alone for once, we flick a switch and invite the whole world in through the television screen. Small wonder, then, that the heavy surrounding wall is obsolete, and we build, instead, membranes of this sheet metal or glass.

10. The principal function of today’s wall is to separate possibly undesirable outside air from the controlled conditions of temperature and humidity which we have createdinside. Glass may accomplish this function, though there are apparently a good many people who still have qualms about eating, sleeping, and dressing under conditions of high visibility; they demand walls that will at least give them a sense of adequate screening. But these shy ones are a vanishing breed. The Philip Johnson house in Connecticut, which is much admired and widely imitated, has glass walls all the way around, and the only real privacy is to be found in the bathroom, the toilette taboo being still unbroken, at least in Connecticut.

11. To repeat, it is not our advanced technology, but our changing conceptions of ourselves in relation to the world that determine how we shall build our walls. The glass wall expresses man’s conviction that he can and does master nature andsociety. The “open plan” and the unobstructed view are consistent with his faith in the eventual solution of all problems through the expanding efforts of science. This is the perhaps why it is the most “advanced” and “forward-looking” among us who live and work in glass houses. Even the fear of the cast stone has been analyzed out of us.

1. The author’s father’s unwillingness to put money in the bank at 43rd street and 5th Avenue indicates that .

|  |
| --- |
| A. he did not trust a bank with glass walls |
| B. he had to run all the way to get there |
| C. its glass walls did not appeal to him |
| D. he did not like the modern architecture |

**(2) Read the following passage carefully and then judge whether the statements are true or false by writing T or F.**

1. Despite all the current fuss and bother about the extraordinary number of ordinary illiterates who overpopulate our schools, small attention has been given to another kind of illiterate, an illiterate whose plight is, in many ways, more important, because he is more influential. This illiterate may, as often as not, be a university president, but he is typically a Ph.D., a successful professor and textbook author.The person to whom I refer is the straight-A illiterate, and the following is written in an attempt to give him equal time with his widely publicized counterpart.

2. The scene is my office, and I am at work, doing what must be done if one is to assist in the cure of a disease that, over the years, I have come to call straight-A illiteracy. I am interrogating, I am cross-examining, I am prying and probing for the meaning of a student’s paper. The student is a college senior with a straight-A average, an extremely bright, highly articulate student who has just been awarded a coveted fellowship to one of the nation’s outstanding graduate schools. He and I have been at this, have been going over his paper sentence by sentence, word by word, for an hour. “The choice of exogenous variables in relation to multi-colinearity,” I hear myself reading from his paper, “is contingent upon the derivations of certain multiple correlation coefficients.” I pause to catch my breath. “Now that statement, I address the student --- whom I shall call, allegorically, Mr. Bright —“that statement, Mr. Bright, what on earth does it mean?” Mr. Bright, his brow furrowed, tries mightily. Finally, with both of us combining our linguistic and imaginative re­sources, finally, after what seems another hour, we decode it. We decide exactly what it is that Mr. Bright is trying to say, what he really *wants* to say, which is: “Supply determines demand.”

3. Over the past decade or so, I have known many students like him, many college seniors suffering from Bright’s disease. It attacks the best minds, and gradually destroys the critical faculties, making it impossible for the sufferer to detect gibberish in his own writing or in that of others. During the years of higher education it grows worse, reaching its terminal stage, typically, when its victim receives his Ph.D. Obviously, the victim of Bright’s disease is no ordinary illiterate. He would never turn in a paper with misspellings or errors in punctuation; he would never use a double negative or the word “irregardless.” Nevertheless, he is illiterate, in the worst way: he is incapable of saying, in writing, simply and clearly, what he means. The ordinary illiterate --- perhaps providentially protected from college and graduate school --- might say: “Them people down at the shop better stock up on what our customers need, or we ain’t gonna be in business long.” Not our man. Taking his cue from years of higher education, years of reading the textbooks and professional journals that are the major sources of his affliction, he writes: “The focus of concentration must rest upon objectives centered around the knowledge of customer areas so that a sophisticated awareness of those areas can serve as an entrepreneurial filter to screen what is relevant from what is irrelevant to future commitments.” For writing such gibberish he is awarded straight As on his papers (both samples quoted above were taken from papers that received As), and the opportunity to move, inexorably, toward his fellowship and eventual Ph.D.

4. As I have suggested the major cause of such illiteracy is the stuff --- the textbooks and professional journals --- the straight-A illiterate is forced to read during his years of higher education. He learns to write gibberish by reading it, and by being taught to admire it as profundity. If he is majoring in sociology, he must grapple with such journals as the *American Sociological Review,* journals bulging with barbarous jargon, such as “ego-integrative action orientation”and “orientation toward improvement of the gratificational deprivation balance of the actor” (the latter of which monstrous phrases represents, to quote Malcolm Cowley, the sociologist’s way of saying “the pleasure principle”). In such journals, Mr. Cowley reminds us, two things are never described as being “alike.” They are “homologous”or “isomorphic. Nor are things simply “different.” They are “allotropic.” In such journals writers never “divide anything.” They “dichotomize” or “bifurcate” things.

|  |
| --- |
| 11. The author thinks that many students at university are not able to read or write properly, which has aroused a grave social concern. |

**II. Multiple Choice**

**Choose the word or phrase which best completes each of the following sentences.**

21. Since the question of her decision is not one to be considered lightly, the writer tried to the answer.

|  |  |
| --- | --- |
| A. delude | C. evade  |
| B. elude | D. pervade  |

**III. Cloze (10%)**

**Complete each of the words with initial letters given in the brackets by referring to the missing parts of the following passage with corresponding numbers.**

It would appear that human beings almost naturally come toidentify1. n with things, 2. w is one of our more fascinating illusions. But there is some 3. s to this illusion. For if you change the names of things, you change how people will regard them, and that is as good as changing the nature of the thing 4. i .

**IV. Proofreading**

**The following passage contains several errors, each line with a maximum of one error. And ATTENTION, some lines might be free from error. In each case only one word is involved. You should proofread the passage and correct the errors in the following way:**

|  |  |
| --- | --- |
| For a wrong word, | underline the wrong word and write the correct one in the blank provided at the end of the line. |
| For a missing word, | mark the position of the missing word with a “∧” sign and write the word you believe to be missing in the blank provided at the end of the line. |
| For an unnecessary word, | cross out the unnecessary word with a slash “\” and put the word in the blank provided at the end of the line. |
| For a correct line, | place a tick “√” in the blank provided at the end of the line. |

|  |  |
| --- | --- |
| *It was market day so people and traffic had been pouring into the town since early morning. There was not enough room for all the pedestrians on the pavement and they overflowed into the road, endangering their* (1)lives from passing vehicles, the drivers which were constantly blowing their (2)horns to convince people to get out of the way. Yet it was a colorful view. (3)Peasants swayed along the street, their heads being piled high with baskets (4)or beautifully woven blankets which they hoped to sell to the townfolks. (5)Men with barrows forced their way along shouting their wares at the top of (6)their voices. Through it all, women with bright summer clothes threaded (7)their way, laughing and chattering but children darted in and out of the (8)crowds shrieking with laugh or sobbing with fear because they were lost. (9)The noise went on all day. People did not even stop for every meal. The (10)rubbish from all the activities of the day began to collect in the street. Finally, when night came, the street was empty and only the rubbish remained sadly blowing in the cool night wind. | (1) \_\_\_\_(2) \_\_\_\_(3) \_\_\_\_(4) \_\_\_\_(5) \_\_\_\_(6) \_\_\_\_(7) \_\_\_\_(8) \_\_\_\_(9) \_\_\_(10) \_\_\_ |

**V. Rewrite the following**

**For each of the sentences below, write a new sentence as close in meaning as possible to the original sentence by using the given words as the beginning.**

1. We replied that we would not think of considering our own safety as long as we were uncertain of his.

 Unless we were .

**VI. Translate the following underlined parts into English**

1．美国是一个一切从头越的国家，它致力于实现一种复杂而又相当模糊的信念：人人都享有平等的权利，并应该享受平等的生存机会。在这样一个国度里，李代表着这样一种观点，即在社会结构中存在明显的不均对人类社会总是有益的。社会上必须有一个以土地所有权为依托的有闲阶级；反过来，社会本身应该依靠土地作为其富强的主要手段。

2．怀尔德曾经硕果，对于那些从未得到满足的人，他感到遗憾；但对于那些已经得到了满足的人，他更备感遗憾。我一生只得到过一次满足，而那一次几乎将我置于死地。因此，从那以后，我一直所钟情的，是那种渴望的，而并非是满足的心态。