SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

\_《英语翻译理论与实践》\_课程教案

周次 1 第 1 次课 学时 2 教案撰写人 刘晓霓

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| 课程单元名称 | Difficulties in English comprehension and translation strategies  |
| 本次授课目的与要求：To help the students 1.to know the importance of understanding the text;2.to analyze British and American way of thinking and logical reasoning habits. |
| 教学设计思路： First，lead the students to know the intercultural factors influencing translation; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. |
| 本次教学重点与难点：  To grasp the potential meaning expressed in English through various modifiers.  |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:1.Understand the cross-cultural factors influencing translation (20m)；2.Analyze and synthesize the spiritual essence of the text and its implied meanings in the context (15m)；3.Practice on sentence translation and discourse translation (25m);4.Analyze and evaluate the translation exercises (20m). | 1.teacher’s teaching and group discussion;2.Questions and Answers in class;3. translation practices. |
| 课外复习、预习要求及作业布置1. Review what they have learned and organize the notes in the translation classes; 2. Do the after-class exercises on Pros and cons; 3. Preview more translation techniques in the next chapter.  |
| 课后反思 | 1.After these two translation classes, the teacher reflected on the teaching methods and the teaching arrangements to see that the goal designed has been realized. 2.The teacher summarized the students’ feedback that to analyze and synthesize the cultural transformation in translation is quite difficult for them because they don’t have accumulation in this area. They need to work more on the cultural elements. |

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周次 2 第 2 次课 学时 2 教案撰写人 刘晓霓

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| 课程单元名称 | Translation of three major clauses in English |
| 本次授课目的与要求：To help the students 1. to know and analyze the functions and linguistic features of three major clauses in English(noun/ adjective/adverb clauses);
2. to know how to use these three major clauses in translation.
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| 教学设计思路： First，lead the students to get to know some translation theories according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. |
| 本次教学重点与难点：  To analyze and apply 7 common translations of adjective clauses. |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:1. Know and analyze the functions and linguistic features of three major clauses in English (15m)；
2. Know the principles of translation on these clauses(10m);

3. Practice on three major clauses in translation (30m)；4. Interpret and evaluate the translation practices (25m).  | 1.teacher’s teaching and group discussion;2.Questions and Answers in class;3. translation practices. |
| 课外复习、预习要求及作业布置1. Review what they have learned and organize the notes in the translation classes; 2. Collect more clauses and translate them into Chinese or English, then display them next class; 3. Design their own clauses in both languages and explain them to all the students next time. (Randomly choose several students to do the presentation) |
| 课后反思 | 1.After these two translation classes, the teacher reflected on the teaching methods and the teaching arrangements to see that the goal designed has been realized. 2.The students’ feedback: it is quite interesting and useful to design their own translation examples, so they like the homework. 3.The teacher needs more means to attract students’ interests in studying. |

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周次 3 第 3 次课 学时 2 教案撰写人 刘晓霓

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| 课程单元名称 | Translation of special sentence patterns in English |
| 本次授课目的与要求: to guide the students to have a clear understanding of 1. the sentence pattern translation of “it” as antecedent subject and antecedent object;2. A variety of comparative and superlative sentence patterns.  |
| 教学设计思路：First，lead the students to get to know some translation theories according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. |
| 本次教学重点与难点： Translation of special sentence patterns including modal verbs. |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:1. Understand the sentence pattern translation of “it” as antecedent subject and antecedent object (20m)；
2. Group discussion on different translation versions (15m);

3. Practice on translation of comparative and superlative sentence patterns (25m)；4. Analyze and evaluate the translation exercises (20m). | 1.teacher’s teaching and group discussion;2.Questions and Answers in class;3.translation practices. |
| 课外复习、预习要求及作业布置1. Review what they have learned and organize the notes in the translation classes; 2. Do the after-class exercises on translation of some special sentence patterns; 3. Preview the next chapter in the textbook.  |
| 课后反思 | 1.After these two translation classes, the teacher reflected on the teaching methods and the teaching arrangements to see that the goal designed has been realized. 2.The students’ feedback: it is hard to analyze the sentence pattern translation of “it” as antecedent subject and antecedent object. It is harder to avoid making mistakes in translation. 3.The teacher will guide the students to do more translation exercises. |

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周次 4 第 4 次课 学时 2 教案撰写人 刘晓霓

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| 课程单元名称 | Translation of long English sentences |
| 本次授课目的与要求：To help the students: 1. to understand, analyze and use the dissociation method in translation; 2. to analyze and master the change of order method in translation.  |
| 教学设计思路：First，lead the students to get to know some translation theories according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. |
| 本次教学重点与难点： To synthesize and practice different translation skills in translation. |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:1. Understand the dissociation method in translation (20m)；2. Analyze and master the change of order method in translation (15m)；3. Group discussion and practice on insertion and recombination methods in translation (25m);4. Supplementary translation exercises and analysis (20m). | 1.teacher’s teaching and group discussion;2.Questions and Answers in class;3. translation practices. |
| 课外复习、预习要求及作业布置：1.Review what they have learned and organize the notes in the translation classes; 2. Collect relevant translation examples both in English and Chinese as many as possible after class. 3. Prepare for the spot check for long sentence translation next class. |
| 课后反思 | 1.After these two translation classes, the teacher reflected on the teaching methods and the teaching arrangements to see that the goal designed has been realized. 2.The students’ feedback: There are so many skills in translating long sentences. How to digest them is a problem.3.The teacher needs to figure out better ways to help the students to practice more. |

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周次 5 第 5 次课 学时 2 教案撰写人 刘晓霓

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| 课程单元名称 | Quiz 1 and the analysis |
| 本次授课目的与要求: to guide the students to have a clear understanding of:1. the evaluation on the first quiz;
2. the details of the score loss.
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| 教学设计思路：First，give them the keys and analyze the whole test paper; next, put the emphasis on the score loss; then remind them the focal points and difficult points in order not to fail next time. |
| 本次教学重点与难点： To synthesize the quiz results to improve the translation awareness and skills of the students |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Quiz (30m)；2. Analysis on the test (20m)；3. Group discussion and feedback on the test (10m);4. Supplementary translation exercises (20m). | 1.Quiz first;2.Then analysis;3.feedback of the students. |
| 课外复习、预习要求及作业布置1. Review what they have learned and organize the notes of the first four weeks in translation classes; 2. Summarize the failure experience of this quiz and strive for the next progress; 3. Do the after-class exercises presented on the PPT.  |
| 课后反思 | 1. The students’ feedback: Part I for the Quiz, which is *Blank Filling*, is the easiest. Part IV, which is *Paragraph Translation*, is the most difficult.2. The teacher summarized the most common loss points in the quiz and planned to do the targeted exercises next class. |

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周次 6 第 6 次课 学时 2 教案撰写人 刘晓霓

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| 课程单元名称 | Outline of business translation |
| 本次授课目的与要求：To help the students: 1. to understand the goals and standards of business translation; 2. to get to know the scope of business translation.  |
| 教学设计思路：First，lead the students to get to know some basic information about business translation according to the goal of these two classes; then remind them the focal points and difficult points; next, exercise some translation examples followed by the group discussion to improve their translation skills step by step. |
| 本次教学重点与难点： To know the basic steps of business translation is the focal as well as the difficult point. |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Flexible arrangements according to the teaching situation, roughly as follows:1. Introduce basic information about business translation (10m)；
2. Understand the goals and standards of business translation (10m)

3. Practice on some business words translation (25m)；4. Group discussion on the scope of business translation (15m);5. Supplementary translation exercises (20m). | 1.teacher’s teaching and group discussion;2.Questions and Answers in class;3. translation practices. |
| 课外复习、预习要求及作业布置：1.Review what they have learned and organize the notes in the translation classes; 2. Collect and read the materials on business translation in the library or online after class; 3. Analyze the role and quality of business translators. |
| 课后反思 | After these two translation classes, the teacher reflected on the teaching methods and the teaching arrangements on business translation, to see if the goal designed has been realized and to summarize the students’ feedback to make improvements in the next classes.  |