**教师备课基本要求**

1、备课是教学的基本环节，任课教师在备课过程中应根据教学大纲的要求，结合教材特点，针对教授对象的具体情况，认真组织教学内容，并填好《学时分配表》。

2、认真钻研教材，广泛参阅文献资料，抓住基本概念、基本理论、基本技能和每个章节的基本要求，确定教学重点和难点，科学合理地安排教学内容。

3、不断更新和充实教学内容，注意结合生产实际，反映本学科发展的科学技术新成就，并能体现自己的相关研究成果。

4、提倡集体备课，集思广益，取长补短，以求更好地发挥集体的智慧和力量。

5、教案应包括教学目的、教学难点、教学重点、教学过程和适量的作业布置等项目，并附向学生推介必要参考书目。

**课程名称** 综合英语（四）

**使用教材**英语专业本科生系列教材 综合教程4

**授课班级** B1801.B1803

**计划课时** 64

**授课教师** 王中兰

**授课时间** 2019年—2020学年第二学期

**主要参考文献：**

黄国文.语篇分析概要[M].长沙: 湖南教育出版社

顾大喜.综合英语教师用书[M]. 上海：上海外语教育出版社

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| 2 | Text detailed study | 4 | P10-P12 |  |
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**教学内容安排与学时分配表**

**湖南应用技术学院备课专用纸** P.001

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| Unit 1 Never Give in, Never, Never, Never  Teaching Objectives:  1. Value revealed（Patriotism） in the text  2. Basic elements of speech  3. Structure Analysis  4. Comprehension and language points  Teaching Focus and difficulties:  Language points: catastrophic, compliment, conviction, desperately, liquidate, misfortune, persevere, sponge, stern, station, slate, triumph, unmeasured, venture  Grammar: coordination  tense    Teaching Procedure:  Step 1 :  Warm-up questions:   1. Have you ever had speeches in public? 2. What do you know about Winston Churchill? 3. Do you know when World War II broke out? What else do you know about the war? |  |

**湖南应用技术学院备课专用纸** P.002

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| Step 2 : Background information   * 1. World War II * World War II, or the Second World War, the most widespread war in history, lasted from 1939 to 1945 and involved most of the world’s nations which formed two opposing military alliances, the Allies and the Axis. * The war began on 1 September 1939, with the invasion of Poland by Germany and Slovakia, and subsequent declarations of war on Germany by France and most of the countries of the British Empire and Commonwealth. * From late 1939 to early 1941, in a series of campaigns and treaties, Germany conquered or subdued much of continental Europe. Britain and the Commonwealth remained the only major force continuing the fight against the Axis in North Africa and in extensive naval warfare. Churchill’s speech at Harrow as was adapted in the text was delivered in this historical context. * 2. Winston Churchill * Sir Winston Leonard Spencer-Churchill (30 November 1874 – 24 January 1965) was a British politician and statesman known for his leadership of the United Kingdom during the Second World War (WWII) and led his country from the brink of defeat to victory. He |  |

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| * served as Prime Minister twice (1940 – 1945 and 1951 – 1955) and is widely regarded as one of the great wartime leaders. He is a noted statesman and orator, historian, writer, and an artist. To date, he is the only British prime minister to have received the Nobel Prize in Literature, and the first person to have been recognized as an honorary citizen of the United States. * Winston Churchill was born to an aristocratic family, with renowned ancestors and a politician father. As a prolific writer, he wrote a novel, two biographies, three volumes of memoirs, and several histories in addition to his many newspaper articles. He was awarded the Nobel Prize in Literature in 1953 “for his mastery of historical and biographical description as well as for brilliant oratory in defending exalted human values”.   Step 3 : Global Reading  I. Structural analysis of the text  This text is an inspiring speech made by Winston Churchill, Great Britain’s then Prime Minister, when he visited Harrow School on 29 October, 1941. The whole speech can be divided into three parts.  Part I (Paragraph 1): Some opening remarks, in which Churchill summarized the events that had happened since his last visit to Harrow.  Part II (Paragraphs 2 – 5): The body of the speech, in which Churchill drew the lessons to be learned from the past year. |  |

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| Part III (Paragraphs 6 – 8): The concluding part, in which, by changing a word in the additional verse of the school song, Churchill expressed his conviction that the entire nation was blessed with the chance to display its courage to the full in what was, as he elsewhere put it, its finest hour.  **II. Rhetorical features of the text**  As a representative piece of oration by the great orator Churchill, this speech was made eloquent and encouraging by employing many rhetorical devices. With generally short (in length) and simple (in structure) sentences, the message conveyed by the speech was highlighted by constant repetition, e.g. “Never, Never, Never” in the title, and strengthened by the use of antonyms, e.g. “ups/downs” and “short/long”.  **Practice:**  Find more examples of repetition and pairs of antonyms in the speech.  Step 4 Detailed Reading  **I. Questions**   1. What was the difference between the present situation and the situation when Churchill came to Harrow School ten months ago? (Paragraph 1)   Answer: Ten months ago, Britain was poorly armed, fighting alone, and faced with unmeasured menace of the enemy. Now, Britain was not that poorly armed, and the situation was improving. |  |

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| 1. What did Churchill mean by saying “we must learn to be equally good at what is short and sharp and what is long and tough”? (Paragraph 2)   Answer: By saying this he meant to make his audience fully aware that they should not only be able to fight and win short and quick battles but also be ready to fight and win hard and enduring wars.   1. What lesson had they learnt? (Paragraphs 3 – 4)   Answer: The lesson learnt throughout the past ten months was that one should not be deceived by appearances and should never give in to the apparently overwhelming might of the enemy. With a combination of imagination and courage, the British people could overcome any kind of difficulties and smash any attack of the enemy.   1. Why did Churchill replace the word *darker* with *sterner*? (Paragraphs 7 – 8)   Answer: Because he had a strong conviction of victory. The word *darker* carries a pessimistic tone, for it usually indicates “a period of unpleasant and frightening time” and implies hopelessness in a difficult period. But the word *sterner*, although it has the identical referent, suggests a time that is testing, but testing in a way that offers the British the opportunity to display their courage to the full. |  |

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| **II. Words and expressions**  Part 1: Paragraph 1  at your Head Master’s kind invitation  at: in response to  Collocation: at one’s invitation/request/suggestion, etc.  e.g. A meeting was arranged at the ambassador’s request.  At my suggestion, Mrs. Carey wrote to her former employer.  Translation:  应胡锦涛主席之邀，美国总统将对中国进行国事访问。  Answer: At the invitation of President Hu Jintao, President of the United States will pay a state visit to China.  catastrophic: a. involving or causing sudden great damage or suffering  Synonym: disastrous  Collocation: catastrophic floods/losses/effects/results  Derivation: catastrophe n.  ups and downs: a mixture of good things and bad things  e.g. Sitting beside the window, he recalled the ups and downs of his parenthood  Translation:  从1999年建立以来，公司历经盛衰浮沉。  Answer: The organization has experienced its ups and downs since it was founded in 1999.  position: situation at a particular time  Synonym: situation  e.g. It is time those companies revealed more about their financial position.  Their soccer team is going to be in a very difficult position if nothing particular shows up.  Part 2: Paragraphs 2-5  throwing our minds back to our meeting here ten months ago: recollecting our meeting at Harrow School ten months ago  e.g. Please throw your mind back to 1945, when people all over the world were engaged in a great war against the Fascists.  meet with: experience; undergo  e.g. Attempts to find civilian volunteers have met with embarrassing failure.  Efforts to put the Russian space programme into market have met with little |  |

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| **..** imagination makes things out far worse ...: ... what one imagines tends to be worse than reality ...  make out: see or understand  e.g. How do you make that out (= what are your reasons for thinking that)?  [+ wh-] I can’t make out what she wants.  Paraphrase:  I can’t make out how to put it back.  Answer: I don’t know/understand how to put it back.  far-reaching: a. having important and widely applicable effects or implications  Collocation: far-reaching consequences/implications/changes/reforms  e.g. The consequences of the decision will be far-reaching.  They decided to carry on far-reaching constitutional reforms.  conviction: n.  a strong opinion or belief  Collocation: political/moral convictions  e.g. She was motivated by deep religious convictions.  In face of difficulty, he held a conviction that all would be well in the end.  [U] the feeling or appearance of believing sth. strongly or of being sure about it  e.g. He said he agreed but his voice lacked conviction.  The leader’s speech in defense of the policy didn’t carry much conviction.  yield: v.  yield (to sth./sb.): (formal or literary) give up control (of)  Synonym: surrender  e.g. After a long siege, the town was forced to yield. He reluctantly yielded to their demands.  If the newly founded regime does not yield, it should face sufficient military force to ensure its certain defeat.  I yielded to temptation and had a chocolate bar.  Paraphrase:  Never yield to the apparently overwhelming might of the enemy.  Answer: Never give in or surrender to the seemingly strong enemy |  |

**湖南应用技术学院备课专用纸** P.008

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| Part 3: Paragraphs 6-8  compliment: v. politely congratulate or praise (sb.) for sth.  Collocation: compliment sb. (on sth.)  e.g. She complimented him on his excellent German.  Comparison: compliment & complement  These words have similar spellings but completely different meanings.  If you compliment someone, you say something very nice to them.  If one thing complements another, the two things work or look better because they are together.  Blank filling:  The different flavors \_\_\_ each other perfectly.  She \_\_\_ me on my English.  (Answer: A. complement; B. complimented)  venture to do sth.: be brave enough to say sth.  Collocation: venture sth.; venture to do sth.; venture + speech; venture that …  e.g. She hardly dared to venture an opinion.  She would never venture to ask for a raise.  “And if I say no?” she ventured.  Translation:  我小心翼翼地说她可能犯了个错误。  Answer: I ventured to suggest that she might have made a mistake. |  |

**湖南应用技术学院备课专用纸** P.009

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| stand in the gap: to expose one’s self for the protection of sth., to take the place of a fallen defender  **e.g.** At the critical moment of world economic recession, a powerful government is needed to stand in the gap.  **... we have only to persevere to conquer. (Paragraph 5)**  Paraphrase:  We have no choice but to hold on until victory comes.  Translation:  我们别无选择，只有坚持不懈，直到胜利。 |  |

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| Surface phenomena tend to be misleading.  **… but then they must also pray to be given that extra courage to carry this far-reaching imagination (Paragraph 4)**  Paraphrase:  They wish to be equipped with excessive courage to accomplish or realize this effective and influential blueprint.  **... our account was closed ... (Paragraph 4)**  Rhetorical device and explanation:  Here the author uses a metaphor of “opening/closing a bank account” to mean that Britain is regarded by many as doomed and completely defeated by the enemy. The word “liquidated” in the next sentence implies the same. Originally, it means to close a business and sell everything it owns, usually in order to pay money that is owed.  **Britain, other nations thought, had drawn a sponge across her slate. But instead our country stood in the gap. (Paragraph 5)**  Explanation:  This sentence uses metaphor for rhetorical effects. It means that, although it was believed our country had been virtually wiped out, we were in fact still holding out and shouldered the responsibility in isolation.  draw a sponge across her slate: a metaphor, meaning to completely wipe |  |

**湖南应用技术学院备课专用纸** P.011

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| **Ⅱ. Grammar**   1. **Coordination**   A coordinate construction is a sequence of semantically-related grammatical units that are similar in form, equal in rank of structure, identical in function and are connected by coordinators such as “and”, “or”, and “but”. The coordinate construction can be a sequence of coordinated words, phrases, or clauses. When two or more independent clauses are coordinated, they form a compound sentence.  For example:  triumph *and* disaster (coordinated words)  large *or* petty (coordinated words)  with strength *but* without confidence (coordinated phrases)  The children can go with us, *or* they can stay at home. (coordinated clauses / compound sentence)  **Practice: Combine the sentences in each of the following groups into one sentence, using parallel constructions (coordination) wherever possible.**   1. A. Tom speaks Chinese fluently.   B. He can’t write in it.  Answer: Tom speaks Chinese fluently, but he can’t write in it.   1. A. I have nothing to offer.   B. I can offer blood.  C. I can offer toil.  D. I can offer tears.  E. I can offer sweat.  Answer: I have nothing to offer but blood, toil, tears and sweat. |  |

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| ③ A. Ruel went into the forest.  B. Cameron went into the forest too.  C. They collected a lot of insect specimens.  Answer: Ruel and Cameron went into the forest and collected a lot of insect specimens.  ④ A. No matter how you measure it, education is the largest “industry” in the nation.  B. You can measure it in terms of dollars spent.  C. You can measure it in terms of people involved.  Answer: Education is the largest “industry” in the nation either in terms of dollars spent or in terms of people involved.  2. Improve the following sentences.  ① Marian could not decide whether she should start college right after high school or to get a job first.  Answer: Marian could not decide whether to start college right after high school or to get a job first.  ② The requirements for a chemistry degree are not as strict as a medical degree.  Answer: The requirements for a chemistry degree are not as strict as the requirements / those for a medical degree.  ③ Either he is an absolute coward or a fool. |  |

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| Answer: He is either an absolute coward or a fool.  ④ The students are not only organizing social activities, but also are interested in political questions.  Answer: The students are not only organizing social activities, but also showing an interest in political questions.   1. **Tense**   Tense is a grammatical form associated with verbs that tells of the distinctions of time. English verbs have three tenses: the past, the present and the future tenses. Tenses often combine with aspects (the progressive aspect for incomplete actions and the perfective aspect for complete actions) in daily expressions.  For example:  She *plays* the piano very well. (simple present)  She *played* the piano very well when she was young. (simple past)  She *will play* the piano later. (simple future)  She *was playing* the piano at 6 pm. (past progressive)  She *has been playing* the piano since 6 pm. (present perfective progressive)  **Practice:**  **Fill in the blanks with the correct forms of the verbs given.**   1. I will make sure that everything \_\_\_\_\_\_ (be) in order.   Answer: is   1. Mr. Smith \_\_\_\_\_\_ (step) into his office, \_\_\_\_\_\_ (sit) down and \_\_\_\_\_\_ (begin) to fill in the forms.   Answer: stepped, sat, began   1. Trains \_\_\_\_\_\_\_\_\_\_ (run) very badly since the railway staff \_\_\_\_\_\_\_\_\_\_(begin) a “go-slow” last month.   Answer: have run / have been running, began   1. Several times the train \_\_\_\_\_\_\_\_\_\_ (take) me nearly two hours to get home whereas in normal conditions it \_\_\_\_\_\_\_\_\_\_\_ (take) me half the time.   Answer: has taken, takes |  |

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| **Oral activities (作业)**  **Giving a talk**  **Topic A: Churchill’s Speech in Our School**  **Key words and phrases:** October 29, 1941,visit, cheer, ten months, ups and downs, a great improvement in our position, desperately alone, unmeasured menace, deceptive appearances, never give in, account closed, different mood, flinch, persevere to conquer, a verse of the school song, sterner days  **Topic B: Churchill’s Visit to Our School**  **Key words and phrases:** alumnus of Harrow School, October 29, 1941,visit, hear the traditional school songs, deliver a speech, encourage, suggestion, alter a word, great days  教学反思： 教学过程中运用还原当时场景的方式，让同学们更好的理解课文以及作者的情感，也提高了同学的积极性。把爱国情怀以及永不放弃的精神渗透到课程中。但是，对于演讲技巧的讲解很少，在以后的教学中加入演讲技巧。 |  |

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| Unit 2 Space Invaders  Teaching objectives:   1. (Analysis of rhetorical features) locate examples in the text to show the author’s employment of examples;   (Global analysis) discuss the main idea & structure of the text;   1. Detailed analysis) Task of teaching by giving presentations 2. Language points and exercise. 3. Understanding the theme of the text （Civilization）   Teaching focus and difficulties:  Language points: alluring, annex, annoyance, caffeine, commandeer, contracting, expansionist, fidgety, foursome, genome, grant, gratifying, lament, minutely, mutter, proliferation, zigzag, velvet, tidal, stake, spread, shuffle.  Grammar: can, could, may might  Substitution  So, such  Teaching procedure: |  |

**湖南应用技术学院备课专用纸** P.016

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| Section One Pre-reading ActivitiesI. Audiovisual supplement From Secrets of Body Language  Watch the video clip and answer the following questions.  Script:  **Voiceover:** But body language is often complex, and easily misunderstood. Here, President Clinton leads the Israeli and Palestinian leaders Ehud Barak and Yasser Arafat up before the press during peace negotiations. It’s all smiles for the cameras, but behind the façade of bonhomie, there’s a power struggle going on. Clinton jokingly explains that none of them will take any questions.  **Clinton:** We promise to each other we will answer no question and offer no comments, so I have to set a good example.  **Voiceover:** The body language then reveals just why that works.  **Expert** **A:** Wow. It’s almost a physical fight.  **Voiceover:** Many view this apparently light-hearted tussle as a sign that Arafat and Barak were getting on well. Think again.  **Expert** **A:** There is a great meaning behind who goes through the door first. Now of course here in the West, letting someone through the door first doesn’t really matter. Polite maybe. But in the Middle East, it has significant cultural impact.  **Expert** **B:** The host, the power person, says, “I’m in control. I’ll help you through the door. I’ll show you the way.”  **Arafat:** Thank you. Thank you.  **Voiceover:** Throw in the fear and tension present in most Middle East negotiations, and suddenly, the desire of both Arafat and Barak not to go through that door before the other starts to make sense.  **Expert** **C:** This is a classic example in its extreme way of how the last man through the door is the winner. So Barak reaches for Yasser Arafat. Arafat literally grasps his arm, moves on, and starts wagering his finger at Barak, who, then, Barak, uses this opportunity as a wrestling match to move around, to actually be behind Arafat, and then literally grasps Arafat, holds him by the arm, and shoves him through the door. |  |

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| **Questions:**  1. How is the “getting through the door” movement understood by many people?  Answer: Many view this apparently light-hearted tussle as a sign that Arafat and Barak were getting on well.  2. What is the hidden message behind the scene?  Answer: Arafat and Barak are struggling to get through the door after the other party in order to show “I am in control”.  3. What does this story tell us?  Answer: Body language is very important, but often complex and easily misunderstood. II. Cultural background **Personal space**  Personal space can be imagined as a kind of bubble surrounding a person that protects his or her privacy and which other people may not normally enter. Allowing somebody to get very close and enter your personal space may be a sign of trust or love. On the other hand, intruding other’s personal space can be rather offensive.  The amount of space people need to feel around them varies with various factors, such as culture, sex, familiarity between people, crowdedness of the situation, etc. For example:  ● people from cultures that like a lot of personal space feel awkward and embarrassed when somebody comes too close to them;  ● people of the same sex may sit or stand closer to each other than to somebody of the opposite sex;  ● strangers and casual acquaintances usually need more space than friends and members of the same family who know each other well;  ● in a noisy street people may need to stand closer than they would normally, simply in order to hear each other |  |

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| Section Two Global ReadingI. Structural analysis of the text In the text, the writer first points out the fact that nowadays people are more concerned about themselves and want to have a larger personal space than decades ago, and then he analyses the causes of space invasion.  The text can be divided into three parts.  **Part I (Paragraphs 1 – 2):** The writer calls the reader’s attention to the invasion of personal space by relating an experience of how his personal space was invaded.  **Part II (Paragraphs 3 – 7):** The writer analyzes some likely causes of the shrinkage of personal space, and attributes the invasion of personal space to the general decline of good manners.  **Part III (Paragraph 8 – 9):** The author presents his view about the essence of personal space, i.e. it is psychological, rather than physical, and urges people to “expand the contracting boundaries of personal space”. II. Rhetorical features of the text A vivid and accurate description of the behaviour of the space invaders and those whose personal space is being invaded is achieved by a delicate selection of verbs. Some of the examples are as follows.  Verbs and verbal phrases used to describe the behaviour of space invaders:  - a man … started inching toward me … (Paragraph 1)  - In elevators, people are wedging themselves in just before the doors close ... (Paragraph 3)  - In movie theatres these days, people are staking a claim to both armrests, annexing all the elbow room ... (Paragraph 7)  Verbs and verbal phrases used to describe the reaction of those whose space is being invaded:  - I minutely advanced toward the woman… in front of me ... (Paragraph 1)  - … who absent-mindedly shuffled toward the white-haired lady ahead of him ... (Paragraph 1) |  |

**湖南应用技术学院备课专用纸** P.019

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| I. Words and expressions **Part 1: Paragraphs 1-2**  **snake:** *v*. move in a twisting way  ***e.g.*** The train was snaking its way through the mountains.  *Synonym:* meander  **inch:** *v.* move very slow and carefully  ***e.g.***Howard inched forward in the crowd.  He inched his way through the narrow passage.  **in mild annoyance:** with a little anger or impatience  **mild**: *a*. not very great in degree  ***e.g.*** We looked at each other in mild astonishment.  Synonym: slight  **sidle:** *v.* walk in a timid manner, esp. sideways or obliquely  ***e.g.*** A man sidled up to me and asked if I wanted a ticket for the match.  **scribble**:  *v*. write or draw (sth.) carelessly or hurriedly  Synonym: scrawl  ***e.g.***He scribbled a note to his sister before leaving.  She scribbled down her phone number and pushed it into his hand.  Throughout the interview, the journalists scribbled away furiously.  *n.* [U, sing.]careless and untidy writing  ***e.g.*** How do you expect me to read this scribble?  **shuffle**: *v.* walk by dragging one’s feet along or without lifting them fully from the ground  ***e.g.***He slipped on his shoes and shuffled out of the room.  A fat woman was shuffling along with a pushchair.  ***Collocations:*** |  |

**湖南应用技术学院备课专用纸** P.020

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| **shuffle sth. off:** avoid talking or thinking about sth. because it is not considered important  ***e.g.*** He shuffled the question off and changed the topic.  **shuffle out of sth.:** try to avoid some unpleasant task by acting dishonestly  ***e.g.***I mistrust the way in which they shuffle out of sustained efforts.  **Slinky:** *n.* A Slinky (“机灵鬼”，一种用软弹簧做成的会翻跟头的玩具) is a coil-shaped spring invented by mechanical engineer Richard James in Philadelphia, Pennsylvania. Slinkys come in various sizes and shapes. They can “walk” down stairs as the coils stretch and reform as gravity moves them down each step, the spring’s momentum causing it to spill end over end from one step to the next.  **ring:** *n*. a quality, or an impression of having the quality that is mentioned  ***e.g.*** Her story had a ring of truth about it.  The books he mentioned had a familiar ring about them.  **gratifying**: *a*. giving pleasure or satisfaction  ***e.g.*** The new plan may be gratifying to the President.  ***Derivations:*** gratify *v.*; gratification *n.*  **penetrate**: *v.* succeed in forcing a way through (sth.)  ***e.g.*** They penetrated into the territory where no man had ever gone before.  The sun’s radiation penetrates the skin.  **Part II: Paragraphs 3-7**  **wedge**: *v.* force into a narrow space; fix sth. in position by using a wedge or sth. else  ***e.g.*** The people sitting close to me wedged me into the corner.  Open the door wide and wedge it with a pad of newspaper.  **zigzag:**  *v*. move forward by going at an angle first to one side, then to the other  ***e.g.*** We zigzagged up the hill.  The narrow path zigzags up the cliff. *n*. a line or pattern that looks like a series of letter W’s as it bends to the left and then to the right again  ***e.g.***The path descended the hill in zigzags.  *a*. [only before noun]  ***e.g.*** a zigzag line/path/pattern |  |

**湖南应用技术学院备课专用纸** P.021

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| **carve out**: establish or create sth. through painstaking effort  ***e.g.*** With months of strenuous work, the artist carved out a flower of ivory.  Years of failures and setbacks have taught him and carved out a career for him.  **press**: *v.* push, move, or make (one’s way) strongly, esp. in a crowd  ***e.g.*** He pressed his way through the crowd.  So many people pressed round the famous actress that she couldn’t get to her car.  Translation:  人群挤在她身边，争着要她的签名。  Answer: Crowds pressed round her trying to get her autograph.  **Malthusian logic:**  Thomas Robert Malthus (1766 – 1834), British economist and clergyman. In *Essay on Population* (1798) he argued that without the practice of “moral restraint” the population tends to increase at a greater rate than its means of subsistence, unless war, famine, or disease intervenes or efforts are made to limit population.  **infuse**: *v*. fill or cause to be filled with sth.  ***e.g.*** Her novels are infused with sadness.  ***Collocation:*** infuse … into/with: fill ... with ...  ***e.g.*** He infused eagerness into the men.  His speech infused the men with eagerness.  **keep to oneself:** remain private; avoid meeting other people  ***e.g.*** She doesn’t go out much; she likes to keep to herself.  **wager**: *v*. (a more formal term for) bet  wager (sth.) (on sth.); wager sth./sb. that…: bet money on sth.  ***e.g.*** She wagered £50 on a horse.  I had wagered a great deal of money that I would beat him.  **wager (that):** used to say that you are so confident that sth. is true or will happen that you would be willing to bet money on it  ***e.g.*** I’ll wager that she knows more about it than she’s saying.  **plow**: *v*. force a way or to make a track  ***Spelling:*** plow (American English) = plough (British English)  ***e.g.*** A truck plowed into the back of the bus.  She plowed her way through the waiting crowds. |  |

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| **lament**: *v.* express regret or disappointment over sth. considered unsatisfactory, unreasonable, or unfair  **Synonym:** bemoan  ***e.g.*** In the poem he laments the destruction of the countryside.  **Derivations:**  **lamentable:** *a*. very disappointing, regrettable  ***e.g.***She shows a lamentable lack of understanding.  **lamentation:** *n*. (*formal*) an expression of great sadness or disappointment  **stake a claim to:** make a claim to  **stake**: *v*. be assertive in defining and defending a position or policy  ***e.g.***He staked a claim to the land where he’d found the gold.  **annex**: *v*. take control and possession of land, a small country, etc., esp. by force; take without permission  **Synonym:** occupy  ***e.g.*** *Germany annexed Austria in 1938.*  There are examples of people occupying public squares and annexing the pavement next to their lands.  **Part III: Paragraph 8-9**  **be proportional to**: increase or decrease at the same rate as the other thing increases or decreases, so that there is always the same relationship between the two things.  ***e.g.***The output should be proportional to the input.  As a rule suicide rates are proportional to the size of the city.  ***Derivation:*** proportion: *n*. the relationship of one thing to another in size, amount, etc.  ***e.g.*** The room is very long in proportion to (= relative to) its width.  **self-absorption**: the characteristic of thinking about things concerning oneself without noticing other people or the things around him  ***Derivation:*** self-absorbed *a*. III. Sentences **Paraphrase / explanation**  **some tired velvet rope (Paragraph 1)**  *Explanation:*  Here, the word “tired” means “drooping, loosened or slackened”. |  |

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| **… until we were all hugger-mugger against each other, the original lazy line having collapsed in on itself like a Slinky. (Paragraph 1)**  *Paraphrase:*  … until we were all pushing against each other, leaving the line in disorder.  **The phrase “personal space” has a quaint, seventies ring to it ... (Paragraph 2)**  *Paraphrase:*  The phrase “personal space” sounds old-fashioned and reminds one of the seventies ...  **... I’ve wondered if it’s the season: T-shirt weather can make proximity more alluring (or much, much less). (Paragraph 4)**  *Paraphrase:*  ... it has passed through my mind that maybe the cause (of the space invasion) is the season: summer may make people want to be closer to those whose physical attraction is revealed by light summer clothing (though it may also make them wish to move further away from those smelling unpleasantly of perspiration).  **Or perhaps the proliferation of coffee bars in Manhattan … is infusing so much caffeine into the already jangling locals that people can no longer keep to themselves. (Paragraph 4)**  *Paraphrase:*  Or perhaps the increasing coffee bars in Manhattan ... attract more and more people, who are stimulated and excited by the caffeine they take in, so that they become eager to meet others and no longer want to remain in private.  **… we allow all kinds of invasions of personal space in private. (Humanity wouldn’t exist without them.) (Paragraph 5)**  *Paraphrase:*  … privately we allow people with whom we have close relationships to enter our personal space in a variety of ways. (Indeed, in the absence of sexual intimacy, none of us would be here.) |  |

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| **The logistics of it vary according to geography. (Paragraph 5)**  *Paraphrase:*  People in different regions are given different sizes of personal space.  **“Don’t tread on me” could have been coined only by someone with a spread. (Paragraph 5)**  *Paraphrase:*  “Don’t step into my space.” This could only have been invented by people who have a farm and thus a large space all their own.  **The decline of manners has been widely lamented. (Paragraph 6)**  *Paraphrase:*  Many have expressed regret at the deterioration of manners.  **I’ve also noticed an increase in the ranks of what I think of as space invaders, mini-territorial expansionists who seize public space with a sense of manifest destiny. (Paragraph 7)**  *Paraphrase:*  I’ve also noticed that the problem of space invasion has become more and more serious, and that space invaders, acting in the way territorial expansionists usually do, take it for granted that they have the right to seize public space.  **... individuals routinely commandeer booths and sets of facing seats meant for foursomes. (Paragraph 7)**  *Paraphrase:*  ... individuals, as usual, occupy the booths and seats which are designed for four people.  **… personal space is psychological, not physical: it has less to do with the space outside us than with our inner space. (Paragraph 8)**  *Paraphrase:*  ... personal space is more a psychological matter than a physical one. As far as we feel comfortable in our mind, it does not matter whether our physical personal space is large or small |  |

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| **In the same way that the breeze from a butterfly’s wings in Japan may eventually produce a tidal wave in California, I have decided to expand the contracting boundaries of personal space. (Paragraph 9)**  *Paraphrase:*  The author hopes that his own stand against the shrinking of personal space, while small in itself, will nonetheless eventually have a dramatic effect in the same way as the breeze from a butterfly’s wings in Japan, if it initiates a chain of waves, may eventually produce a tidal wave in California. II. Grammar **can, could, may, might**  *Can, could, may* and *might* are English modal auxiliaries. They have no non-finite forms, can only be the initial element of a finite verb phrase and are invariably followed by a bare infinitive, and have lexical meanings by themselves.  **For example:**  To talk about ability:  I *can* climb this cliff.  She *could* play the piano when she was only six.  To talk about possibility:  Where *can/could* he be?  He *may/might* be in his office.  To an Englishman, a handshake *can* seem like trespassing.  To talk about permission:  Can/Could/May/Might I smoke in here?  Yes, you *can/may*.  No, you can’t/may not. |  |

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| **Practice:**  Fill in the blank in each sentence with the choice you think most appropriate.  When I was a child, I \_\_\_\_\_\_\_\_\_never understand a word he said.  can b. could c. may d. might  Both *can* and *could* can express ability, but *could* is used for past ability.  A: \_\_\_\_\_\_\_\_\_ I trouble you for a light?  B: Yes, of course you \_\_\_\_\_\_\_\_.  a. May, may b. Might, may c. Might, might d. May, might  *Might*, being more tentative, is used when one asks for permission. *May* is often used when one gives permission.  The plan \_\_\_\_\_\_\_\_\_ easily have gone wrong, but in fact it was a great success.  a. might b. will c. must d. can  *Might* is used to express possibility, which has more uncertainty in tone than *may* or *can*.  I don’t agree with you, but there \_\_\_\_\_\_\_\_\_be some sense in what you say.  a. can b. should c. may d. would  When *can* is used in a positive statement, it usually refers to theoretical possibility. III. Translation 那只鸽子被卡在树杈里，不多一会儿就跌落下来。(wedge)  **Explanation:**  If you wedge sth./sb. in sth. else, you put or squeeze the thing or the person tightly into a narrow space, so that it or he cannot move easily.  **Translation:**  The pigeon was wedged in the fork of a branch and it fell after a while.  那只鸽子被卡在树杈里，不多一会儿就跌落下来。(wedge)  **Explanation:**  If you wedge sth./sb. in sth. else, you put or squeeze the thing or the person tightly into a narrow space, so that it or he cannot move easily. |  |

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| 你只有伏在地上慢慢爬过一条狭长的地道才能进入山洞。(inch)  **Explanation:**  If something inches towards a direction, it moves slowly and carefully in a particular direction.  **Translation:**  You can only enter the cave by inching through a narrow tunnel on your stomach.  **Practice:**  她向前移动，缓缓靠近大门。  She moved forward, inching towards the gate.  我一点一点开车前进。  I inched the car forward.  他尽力向我解释说不是因为我工作不好而解雇我，而是因为公司面临着财政困境。(take pains to)  **Explanation:**  If you take pains to do something, you put a lot of effort into doing it.  **Translation:**  He took pains to explain to me that I was not being dismissed because I didn’t do my work well but because the company was confronted by financial troubles.  **Practice:**  为了严守计划不被发现，这对夫妻煞费苦心。  The couple took great pains to keep their plans secret.  政府努力在那个地区维持和平。  The government takes pains to keep peace in that region.  年轻士兵的入伍给军队带来了新的希望并鼓舞了士气。(infuse ... into ...)  **Explanation:**  If you infuse sth. (e.g. quality) into sth. else, you fill the latter with the former.  **Translation:**  The enlistment of young soldiers infused new hope and morale into the army. |  |

**湖南应用技术学院备课专用纸** P.028

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| Oral activities (作业) **1. Giving a talk**  **Topic A: My Experience in the Railway Station**  Key words and phrases: crowds, long queues, swarm, packed, anxious, push, bump into, fidgety, tread, wedge, annoy, jump the queue, cry, hugger-mugger, mess, shove, glare  **Topic B: Respecting Personal Space in the Public Space — My Opinion on Privacy**  Key words and phrases: public space, expansionist, breathe down my neck, spread, tread, stake a claim, elbow room, trespass, aggressive, stick to, leave room, good manners, mutual respect.  教学反思：  本单元的课堂设计中，使用了真实情景预演法，有效的让学生体验真实的情景，这种方法能够让学生感受更深刻，对学生的教学帮助很大。但是在课堂中，最后的拓展环节，教学设计环节不到位，学生参与度不高。在今后的教学过程中，教学环节的设计需要有所改进。 |  |

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| Unit 3 Alienation and the Internet  Teaching Objectives:   1. Understanding the reasons that the internet alienates us. 2. Global analysis) discuss the main idea & structure of the text; 3. Detailed analysis) ; learn some words, phrases, paraphrase and translate sentences; broaden some related knowledge; 4. Language points and grammar   Teaching difficulties and teaching focus:  Language points: access, converse, cyberspace, depressed, dramatically, fragmentation, foster, moderate, oyster, perceive, potential, simulated, skew, alcoholic, binge, dramatically  Grammar: absolute construction  to : preposition or infinitive maker  inversion  Teaching Procedure: Step 1 Warm up Section One Pre-reading ActivitiesI. Audiovisual supplement From *You’ve Got Mail*  *Watch the movie clip and answer the following questions.* |  |

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| **Script:**  **Kathleen:** Dear friend, I like to start my notes to you as if we’re already in the middle of a conversation. I pretend that we are the oldest and dearest friends, as opposed to what we actually are, people who don’t know each other’s names, and met in a Chat Room which we both claimed we’d never been before. “What will MI152 say today?” I wonder. I turn on my computer. I wait impatiently as it connects. I go on line, and my breath catches in my chest until I hear three little words: You’ve got mail. I hear nothing, not even a sound on the streets of New York, just the beat of my own heart. I have mail. From you.  **Questions:**   1. What kind of friends are Kathleen and her net friend? What does Kathleen pretend?   Answer: They are actually people who don’t know each other’s names. Kathleen pretends that they are already the oldest and dearest friends.   1. Why can’t Kathleen hear any sound on the busy streets of New York?   Answer:She is too excited by the news that she’s got mail.  **II. Cultural background**  **Pros and Cons of the Internet**  The Internet is a wonderful source from which we can retrieve valuable information. Moreover, it facilitates our communication with people far away from us at a cost substantially less than that of traditional means of communication. Also, it can be an important building block to children’s learning because a vast amount of information is only clicks away. There is evidence suggesting that computer use is linked to slightly better academic performance.  However, there is sufficient evidence indicating that the Internet can exert a harmful influence on people. For example, its addictive power has increased children and youngsters’ time spent in front of the computer screens at the expense of other healthier physical activities, thus increasing their chance of getting overweight and short-sighted. In addition, children have limited ability of telling right from wrong and therefore are subject to the potential contaminating influence of the harmful materials on the Internet. |  |

**湖南应用技术学院备课专用纸** P.031

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| Section Two Global ReadingI. Structural analysis of the text If the Internet allows for the free exchange of ideas, it helps to unify us. Then how does it alienate us while uniting us? How does it fragment society while globalizing ideas? This is the issue that the author tackles in the text.  This piece of argumentative writing falls into three parts.  **Part I (Paragraphs 1 – 2):** The writer presents his thesis in the opening part: the Internet may be responsible for furthering the fragmentation of society by alienating its individual users.  **Part II (Paragraphs 3 – 6):** The author supports his point with evidence and reasons in the body of argumentation.  **Part III (Paragraph 7)**: The writer reiterates his main idea in the conclusion of the text.  **The thesis statement of the text** is in the second paragraph: “... the Internet may be responsible for furthering the fragmentation of society by alienating its individual users.”  **The concluding statement** appears at the beginning of the last paragraph: “All this being said, I believe that the key to realizing the potential of the Internet is in achieving balance in our lives.” II. Rhetorical features of the text The seeming self-contradiction that the Internet can lead to globalization on the one hand and cause the alienation of the users from the people around them on the other is reinforced by **the use of pairs of antonyms.**  Some examples: *globalization/alienation*; *real / not real*; *reality / virtual existence*; *outside playing with his friends / play his games against his friends in the cyberspace*  **Practice:**  Please find more examples of antonyms. |  |

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| **Class Activity**  **Group discussion:**  Do you find the Internet useful in your life? What advantages does the Internet bring to you? Are there any disadvantages of the Internet? Share your opinions about the pros and cons of the Internet with your groupmates. II. Words and expressions **Paragraphs 1-2**  **given:**  *prep.* when you consider sth.  **e.g.** Given his age (= considering how old he is), he’s remarkably active.  Given her interest in children, teaching seems the right job for her.  given that: *conj.*  **e.g.** It was surprising the government was re-elected, given that they had raised taxes so much.  *a.* fixed for a purpose and stated as such  **e.g.** They were to meet at a given time and place.  **equivalent:**  *n.* sth. equal in value, measure, force, effect or significance  **Collocation:** equivalent (of/to sth.)  **e.g.** The dress cost the equivalent of a week’s salary.  What is the equivalent of fifty pounds in US dollars?  *a.* equal in value, amount, meaning, importance, etc.  **Collocation:** equivalent (to sth.)  **e.g.** Eight kilometers is roughly equivalent to five miles.  **Rewrite the sentence using “equivalent”:**  Breathing such polluted air has the same effect as smoking ten cigarettes a day.  Answer: Breathing such polluted air is the equivalent of smoking ten cigarettes a day.  Breathing such polluted air is equivalent to smoking ten cigarettes a day.  **dramatically:** *ad.* suddenly and noticeably  **e.g.** Prices have fallen dramatically.  Events could have developed in a dramatically different way. |  |

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| **alter:** *v.* become different; make sb./sth. different  **e.g.** He had altered so much that I scarcely recognized him.  Nothing can alter the fact that we are to blame.  The landscape has been radically altered, severely damaging wildlife.  **Derivations:**  alteration: *n.* a change to sth. that makes it different  **e.g.** They are making major/minor alterations to the house.  alternate:  *a.* (of two things) happening or following one after the other regularly  **e.g.** She puts alternate layers of fruit and cream to make cake.  *v.* (cause to) follow by turns  **e.g.** We alternate periods of work and sleep.  alternative:  *n.* a thing that you can choose to do or have out of two or more possibilities  **e.g.** You can be paid in cash weekly or by check monthly; those are the two alternatives.  *a.* [only before noun]  **e.g.** Have you got an alternative suggestion?  **Blank filling:**  This shirt will have to be \_\_\_\_\_\_\_\_; it is too large.  This shirt needs \_\_\_\_\_\_\_\_; it is too large.  His moods \_\_\_\_\_\_\_\_ between happiness and gloom.  This method doesn’t work. Do you have an \_\_\_\_\_\_\_ solution?  (Answer: 1. altered 2. alteration 3. alternate 4. alternative)  **further:** *v.* help forward  **e.g.** Additional training is probably the best way to further your career these days.  The interests of an organization will never be furthered through acts of terrorism  **fragment:**  ① *v.* break into parts or small pieces  **e.g.** The satellite will fragment and burn up as it falls through the Earth’s atmosphere. |  |

**湖南应用技术学院备课专用纸** P.034

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| The government is planning to fragment the industry before privatizing it.  ② *n.* a small part of sth. that has broken off or comes from sth. larger  **e.g.** Police found fragments of glass near the scene.  I overheard a fragment of their conversation.  **Pronunciation:** Note that when the same form is used as a noun, the stress shifts to the first syllable.  **Derivations:**  fragmentation: *n.*  **e.g.** the fragmentation of the country into small independent states  fragmented: *a.*  **e.g.** a fragmented society  **alienate:** *v.* cause sb. to feel very distant from or not welcome to sb. else  **e.g.** She was alienated from her brother by her foolish behavior.  All these changes to the newspaper have alienated its traditional readers.  **Derivations:**  alien: *a.* & *n.*  **e.g.** In a world that had suddenly become alien and dangerous, he was her only security. (*a.*)  aliens from outer space (*n.*)  alienation: *n.*  **e.g.** The new policy resulted in the alienation of many voters.  Many immigrants suffer from a sense of alienation.  **Paragraphs 3-6**  **addicted:** *a.* being dependent on sth. and wanting to spend as much time doing it as possible  **Collocation:** be addicted to sth.  **e.g.** Some youngsters are hopelessly addicted to video games.  She’s become addicted to love stories.  **Derivations:**  addiction: *n.*  **e.g.** He is now fighting his addiction to alcohol.  addictive: *a.*  **e.g.** Heroin is highly addictive.  alcoholic: *n.* sb. who cannot stop drinking large amounts of alcohol, even when this is making him or her ill |  |

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| **Word Formation:**  -aholic: suffix in nouns  liking sth. very much and unable to stop doing or using it  **e.g.** shopaholic; chocaholic; workaholic  **in that:** *conj.* (*formal*) for the reason that; because **e.g.** She was fortunate in that she had friends to help her.  Men differ from brutes in that they can think and speak.  The news was all the more reliable in that it was from an official source.  **be given to:** (*formal*) do sth. often or regularly  **Collocation:** be given to sth. / doing sth.  **e.g.** He is given to heavy drinking.  He is given to going for long walk on his own.  **exaggeration:** *n.* action of making a situation, quality, or feature appear greater, more obvious, or more important than it really is  **e.g.** He told his story simply and without exaggeration.  **Derivation:**  exaggerate *v.* to make sth. seem larger, better, worse or more important than it really is  **e.g.** The hotel was really filthy and I’m not exaggerating.  He tends to exaggerate the difficulties.  **binge:** *n.* an occasion when an activity is done in an extreme way, esp. eating, drinking or spending money  **e.g.** go on a binge / an Internet binge / a chocolate binge  One of the symptoms of this disease is binge eating.  **skew:** *v.* cause to be not straight or exact; twist  **e.g.** The company’s results for this year are skewed because not all our customers have paid their bills.  Today’s election will skew the results in favour of the northern end of the country.  **lament:** *v.* to express sadness and regret about sth.  **e.g.** He lamented the death of his friend.  She lamented that she had never been to Paris. |  |

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| **Derivation:**  lamentable: *a.* very disappointing  **e.g.** She shows a lamentable lack of understanding.  **... it struck us that …: ... it occurred to us that … / ... we suddenly realized that …**  **e.g.** How does the concert last night strike you?  He struck me as an odd, old-fashioned professor of Chinese.  **Blank filling:**  \_\_\_\_\_\_\_\_\_\_\_ that nobody is really in favor of the proposal.  我突然意识到没人真正喜欢这个提议。  (Answer: It strikes me)  **confront:** *v.*  deal with a problem or difficult situation  **Synonym:** face up to  **e.g.** She knew that she had to confront her fears.  He manifested extraordinary courage when confronted with formidable difficulty.  face sb. so that they cannot avoid seeing and hearing you, esp. in an unfriendly or dangerous situation  **e.g.** He challenged his accusers to confront him openly.  They lawyer confronted the accused man with the forged check.  This was the first time he had confronted an armed robber.  **perceive:** *v.* see, notice, or realize sth., esp. when it is not obvious  **e.g.** I perceived a change in his behavior.  She perceived that all was not well.  The patient was perceived to have difficulty in breathing.  **Derivations:**  perception: *n.*  perceptive: *a.* having or showing the ability to see or understand things quickly, esp. things that are not obvious  **e.g.** It was very perceptive of you to notice that.  perceptible: *a.* great enough for you to notice it (Synonym: noticeable)  **e.g.** Her foreign accent was barely perceptible. |  |

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| **Blank filling:**  (1) The price increase has had no \_\_\_\_\_\_ effect on sales.  价格增长对销售没有产生可见的影响。  (2) The drug can alter people’s \_\_\_\_\_\_\_ of visual stimuli.  这种药物能够改变人的视觉刺激感知能力。  (Answer: (1) perceptible (2) perception)  **converse:**  *n.* the opposite  **e.g.** In the U.S., cars are driven on the right side of the road, but in Britain the converse applies.  It is possible, of course, that the converse of this theory may also be true.  **Paragraph 7**  **maximize:** *v.*  increase sth. as much as possible  **e.g.** maximize efficiency/fitness/profits  (computing) Maximize the window to full screen.  make the best use of sth.  **e.g.** maximize opportunities/resources  **Antonym:** minimize  **value:** *v.* regard highly; esteem  **Collocations:** value sb./sth. (as sth.); value sb./sth. (for sth.)  **e.g.** We value your cooperation and would like to expand business with you.  I have always valued your friendship.  **Blank filling:**  他是我们队很看重的一个成员。  He is a \_\_\_\_\_\_ member of our team.  (Answer: valued) |  |

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| II. Grammar  1. **Absolute construction**   Absolute constructions are nonfinite or verbless adverbial clauses that have an overt subject but are not introduced by a subordinator and are not the complement of a preposition. Structurally, absolute constructions fall into four types: those with an infinite as verb element, those with an -*ing* participle as verb element, those with an -*ed* participle as verb element, and those without any form of verb element.  For example:  A number of officials followed the emperor, *some to hold his robe, others to adjust his girdle*, and so on. (infinite)  *Weather permitting*, the cricket match will take place on Wednesday. (-*ing* participle)  *All of this being said*, I believe that the key to realizing the potential of the Internet is in achieving balance in our lives. (-*ing* participle)  *His voice drowned by the noise*, the speaker interrupted his lecture. (-*ed* participle)  He went off, *gun in hand*. (prepositional phrase)  *The floor wet and slippery*, we stayed outside. (adjectival phrase)  **Practice:**  **Combine the sentences in each group into one, using at least one absolute construction.**   * 1. a. Mark went homeward alone.   b. His heart was full of a strange emotion.  Answer: Mark went homeward alone, his heart full of a strange emotion.   * 1. a. The cowboy dominates the pages of many magazines.   b. His hair is dark and curly.  c. His broad shoulders are sloping yet powerful.  d. His expression is calm and confident.  Answer: The cowboy dominates the pages of many magazines, his hair dark and curly, his broad shoulders sloping yet powerful and his expression calm and confident. |  |

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| Answer: The professor rested against the blackboard, chalk in one hand, textbook in the other.   * 1. a. Sarah sank in the nearest chair.   b. She was completely exhausted.  c. Her limbs were stiff with cold.  d. Her mind was a piece of blank.  Answer: Sarah sank in the nearest chair, completely exhausted, her limbs stiff with cold, and her mind a piece of blank.   1. ***To*: preposition or infinitive marker**   Apart from being an infinitive marker, *to* can also be a preposition, which is followed by a noun or a noun equivalent.  For example:  This guy is not given *to* exaggeration. (*to* as a preposition)  The key *to* realizing the potential of the Internet is in achieving balance in our lives. (*to* as a preposition)  I used *to* get up early in the morning. (*to* as an infinitive marker)  I am used *to* getting up early in the morning. (*to* as a preposition)  He swore *to* having paid for the goods (= he swore he had paid). (*to* as an infinitive marker)  He swore *to* tell the truth (= he swore he would tell the truth). (*to* as a preposition)  **Practice:**  **Put the verbs in brackets into a gerund or an infinitive.**   1. I object to \_\_\_\_\_\_\_\_ (be treated) like a child.   Answer: being treated   1. His suggestions went very near to \_\_\_\_\_\_\_\_\_\_ (resolve) our dilemma.   Answer: resolving   1. He bought the old house with an eye to \_\_\_\_\_\_\_\_\_\_\_\_ (make) it a hotel.   Answer: making   1. I’m so tired I don’t think I feel up to \_\_\_\_\_\_\_\_\_\_\_\_ (go) shopping today.   Answer: going   1. The teacher wishes to \_\_\_\_\_\_\_\_\_ (speak) to you in regard to \_\_\_\_\_\_\_\_ (be) late.   Answer: speak, being |  |

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| 1. **Inversion**   When we use negative adverbials at the beginning of a clause, the subject and the verb are inverted. Inversion can also occur after a clause beginning with *only + adverb / prepositional phrase / adverbial clause*.  For example:  *Never* had I found him in such a good mood.  *Only through sheer luck* did he manage to get some tickets.  *So quickly* did the workmen finish the job that they were highly praised.  **Practice:**  **Rewrite the following sentences, beginning with the words given.**   1. He had hardly arrived when she started complaining.   Hardly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Answer: Hardly had he arrived when she started complaining.   1. Once Manton gets logged onto the Net, he rarely cares about anything else.   Rarely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Answer: Rarely does Manton care about anything else once he gets logged onto the Net.   1. The passengers are not permitted to open the doors themselves under any circumstances.   Under no circumstances \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Answer: Under no circumstances are the passengers permitted to open the doors themselves.   1. He spoke so impressively that everyone listened in awed silence.   So \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Answer: So impressively did he speak that everyone listened in awed silence. |  |

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| V. Oral Activities(作业） **1.** **Having a dialogue**  **Key words and phrases:** surf the web, addict, alcoholic, non-stop, moderate, binge, skew the sense of reality, depress, cognitive overload, virtual existence, perceive, unreal, harmful  **2. Having a discussion**  **Do the advantages of the Internet outweigh its disadvantages?**  **Viewpoints:**  **a. Advantages:** ease of gathering and sharing information; speed up communication while reducing the costs; SOHO; facilitate business transactions; improve the public supervision over governmental issues and foster justice  **b. Disadvantages:** spread of unhealthy information, e.g. violence, pornography, rumor; endanger personal privacy; risk of online crime; highly addictive; skew the sense of reality; reduce the sense of community and give rise to alienation  教学反思：本课堂中让同学从自己熟悉的话题出发，从自身的经历来思考问题，后面的话题部分，同学讨论非常激烈。在以后的教学中，学生熟悉的话题应该引导学生多思考，引导学生树立正确的思维方式。 |  |

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| Unit 6 A French Fourth  Teaching Objectives:   1. Know the cultural influence of a foreign culture on expatriated families. 2. Global analysis) discuss the main idea & structure of the text; 3. Detailed analysis) ; learn some words, phrases, paraphrase and translate sentences; broaden some related knowledge; 4. Language points and grammar   Teaching difficulties and teaching focus:  Language points: backdrop, barbecue, bonnet, confront, enlightenment, expatriate, fleeciness, folly, heritage, immersed, jarring, lacuna, reenactment, skirmish, suppress, swell, twinge,riposte, sinister, suppress, swell, twinge, unease  Grammar: relative clauses introduced by where, when and why  Passive voice  Teaching procedure:  **Section One Pre-reading Activities**  **I. Audiovisual supplement**  From *The Gua-Sha Treatment*  *Watch the movie clip and answer the following questions.*  **Script:**  **Jian Ning:** Denise, why did you hit Paul?  **Denise:** He hit me too.  **Jian Ning:** It doesn’t matter. You don’t hit people. You know better than that. |  |

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| **Xu Datong:** Denise, I want you to apologize to Paul.  **Quinlin:** It’s no big deal.  **Xu Datong:** Yes, it is. Come on, apologize to Paul.  **Denise:** Going to win.  **Xu Datong:** Say you’re sorry.  **Quinlin:** The kids are fine; they make up. Let it go.  **Xu Datong:** Come on. Count three. One … two … two and half …  *(Denise spit on Paul and Li Datong hit Denise on the head)*  **Jian Ning:** Datong!  **Xu Datong:** Say that you’re sorry.  **Denise:** He said that you’re stupid.  **Li Datong’s father:** 当面教子背后教妻，啊？  **Questions for discussion**   1. Why did Denise hit Paul?   **Answer:** Because Paul said that his father was stupid.   1. Why do you think Xu Datong insists on Denise apologizing to Paul?   **Answer:** Because no matter what, one does not hit people and Denise should know better than that.   1. What’s Paul’s father, Quinlin’s attitude towards the matter?   **Answer:** It is no big deal. Kids will make it up themselves.   1. What do you think are the differences in educating children between Chinese and the Americans?   **Answer:** open-ended.  **II. Cultural Background**  **1. Independence Day**  In the United States, Independence Day, commonly known as the Fourth of July, is a federal holiday commemorating the adoption of the *Declaration of Independence* on July 4, 1776, declaring independence from the Kingdom of Great Britain. Independence Day is commonly associated with fireworks, parades, barbecues, carnivals, picnics, concerts, baseball games, political speeches and ceremonies, and various other public and private events celebrating the history, government, and traditions of the United States. |  |

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| **2. American Flag**  For more than 200 years, the American flag has been the symbol of the nation’s strength and unity. It’s been a source of pride and inspiration for millions of citizens.  On June 14, 1777, in order to establish an official flag for the new nation, the Continental Congress passed the first Flag Act: “Resolved, That the flag of the United States be made of thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new Constellation.”  Today the flag consists of thirteen horizontal stripes, seven red alternating with six white. The stripes represent the original thirteen colonies, the stars represent the fifty states of the Union. The colors of the flag are symbolic as well: Red symbolizes Hardiness and Valor, White symbolizes Purity and Innocence and Blue represents Vigilance, Perseverance and Justice.  **Section Two Global Reading**  **I. General analysis of the text**  In this text, the author discusses the costs and benefits of living in a foreign culture. He also points out that globalization is diminishing the divide between cultures.  **II. Structural analysis of the text**  This text talks about the cultural influence of a foreign culture on expatriated families. It can be divided into three parts.  **Part I (Paragraphs 1 – 3):** The author describes his way of celebrating his home country’s National Day, i.e. the Independence Day of the United States.  **Part II (Paragraphs 4 – 9):** The author makes a contrastive analysis of the costs and benefits of the expatriated people.  **Part III (Paragraphs 10 – 12):** The author talks about the effect of globalization, and argues that globalization has produced more negative than positive effects on cultural diversity.  **III. Rhetorical features of the text**  The author of this text follows a “specific-to-general” pattern in his discussion, i.e. he first talks about what it means to his children to hang out the national flag of their native land in a foreign country on July 4th every year and then expresses his view on the importance for expatriated people in general to keep their cultural identity, especially when the whole world is undergoing a process of globalization. |  |

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| The specific points can be found in his discussion of the costs and benefits of raising children in a foreign culture in **Paragraphs 4 – 9** while the general conclusion can be found in **Paragraphs 10 – 12, especially Paragraph 12.**  **. Questions**  1. Why does the author hang the American flag from his fourth-floor balcony in Paris? (Paragraph 1)  Answer: He does it for two reasons. First, as an American living in Paris, he does not want to forget his native heritage and flag-hanging is the only thing he can do to celebrate Independence Day. Second, he wants to use the flag-hanging as a special means to teach his children about American history and as a reminder of their American identity.  2. The author has kept the old flag for a long time. Why didn’t he get a new one? (Paragraph 1)  Answer: The text does not tell us explicitly, but it is very likely that this flag was brought to Paris from the U.S. a long time ago. To the author, the old flag is a better reminder of his home country than a new one.  3. What are the costs and benefits of raising children in a foreign culture? (Paragraph 4)  Answer: According to the author, it is difficult for children to understand and identify the virtues of their native country without living in it, so they need to go back to their native country to make up for the ineffective family education. But the practice of raising children in a foreign culture has its merits. For example, it helps the children to acquire the new culture without being exposed to the disadvantages of their native culture.  4. Why do the author and his family go back home for the summer? (Paragraph 5)  Answer: As expatriates, they have little access to the traditional culture of their motherland. So they go back home to trace the heritage of Americans. In addition, because their children are reared up in a completely foreign culture, they have the obligation to teach their children the culture and history of their motherland |  |

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| 5. What are the differences between the author and his children as expatriates at about the same age? What causes the differences? (Paragraph 9-10)  Answer: They are different in both behavior and mentality. His children are quite like their French peers in behavior and dress style, while when the author was a child he was quite different from his French peers. These differences are due to the rapid social changes and cultural merging that have been happening all over the world. The world is becoming a huge melting pot in which different cultures are mixing up.  6. Why does the author say the development is sad? (Paragraph 12)  Answer: Because globalization becomes the keynote of life in the world today. Cultures are merging with each other; distinctions between different cultures are becoming blurred. Children cannot tell the exact differences between their own culture and other cultures and it is impossible for them to relive the author’s experience of living in a foreign culture. This kind of development of cultural globalization is a sad thing in the author’s view.  **II. Words and Expressions**  **Paragraph 1-3**  1) **fold away:** fold into a smaller, neater shape for easy storage  ***e.g.***  These camping chairs can be folded away and put in the trunk.  The piece of paper was folded away carefully and tucked into her purse.  foldaway (i.e., collapsible) bed/iron board  2) **regulation:** *a.* in accordance with the regulations; of the correct or designated type  ***e.g.***As we walked along the street, we could see the noisy cheerful group of people in regulation black parade tunics.  He had the short regulation haircut of a policeman.  3) **prompt:** *v*. cause or bring about an action or feeling  ***Derivation*:** prompt *n.* → prompt *a.* →promptly *ad.*  ***e.g.*** The *Times* article prompted him to call a meeting of the staff.  My choice was prompted by a number of considerations.  4) **refuel:** *v.*  (1) supply a vehicle with more fuel  ***e.g.***  The authorities agreed to refuel the plane. |  |

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| **5) twinge:** *n.*  (1) If you feel a twinge of an unpleasant emotion, you suddenly feel it.  ***e.g.***  John felt a twinge of fear when he saw the officer approaching.  (2) Atwinge is a sudden, sharp pain.  ***e.g.***  I feel a twinge in my back now and again.  **Paragraph 4-9**  6) **exposed to:**  If you are exposed to something dangerous or unpleasant, you are put in a situation in which it might harm you.  ***Derivation*:** expose *v.* →exposure *n.*  ***e.g.*** Poor John was exposed to the wind and rain.  ***Translation:***  吸二手烟的青少年长大以后患心脏疾病的机率比较高。  Answer: Teens exposed to second-hand smoke have a higher risk of developing heart disease later in life.  **7) object lesson:** a striking practical example of some principle or ideal  ***e.g.*** They responded to daily emergencies in a way that was an object lesson to us all.  That was an object lesson in how to handle a difficult customer.  8) **take pride in = pride oneself on:** be proud of  ***e.g.*** She took pride in her flower garden.  The team has achieved unprecedented success in this season. All the players take pride in being a member of this team.  We pride ourselves on always being punctual.  **9) confirm:** *vt.* prove that sth. is true  ***e.g.***  These statistics confirm our worst fears about the depth of the recession.  The spokesman confirmed that the area was now in the rebels’ hands.  **10) swell:** *v.* gradually increase  ***e.g.*** The group of onlookers soon swelled into a crowd.  The murmur swelled, but then died away. **11) frame of reference:** a particular set of beliefs, ideas, or observations on which one bases his judgement  ***e.g.*** Please see to it that you are dealing with someone with a different frame of reference. |  |

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| **Paragraph 10-12**  **12) resonate:** *vi.* evoke or suggest images, memories, and emotions  ***e.g.*** May this song [resonate](http://www.iciba.com/resonate/) in your heart throughout the holidays.  I would like these thoughts to [resonate](http://www.iciba.com/resonate/) widely, especially with the citizens of China.  This inspiring tale based on a bestselling nonfiction novel will [resonate](http://www.iciba.com/resonate/) with audiences around the world.  **13) live out sth.:** do sth. that you have thought or dreamed of doing  ***e.g.***  The inheritance would allow her to live out her fantasies.  **14) nothing other than**: only  ***e.g.*** They were given nothing other than dry bread and water for their evening meal.  Therefore, nothing other than a hurt received in love affairs affects one more severely.  I am very tired and want nothing in the world other than to be at home.  **15) immerse:** *v.* engage wholly or deeply; absorb  ***Collocation:*** immerse sb./sth. in  immerse oneself in / be immersed in  ***e.g.***  First of all, you should immerse your clothes in the water.  He immersed himself in the history of Rome.  ***Translation:***  克莱尔和菲尔在角落里深谈。  Answer: Clare and Phil were immersed in conversation in the corner.  **III. Sentences**  **Paraphrase/ explanation**  **1. … but in my mind’s eye an American tourist may notice it and smile ... (Paragraph 1)**  *Paraphrase:*  … but I imagine that an American tourist may notice it and show his appreciation of my action with a smile ...  **2. suppress such outward signs of their heritage … (Paragraph 2)**  *Paraphrase:*  do not give manifestations of their traditional culture handed down from their ancestors … |  |

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| **3. July 4 is one of the times when the American in me feels a twinge of unease about the great lacunae in our children’s understanding of who they are and is prompted to try to fill the gaps. (Paragraph 3)**  *Paraphrase:*  July 4 is one of the times I, as a native American, feel indistinctively uneasy about the great gaps in our children’s understanding of their American identity, and thus I am motivated to do something to fill the gaps.  **4. And our physical separation from our native land is not much of an issue. (Paragraph 4)**  *Paraphrase:*  And living away from our native country does not matter much (in our children’s acquisition of our native language).  **5. In my day little French kids looked like nothing other than little French kids. (Paragraph 11)**  *Paraphrase:*  In the days when I lived in France as an expatriated child, French children were dressed in the unique French style, thus looking quite different from their counterparts in other countries.  **6. … our children are confronting a much less jarring cultural divide than I did … (Paragraph 12)**  *Paraphrase:*  … our children are faced with a much less shocking cultural difference …  **7. Re-entry, when it comes, is likely to be smoother. (Paragraph 12)**  *Explanation:*  t seems to be easier for the children to restart the acquisition of their native culture.  **Class Activity:**  Discussion: Globalization is a very controversial issue today. Opinions vary considerably over its pros and cons. Please discuss with your classmates about the positive and negative effects of globalization. |  |

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| **II. Grammar**  **1) Relative clauses introduced by *where, when, why***  Relative clauses are used to give additional information about something without starting another sentence. By combining sentences with a relative clause, the text becomes more fluent and repetition of certain words can be avoided.  Relative clauses can be introduced by:  1. a relative pronoun (*who*/*whom*, *which*, *that*, *whose*);  2. no relative pronoun at all;  3.a relative adverb (*where*, *why* and *when*) instead of a relative pronoun.  A relative adverb can be used instead of a relative pronoun plus preposition. This often makes the sentence easier to understand. For examples:  This is the shop *in which* I bought my bike. → This is the shop *where* I bought my bike.  July and August are the months *in which* most people go on holiday.  → July and August are the months *when* most people go on holiday.  Do you know the reason *for which* so many people in the world learn English?  → Do you know the reason *why* so many people in the world learn English?  **Practice:**  Fill in the blanks with the proper adverb.  ①This is the church \_\_\_\_\_ Sue and Peter got married.  Key: where  ②25 December is the day \_\_\_\_\_ children in the West get their Christmas presents.  Key: when  ③A famine was the reason \_\_\_\_\_ so many Irish people emigrated to the U.S. in the 19th century.  Key: why  **2) Passive voice**  Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action. For example: *My bike was stolen*. Sometimes a statement in passive voice is more polite than active voice, as the following example shows: *A mistake was made*. The passive voice is especially helpful in scientific or technical writing or lab reports, where the actor is not really important but the process or principle being described is of ultimate importance. |  |

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| Rewrite the following paragraph in the active voice.  Last summer our house was painted by me. The job took about two weeks. First, the exterior was washed using warm water and a mild detergent. Then all the chinks and pores in the walls were sealed with putty. After the putty had had a chance to dry, the exterior could be painted. A latex paint was used because it is easy to apply and cleans up with water. A whole week was needed to finish this part of the job. I was very careful to apply the paint evenly because I did not want to have to apply two coats. A color was used that was very close to the original color. Our house is a two-story house, which meant that a tall ladder was needed to do the second story. The paint can had to be balanced on the top rung of the ladder while I worked. When the job was finished, a great deal of satisfaction was felt by me. I had to pat myself on the back. Even my dad said that a good job was done.  Keys:  Last summer *I painted our house*. The job took about two weeks. First, *I washed the exterior* using warm water and a mild detergent. Then *I sealed all the chinks and pores* in the walls with putty. After the putty had had a chance to dry, *I could paint the exterior*. *I used a latex paint* because it is easy to apply and cleans up with water. *I took a whole week* to finish this part of the job. I was very careful to apply the paint evenly because I did not want to have to apply two coats. *I used a color* that was very close to the original color. Our house is a two-story house, which meant that *I needed a tall ladder* to do the second story. *I had to balance the paint can* on the top rung of the ladder while I worked. When *I finished the job*, *I felt a great deal of satisfaction*. I had to pat myself on the back. Even my dad said that *I did a good job*. |  |

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| **V. Oral Activities (作业）**  **1. Giving a talk**  **Topic:** How would I try to maintain my national identity if I were in the United States?  **Words and phrases for reference:**  hang national flag; sing anthem; watch Chinese TV programs; traditional festivals; Chinese food; Chinese culture …  **2. Having a discussion**  **Topic:** What is the significance of flying the winner’s national flag accompanied with his/her national anthem in some international sports competitions?  **Words and phrases for reference:**  honour; patriotism; national pride; symbol  教学反思：在本单元的教学中，主要讨论了文化差异以及怎么样在国外培养自己的孩子的问题，让同学们畅想未来，如果你的小孩是侨民，你会怎么样抚养呢，同学们各抒己见发表自己的看法，然所有的让学生参与到讨论中来。同时让学生深入爱国情感中。但是，由于班级人数比较多，老师没能够每个人都给与点评，以后在课堂中应该注意。 |  |

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| Unit 10 The Idiocy of Urban Life  Teaching Objectives:   1. Understanding the authors points of the idiocy of urban life 2. Global analysis) discuss the main idea & structure of the text; 3. Detailed analysis) ; learn some words, phrases, paraphrase and translate sentences; broaden some related knowledge; 4. Language points and grammar   Teaching difficulties and teaching focus:  Language points: bosky, cruise, exertion, fetid, atomize, boutique, grievous, idiocy, pampering, urbane, solitude, simulation, reign, pretense, precondition, well-groomed, posture  Grammar: emphasis  Active VS passive  Teaching procedure:  **Section One Pre-reading Activities**  **I. Audiovisual supplement**  From *Multiplicity*  *Watch the movie clip and answer the following questions.*  **Script:**  **Doug:** Then I get resentful because l feel like I should have, you know maybe a little time for myself.It’s like work is first, my family is a close second and I’m a distant third, bringing up the rear. You know?Is that crazy?  **Dr. Leeds:** I don’t know. I’m not a psychiatrist. Anyway, you don’t need one. If the problems on your mind are real, that requires real solutions. |  |

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| **Dr. Leeds:** This is Doug Kinney. He is doing our new offices.  **Man #1:** Oh, sure, I know Doug. You know, he and I went over the plans one day.  **Dr. Leeds:** Oh?  **Man #1:** You were sailing.  **Doug:** Wait, wait, wait …  **Dr. Leeds:** You understand what I’m suggesting?  **Doug:** Yeah, sure. What’s not to understand? You xerox people.  **Dr. Leeds:** In a way.  **Man #1:** Sort of.  **Dr. Leeds:** The procedure takes about two hours. It takes more or less two hours. And in the end, you have everything you need. What is it that, you know, I need?  **Doug:** Time!  **Dr. Leeds:** All you need. For everything.  **Doug:** Say, I’m interested, you know. What would a ... you know, nothing fancy, just a basic, you know, just a basic ... clone-job cost?  **Questions:**  1. What is Doug’s compliant?  Answer: Doug feels guilty for his family because he is too overworked and overscheduled to find time for his wife and kids, let alone for himself. He is becoming resentful about the heavy burden.  2. What is Dr. Leeds solution to Doug’s problem?  Answer:Dr. Leeds offers a solution: Doug obviously needs to be cloned.  **II. Cultural background**   1. **The author － Henry Fairlie**   **Henry Fairlie** (1924－1990) was a British expatriate journalist and social critic. He spent 36 years as a prominent freelance writer on both sides of the Atlantic, appearing in [*The Spectator*](http://en.wikipedia.org/wiki/The_Spectator),[*The New Republic*](http://en.wikipedia.org/wiki/The_New_Republic)*,* [*The Washington Post*](http://en.wikipedia.org/wiki/The_Washington_Post),[*The New Yorker*](http://en.wikipedia.org/wiki/The_New_Yorker), and many other papers and magazines. He was also the author of five books, most notably *The Kennedy Promise*, an early revisionist critique of the U.S. presidency of [John F. Kennedy](http://en.wikipedia.org/wiki/John_F._Kennedy).  In 2009, *Bite the Hand That Feeds You: Essays and Provocations*, was published as an anthology of his work. He wrote in a manner that was often “tongue-in-cheek” (intended to be humorous and not meant seriously) to point to some of the amusing things about city life. |  |

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| 1. **Thoreau’s *Walden***   Modern people have long been tired and bored by the idiocy of city life. So they seek other possible ways of living away from city life. Thoreau’s*Walden* is an influential work of this type, in which the author isolates himself from society to gain a more objective understanding of it. [Simple living](http://en.wikipedia.org/wiki/Simple_living) and [self-sufficiency](http://en.wikipedia.org/wiki/Self-sufficiency) were Thoreau’s other goals, and the whole project was inspired by [transcendentalist](http://en.wikipedia.org/wiki/Transcendentalist) philosophy, a central theme of the American Romantic Period. Through the following quote, we may see his stance better.  “I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion.”  **Section Two Global Reading**  **I. Structural analysis of the text**  This text falls in the generic category of argumentation. Most argumentation consists of three parts: the thesis of the author, the evidence to support the thesis, and summary or conclusion of the argument.  This text follows this pattern too.  **Part I (Paragraphs 1－2):** The author presents the thesis of his argument: aggressively individualistic and atomized urban life today goes against both the purpose of the city and human nature, and thus is foolish.  **Part II (Paragraphs 3－9):** The author provides evidence for the idiocy of urban life, such as people living outside the city boundaries, maintaining the pointless frenzy of their work hours in their hours off, and isolating themselves from nature.  **Part III (Paragraph 10):** The author reiterates his point. |  |

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| **II. Rhetorical features of the text**  In any argumentation, the author has a thesis of his own. So does the author of this text. We can see from the title and the text proper that he takes a negative attitude towards urban life by using a lot of **attitudinal words and expressions**.  The following italicized words and expressions are used to express the author’s attitude towards city life:  The *Idiocy* of Urban Life  Urban life is *aggressively individualistic and atomized.*  Cities are *not social* places.  *lunacy* of modern city life  create *simulations* of it (rural life)  a *pretence* to bosky woodlands  City dwellers take their *filth* with them ...  **Practice:**  Can you find more such expressions?  ... they maintain the *pointless frenzy* of their work hours in their hours off.  work at their play *with the same joylessness*  These windows are a *scandal ...*  ... the urban worker *has no knowledge of the seasons.*  *fetid* central heating  *no true sense of the rhythms of the seasons*  The city dweller *reels from unreality to unreality.*  ... city dwellers *don’t know it (a Douglas fir) once had roots.*  **I. Questions**  1. What is the purpose of mentioning rats as true city dwellers? (Paragraph 1)  Answer: The author mentions rats at the beginning of the article for the purpose of contrasting rats with human beings. In a sense, both rats and human beings are city dwellers, but there are differences between them in terms of life in the city. As natural inhabitants of the city, rats are social creatures and lead a stable urban life. By contrast, most human dwellers do not enjoy urban life but try to live outside the city boundaries; and they live an individualistic and atomized rather than gregarious life. Therefore, relatively speaking, rats are true city dwellers. |  |

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| 2. What idiocy is there in the city dwellers’ trying to live outside the city boundaries? (Paragraph 3)  Answer: The idiocy of the practice lies in the pretence of the city dwellers. For one thing, they disdain rural life on the one hand, and on the other hand they try to simulate it by creating large or small patches of greenery around their suburb, exurb or rururb residences. For another, while they intend to live a rural life by going to the country, they have in fact spoiled the natural features of the rural areas and created urban surroundings where they have settled down. As a result their purpose fails in the end.  3. Why does the author call the city dweller’s journey to work “the first idiocy of his day”? (Paragraph 6)  Answer: The author’s saying so reflects his attitude towards office work in the city. Unlike farming which is part of rural home life, joyless work in the city is separated, both physically and emotionally, from home life and consequently causes unnecessary frenzy. The worker’s going to and returning from work wastes a lot of time and thus is pointless, yet the worker “not only accepts but seeks” it. Hence the idiocy of “the journey to work”.  4. How do you understand the sentence “The city dweller reels from unreality to unreality through each day”? (Paragraph 8)  Answer: The quoted statement describes in what environment the city dweller lives and works. With the windows that never open, the modern office, artificially cooled in summer and heated in winter, alienates the worker from the true natural world. The home surroundings are no better. They provide the dweller with no true sense of the seasons either. In general, the city dweller is removed from nature and submerged in a man-made environment every day.  5. What accounts for the fact that “Americans are the most round-shouldered people in the world”? (Paragraph 9)  Answer: This phenomenon is caused by the demerits of office work. Compared with physical labor in rural life, office work in the city needs |  |

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| very little physical exertion, but it requires long-time sitting with the same posture every day. Even the after-work exercises cannot compensate for the damage done to the physical constitution of the worker during work hours. This accounts for the round-shoulderedness of Americans.  **Class Activity**  **Group discussion:**  What are the major differences between city life and country life? Where do you prefer to live, in the city or in the country? Why?  **II. Words and Expressions**  **Paragraphs 1-2**  **civil:** *a.*  (1) polite and formal  ***e.g.*** His manner was civil, though not particularly friendly.  He’d been careful to be civil to everyone.  (2) applying to ordinary citizens  ***e.g.*** civil rights: basic rights that all people in a society should have  civil aviation: aviation relating to ordinary people rather than military forces  (3) of or occurring within the state or between or among citizens of the state  ***e.g.*** civil war: war between groups in a country  civil servant/service  ***Derivation:*** civilize *v*. raise from a barbaric to a civilized state  ***e.g.*** Schools will help to [civilize](http://www.iciba.com/civilize/) the wild tribes there.  **cruise:** *v. & n.*  (1) (of a vehicle or its driver) travel smoothly at a moderate speed  ***e.g.*** The plane is cruising at an altitude of 35,000 feet.  (2) sail or drive for pleasure  ***e.g.*** They will be going cruising the Greek islands next week.  **insomniac**  (1) *n.* sb. who cannot sleep  ***e.g.***[Insomniac](http://www.iciba.com/insomniac/)s do not sleep because they worry about it, and they worry about it because they do not sleep.  (2) *a.* experiencing or accompanied by sleeplessness  ***e.g.***[insomniac](http://www.iciba.com/insomniac/) old people    [insomniac](http://www.iciba.com/insomniac/) nights: sleepless night  The word “insomniac” here is used as a transferred epithet to modify something inanimate. *More examples of transferred epithet:*  Even so, the risk of discovery was beginning to cause Pettit *sleepless nights*.  He threw *a reassuring arm* round my shoulder.  **rat race:**fierce competition  The rat race is a term often used to describe excessive work. In general terms, if one works too much, one is in the rat race. It implies that many people see work as an endless pursuit with little reward or purpose.  ***e.g.*** I really want to get out of the [rat](http://www.iciba.com/rat/) [race](http://www.iciba.com/race/).  我真的想要远离这种你争我夺的生活。  They longed to escape from the [rat](http://www.iciba.com/rat/) [race](http://www.iciba.com/race/) and move to the countryside.  他们渴望能够摆脱无情的竞争搬到乡下去。  ***More phrases of “rat”:***  rat fink: sb. who betrays the trust of compatriots by giving vital information to their enemies  ***e.g.***  I will never trust such a rat fink.  rat trap: (*slang*) incredibly run-down and dangerous rental housing where the residents lives are in danger (or at least very depressed) and rats often inhabit the walls  ***e.g.***  I couldn’t believe that they have been living in the rat trap for months.  rat hole: description of a place of residence declaring it to resemble the digs of a rat, complete with piles of belongings which threaten to topple over and smother the occupant  ***e.g.***  Do you want me to fight him for nothing in a [rat](http://www.iciba.com/rat/) [hole](http://www.iciba.com/hole/)?  rat’s nest: a big mess, usually applied to hair which has been ratted  ***e.g.*** Your hair looks like rat’s nest!  **Paragraphs 3-9**  **disdain:***v.* think oneself superior to; reject  ***e.g.***  The older musicians disdain the new, rock-influenced music.  Our new neighbors seem to be disdaining to speak to us. |  |

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| **simulation:** *n.* imitation of the conditions of (a situation etc.); resemblance  ***e.g.*** simulation test 模拟考试  I was quite deceived by her simulation of sorrow.  ***Derivation:*** simulate *v.* imitate, give the appearance of  ***e.g.*** In cheap furniture, plastic is often used to simulate wood.  Anne simulated pleasure at seeing Simon, but really she wished he hadn’t come.  **prim:** *a.*(1)neat  ***e.g.***  a prim garden (2) very formal and correct in behaviour and easily shocked by anything rude ***e.g.***  She is much too prim and proper to go into a pub.  **hardware and dry goods stores:**  A hardware store (*AmE*) is a shop selling tools and equipment that are used in the house and gardens.  Dry goods store (*AmE*) sells clothes, thread, and other things.  **frenzy**:*n.* uncontrolled and excited behaviour or emotion, which is sometimes violent  ***e.g.*** A gunman killed ten people in a murderous frenzy today in that city.  The audience worked themselves up into a frenzy as they waited for the singer to come on stage.  **scandal:** *n.*  (1) sth. that causes a public feeling of outrage or indignation  ***e.g.*** The minister was forced to resign after a scandal involving him and another minister’s wife.  Their affair created a scandal in the office.  (2) malicious gossip  ***e.g.*** Someone must have been spreading scandal.  ***Derivation:*** scandalous *a.* giving offense to moral sensibilities and injurious to reputation  ***e.g.*** He is a scandalous wife beater.  他是个殴打妻子的[可耻](http://www.iciba.com/可耻/" \t "_blank)之徒。 |  |

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| **Paragraph 10**  **slump:** *v.* & *n.*  (1) assume a drooping posture  ***e.g.*** I spent the evening slumped in front of the TV.  (2) fall or sink heavily  ***e.g.*** He slumped onto the couch.  (3) fall heavily or suddenly; decline markedly  ***e.g.*** The real estate market slumped.  **scurry**: *v. & n.* run or move hurriedly, esp. with short quick steps  ***e.g.*** We all scurried for shelter when the storm began.  Busy boasts chug and [scurry](http://www.iciba.com/scurry/) about the river.  **insolence:** *n.* the trait of being rude and impertinent; an offensive disrespectful impudent act  ***e.g.*** Her [insolence](http://www.iciba.com/insolence/) greatly displeased the judge.  Peter swept in, with his dignity and [insolence](http://www.iciba.com/insolence/).  彼得神气十足，目空一切、大模大样地走了进来。  **III. Sentences**  **Paraphrase/ explanation**  **1. Urban life, during the hours when they reign, is urbane. (Paragraph 1)**  *Explanation:*  Rats make city life courteous and refined when they dominate the city deep at night.  **2. City dwellers take the city with them to the country, for they will not live without its pamperings. (Paragraph 4)**  *Paraphrase:*  City dwellers create all kinds of city vogues in the country, for they will not live without these fashionable things. |  |

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| **3. These windows are a scandal because they endanger the lives of office workers in case of fire. (Paragraph 7)**  *Paraphrase:* These windows are disgraceful because they put the lives of office workers in danger if a fire should occur.  **4. No true sense of the rhythms of the seasons is to be had from a lawn in the backyard and a few spindly trees struggling to survive. (Paragraph 7)**  *Paraphrase:*  A lawn in the backyard and a few spindle-shaped trees struggling for life are not enough to give the dweller any true sense of the season changes.  **II. Grammar**  **1) Emphasis sentence**  - A cleft sentence with “it” can emphasize the subject, object or adverbial of a sentence.  **For example:**  It was I who received the promotion.  - Sentences introduced by a clause beginning with *what* are also used to emphasize a specific subject or object.  **For example:**  What we need is a good long shower.  - In order to emphasize something we feel strongly, the auxiliary verbs “do” and “did” can be used in positive sentences.  **For example:**  No that’s not true. John did speak to Mary.  - Invert the word order by placing a prepositional phrase or other expression (*at no time*, *suddenly*, *little*, *seldom*, *never*, etc.) at the beginning of the sentence followed by inverted word order.  **For example:**  Hardly had I arrived when he started complaining.  **Practice:**  **Emphasize the underlined part of the following sentences.**  ①The awful weather drives him crazy.  Answer: It is the awful weather that drives him crazy. |  |

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| ②He needs a second thought.  Answer: What he needs is a second thought.  ③I believe that you should think twice about this situation.  Answer: I do believe that you should think twice about this situation.  **④**A report is expected.  Answer: What is expected is a report.  ⑤I understand little what was happening. Answer: Little did I understand what was happening.  ⑥I have seldom felt so alone.  Answer: Seldom have I felt so alone.  **2) Active voice and passive voice**  The active voice is the “normal” voice. This is the voice that we use most of the time. The passive voice is less usual. In the passive voice, the subject receives the action of the verb.  **For example:**  Mrs. Smith cleaned the office. (active)  The office was cleaned by Mrs. Smith. (passive)  **Practice:**  **Turn the following sentences into passive voice.**  ① Professor Villa gave Jorge an A.  Answer: An A was given to Jorge by Professor Villa.  ② The girls ate the pizza.  Answer: The pizza was eaten by the girls.  ③ Someone stole my car yesterday.  Answer: My car was stolen yesterday.  ④ The musician played the guitar.  Answer: The guitar was played by the musician.  ⑤ That group of trick-or-treaters tossed the pumpkin off the bridge.  Answer: The pumpkin was tossed off the bridge by that group of trick-or-treaters.  ⑥ The city will raise the subway fare to $1.50 next week.  Answer: The subway fare will be raised to $1.50 next week by the city.  **V. Oral activities**  **1. Giving a talk** |  |

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| **opic:** Suppose you are a city dweller and an American friend of yours is visiting your city. Now have a dialogue with him/her and tell him/her about the great changes that have taken place in your city in the past few years.  **Words and phrases for reference:** environment (air, afforestation, parks), construction (buildings, roads …), economy (high-tech industry, finance …), culture (galleries, museums, performance …)  **2. Having a discussion**  **Topic:** The process of urbanization is accelerating in China and more and more people are rushing into cities. There are different views about this phenomenon. Some people think that urbanization is making life better while others tend to believe that it has more disadvantages than advantages. Form two opposing groups to debate on the topic “**Urbanization: Good or Bad?**”  **Viewpoints for reference:**   1. Urbanization brings more jobs. In cities where large population concentrates, more job positions are available in security, manufacturing and service industry. 2. Urbanization brings poverty. Rural migrants are attracted by the possibilities that cities can offer, but they often settle in shanty towns and experience extreme poverty (facing the problems of sheltering, education, social security, etc.).   教学反思：本单元的主题和学生息息相关，在后面的讨论阶段，同学们互动很活跃，课堂上如果学生感兴趣的话题可以多多和学生探讨，培养学生的思考力以及口语。 |  |