



四川外国语学院成都学院

教 案

XX ~ XX 学年第 2 学期

系	英语外事管理系
教研室(组)	大三高英
课程名称	高级英语
授课年级	三年级
授课教师	XX
职 称	XX

四川外国语学院成都学院教务处制

XX 年 X 至 X 月

教 案（首页）

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

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Book 1, Unit 10 The Trial that Rocked the World		
本(章)节 授课方式	课堂讲授 (✓) 实践课 ()	教学时数	4
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1) To study the whole text carefully with special focus on the key words and expressions. 2) To analyze the structure of the text. 3) To appreciate the writing style and rhetoric of the passage. 4) To get a better understanding of the background information about the trial and information related to it. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1) The background knowledge about the trial, including the knowledge about the Bible and Christianity, and that about legal procedures in the American court of law. 2) The accurate comprehension of the passage with special focus on the useful words and expressions in the text. 3) The comprehension of the language features employed by the author to recreate the scene in the court of law. 4) The appreciation of writing style and the employment of rhetoric devices 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1) Can you use your own words to describe the counsel for the prosecution and the counsel for the defendant, as well as the climax of the trial? 2) What's your personal opinion about the conflict between the pro- and anti-evolutionists? 3) What have you learned about the law and legal procedures in the U. S. as well as the Bible according to the text? 		

教学内容与组织安排

Outline

1. Class hour 1 and 2
 - 1) Warm up activities
 - 2) The introduction to the expectations and requirements
 - 3) Introduction to the background information in this lesson
 - 4) Assignment of learning task
2. Class hour 3 and 4
 - 1) Review of what has been learned in the previous lessons
 - 2) General study of the writing style of the passage
 - 3) General study of the passage
 - 4) Conclusion of the study in this week

Teaching Process:

1. Class hour 1 and 2

1) Warm up activities

Ask the students to think about the question for warm-up activities: 1) Why was so much attention paid to this trial in such a small town in the U. S.? 2) What do you think the struggles between fundamentalists and modernists have essentially shown?

2) The introduction to the expectations and requirements of this new semester and the outline of the whole course throughout the semester

Before we move on to study the text, discuss with the students the plan of the whole course throughout the semester. Clarify the expectation and requirement so that they students have a clear idea about what they are supposed to learn in this semester and what they should do to achieve the objects.

Ask the students to examine how well they have done in the last semester and check what they can do to further improve the study in this course this semester. Make sure they are clear about the aims of this semester and help them to clarify their leaning strategies before the course is started.

3) Introduction to the background information in this lesson

A brief introduction to the background knowledge and encourage the students to have a short discussion.

A. About the author and other important people in the trial:

John Scopes is the last surviving principal of the famous Tennessee "Monkey Trial" of 1925. The man whose name became synonymous with the teaching of evolution in American schools recalls here highlights of the court drama which inspired the film *Inherit the Wind*.

Clarence Darrow (1857-1938): American lawyer. He acted profession-ally in many cases against monopolies or on the side of labor; he pleaded for the Negro defendants in the Scottsboro trial (1932). He was also the president of the American League to abolish

Capital Punishment.

William Jennings Bryan (1860-1925): American leader, editor, and popular lecturer; three times a nominee for the presidency of the US., Secretary of State (1901-1913). Just before his death (1925) Bryan figured as one of the prosecuting attorneys and a state's witness against the teaching of Darwinian evolution in the famed Scopes trial held at Dayton, Tennessee.

Dudley Field Malone (1882-1954): American lawyer. He was city attorney at New York (1909) and became third assistant secretary of state in 1913. Malone, known widely as an exponent of liberal ideas, was a member of the defense legal staff at the Scopes trial in Tennessee.

Arthur Garfield Hays (1881-?): American lawyer, notable as counsel in civil liberties cases. He was involved in the Sweet case (1925) Detroit, the case of Senator Wheeler (1925) at Washington, the Sacco Vanzetti case (1927), the Reichstag fire case (1933) in Germany.

Henry Louis Mencken (1880-1956): American editor and satirist Mencken's caustic comments on the American scene made him famous He is the author of Ventures into Verse (1903), The American Language (1918), etc.

B. About Christianity:

fundamentalism: religious beliefs based on a literal interpretation of everything in the Bible and regarded as fundamental to Christian faith and morals

Old Testament: The Christian Bible is divided into two sections: the Old Testament and the New Testament. The Old Testament, composed of 39 books, is the name given by Christians to the Holy Scripture of Judaism. The New Testament contains the life and teachings of Jesus Christ and his follower.

Genesis: the first book of the Bible, giving an account of the creation of the universe the story of Eve: According to the Bible, Adam and Eve were the first man and woman. Eve was Adam's wife. She was beguiled by the serpent to eat the forbidden fruit of the tree of the knowledge of good and evil and she then tempted Adam to do the same. As a result they were banished by God from the Garden of Eden.

C. American laws and court:

American Civil Liberties Union (ACLU): an organization founded by Roger Baldwin and others in New York City in 1920 to champion "the rights of man set forth in the Declaration of Independence and the Constitution" of the United States. To attain its goals the ACLU issues public statements, organizes protests, initiates test cases in the law courts, and in various ways becomes actively involved in a broad variety of issues related to civil liberties.

(state) attorney-general: the chief law officer and representative in legal matters of a state governments (US.) Attorney-General is the head of the United States Department of Justice and member of the President's Cabinet.

U. S. Supreme Court: the highest Federal court, consisting of nine judges; the highest and final judicial authority in the country; at times overriding Congress in pronouncing upon the constitutionality of laws.

a. Courts

Official assembly with judicial authority to hear and determine disputes in particular

cases. In early judicial tribunals, judges sat in enclosures (courts in an architectural sense), and lawyers and the general public remained outside a bar (hence the term bar in legal contexts). Modern British courts are divided into those trying criminal cases and those trying civil cases; a second distinction is made between inferior courts, or courts of first instance, and superior courts, or courts of appeal. In the U.S. each state has its own system of courts, usually consisting of a superior (appellate) court, trial courts of general jurisdiction, and specialized courts (e.g., probate courts). The U.S. also has a system of federal courts, established to adjudicate distinctively national questions and cases not appropriately tried in state courts. At the apex of the national system is the Supreme Court of the United States. The secondary level consists of the United States Courts of Appeals. United States District Courts form the tertiary 第三 level. Crimes committed by military figures may be tried in a court-martial. In the past, ecclesiastical courts had broad jurisdiction. See also International Court of Justice; judiciary.

Courts in the United States

In the United States there are two distinct systems of courts, federal and state. Each is supreme in its own sphere, but if a matter simultaneously affects the states and the federal government, the federal courts have the decisive power. The district court is the lowest federal court. Each state has at least one federal district, and some of the more populous states contain as many as four districts. There are 11 circuit courts of appeals (each with jurisdiction over a defined territory) and a court of appeals for the District of Columbia; these hear appeals from the district courts. There are, in addition, various specialized federal courts, including the Tax Court and the federal Court of Claims. Heading the federal court system is the U.S. Supreme Court.

The court systems of the states vary to some degree. At the bottom of a typical structure are local courts that have authority only in specific matters and jurisdictions (e.g., court of the justice of the peace, police court, and court of probate). County courts, or the equivalent, exercising general criminal and civil jurisdiction, are on the next level. All states have a highest court of appeals, and some also have intermediate appellate courts. In a few states separate courts of equity persist.

court system in the United States, judicial branches of the federal and state governments charged with the application and interpretation of the law. The U.S. court system is divided into two administratively separate systems, the federal and the state, each of which is independent of the executive and legislative branches of government. Such a dual court system is a heritage of the colonial period. By the time the U.S. Constitution had first mandated (1789) the establishment of a federal judiciary, each of the original Thirteen Colonies already had its own comprehensive court system based on the English model. Thus, the two systems grew side by side and came to exercise exclusive jurisdiction in some areas and overlapping, or concurrent, jurisdiction in others.

The Federal Court System

Of the two systems, the federal is by far the less complicated. According to Article III of the Constitution, "The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish." In accordance with this directive, the federal judiciary is divided into three main levels.

At the bottom are the federal district courts, which have original jurisdiction in most cases of federal law. Made up of 92 districts, the federal district court system has at least one bench in each of the 50 states, as well as one each in the District of Columbia and Puerto Rico. There are from 1 to more than 20 judges in each district, and, as with most federal jurists, district court judges are appointed by the President and serve for life. Cases handled by the federal district courts include those relating to alleged violations of the Constitution or other federal laws, maritime disputes, cases directly involving a state or the federal government, and cases in which foreign governments, citizens of foreign countries, or citizens of two or more different states are involved.

Directly above the district courts are the United States courts of appeals, each superior to one or more district courts. Established by Congress in 1891, the court of appeals system is composed of 11 judicial circuits throughout the 50 states plus one in the District of Columbia. There are from 6 to 27 judges in each circuit. In addition to hearing appeals from their respective district courts, the courts of appeals have original jurisdiction in cases involving a challenge to an order of a federal regulatory agency, such as the Securities and Exchange Commission.

The highest court in the federal system is the Supreme Court of the United States, the only federal court explicitly mandated by the Constitution. Since 1869 it has been composed of one Chief Justice and eight Associate Justices. The Supreme Court sits in Washington, D.C., and has final jurisdiction on all cases that it hears. The high court may review decisions made by the U.S. courts of appeals, and it may also choose to hear appeals from state appellate courts if a constitutional or other federal issue is involved. The Supreme Court has original jurisdiction in a limited number of cases, including those that involve high-ranking diplomats of other nations or those between two U.S. states.

In addition, the federal judiciary maintains a group of courts that handle certain limited types of disputes. Included among such special federal courts are the Court of Federal Claims, which adjudicates monetary claims against the U.S. government, and the Tax Court. Special court judges, unlike those in the three main levels of the federal judiciary, do not serve for life. The U.S. armed forces have courts-martial for cases involving military personnel (see military law).

At the end of the 1990s, controversy had arisen over the response of federal appeals courts to steadily increasing caseloads. Critics charged that the courts were saving few cases for full consideration and were perfunctorily affirming many lower court decisions rather than publishing reasoned opinions; many felt that this practice was eroding confidence in the system and was denying litigants a chance for further review by the Supreme Court. Defenders of the practice responded that it was necessary if speedy resolution of cases were to occur.

State Court Systems

The system of state courts is quite diverse; virtually no two states have identical judiciaries. In general, however, the states, like the federal government, have a hierarchically organized system of general courts along with a group of special courts. The lowest level of state courts, often known generically as the inferior courts, may include any of the following: magistrate court, municipal court, justice of the peace

court, police court, traffic court, and county court. Such tribunals, often quite informal, handle only minor civil and criminal cases. More serious offenses are heard in superior court, also known as state district court, circuit court, and by a variety of other names. The superior courts, usually organized by counties, hear appeals from the inferior courts and have original jurisdiction over major civil suits and serious crimes such as grand larceny. It is here that most of the nation's jury trials occur. The highest state court, usually called the appellate court, state court of appeals, or state supreme court, generally hears appeals from the state superior courts and, in some instances, has original jurisdiction over particularly important cases. A number of the larger states, such as New York, also have intermediate appellate courts between the superior courts and the state's highest court. Additionally, a state may have any of a wide variety of special tribunals, usually on the inferior court level, including juvenile court, divorce court, probate court, family court, housing court, and small-claims court. In all, there are more than 1,000 state courts of various types, and their judges, who may be either appointed or elected, handle the overwhelming majority of trials held in the United States each year.

b. Trial

Trial, in law, in a general sense, investigation and decision of a matter in issue between parties before a competent tribunal, including all steps taken in the case from its submission to the trial court or jury to the rendition of judgment. A trial may be defined broadly and comprehensively as a judicial examination of the issues between the parties. Trials are usually held before a judge sitting alone, a referee, or a judge and jury. In most states of the U.S. the details of trials in the various courts are regulated by the state codes of civil and criminal procedure and the state constitutions. Civil cases are divided into two classes: equity cases, which are usually tried by a judge sitting without a jury; and actions at law, which are usually tried before a jury. See Civil Law; Common Law; Criminal Law.

4) Assignment of learning task

Ask the students to preview the text and settle the basic linguistic points with the help of the dictionary, so that they can have a preliminary understanding of the text.

2. Class hour 3 and 4

1) Review of what has been learned in the previous lessons

Check whether the students have accomplished the learning tasks by discussing with them their understanding of the text.

2) General study of the writing style of the passage

Discuss with the students what are the basic elements and features in a narration. Invite some students to briefly analyze the lesson based on the knowledge of it. Give examples in the passage to illustrate the viewpoints.

In a narrative writing, the actions or the incidents, events are generally presented in order of their occurrence, following the natural time sequence of the happenings, It is called to be in Chronological order. But it can also start in the middle or at some other point in the action and move backward to the earlier happenings. This is called flashback

(A literary or cinematic device in which an earlier event is inserted into the normal chronological order of a narrative.)

3) General study of the passage

Discuss with the students the main idea of the text. Explain the key words and expressions in the text so that the students can have a better understanding of the text.

A. Structure of the passage:

Structural and stylistic analysis

Part 1: A buzz ran ... his views

the setting of the scene

Part 2: By the time ... for an oil company

the trail which lasted for 3 days

Part 3: Not long ago...with the passing years

the ending

Invite some students to analyze the structure of the lesson and at the same time provide the general idea of each part. Check whether they have a good understanding of the text from a holistic perspective and encourage them to reflect why the text is arranged in this way.

Questions for understanding the macro-structure of text as well as the important details in the text:

- 1) How much do you know about the author from this article?
- 2) What do you think of the struggles between fundamentalists and modernists?
- 3) Try to elaborate the views of Darrow and Malone and that of Bryan's.
- 4) What have you learned about the law and legal procedures in the U. S.? Do you think them sensible?
- 5) Did John Scopes lose or win the case?
- 6) What have you learned about the Bible?
- 7) What do you think is the message of this article?

B. Preliminary study of the vocabulary and useful expressions in the passage:

Vocabulary

While analyzing the passage, make sure the students have mastered the meanings and usages of the words and phrases.

4) Conclusion of the study in this week

Highlight the key language points as well as the related background knowledge and textual knowledge in the passage. Hold a short discussion about what the students have learned in this week.

Assignment:

- Review the words, expressions and sentences analyzed in the unit.
- Read the text repeatedly and appreciate the writing style of the passage.
- Preview the next lesson and familiarize themselves with the language points in this unit.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Book 1, Unit 10 The Trial that Rocked the World (Continue)		
本(章)节 授课方式	课堂讲授 (✓) 实践课 ()	教学时数	4
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1) To study the whole text carefully with special focus on the key words and expressions. 2) To analyze the structure of the text. 3) To appreciate the writing style and rhetoric of the passage. 4) To get a better understanding of the background information about the trial and information related to it. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1) The background knowledge about the trial, including the knowledge about the Bible and Christianity, and that about legal procedures in the American court of law. 2) The accurate comprehension of the passage with special focus on the useful words and expressions in the text. 3) The comprehension of the language features employed by the author to recreate the scene in the court of law. 4) The appreciation of writing style and the employment of rhetoric devices 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1) Can you use your own words to describe the counsel for the prosecution and the counsel for the defendant, as well as the climax of the trial? 2) What's your personal opinion about the conflict between the pro- and anti-evolutionists? 3) What have you learned about the law and legal procedures in the U. S. as well as the Bible according to the text? 		

教学内容与组织安排

Outline

1. Class hour 1 and 2
 - 1) Warm-up activities
 - 2) Continue with the detailed study of the passage (Part 1)
 - 3) Assignment of learning task
2. Class hour 3 and 4
 - 1) Review of what has been learned in the previous lessons
 - 2) Continue with the detailed study of the passage (Part 2)
 - 3) Conclusion of the study in this week

Teaching Process:

1. Class hour 1 and 2

1) Warm-up activities

Review what has been learned the previous week and make sure the students have mastered what is supposed to be understood by them.

2) Continue with the detailed study of the passage (Part 1)

A. Text Appreciation of this part

Discuss with the students their appreciation of this part.

Invite some students to describe the two counsels for each side. Ask them to tell in what way the author has vividly represented the scene of the trail so many years ago.

Make sure they are clear about the cause of the trail and the two different ideas of fundamentalism and evolutionary theory.

B. language points:

sweltering: very hot, causing unpleasantness, torrid, sultry

counsel: a group of one or more lawyers (barristers) acting for someone in a court of law

The judge asked counsel for the defence to explain his point.

Counsel are agreed.

cf:

council: a group of people appointed or elected to make laws, rules, or decisions

The General Secretary of the UN Security Council

the Premier of the State Council

councillor: a member of a council

counsellor (AmE counselor):

a. (AmE) lawyer

b. adviser

a beauty counsellor; a marriage guidance counsellor

on hand: available, present,

cf: within reach: the distance one can reach;

at hand: near in time or place

Always have your dictionary on hand / within reach / at hand when you study.

Please be on hand at 12 sharp.

I have a great deal of important work on hand.

All his old friends will be on hand / present to see Jack receive the medal of honour.

I want you to be at hand / near during my interview with the boss of the company.

The post office is close at hand.

reassure: comfort and make free from fear, stop worrying often by saying sth. kind or friendly

The doctor reassured the sick man about his health.

She won't believe it in spite of all our reassurance.

cf: assure: try to cause to believe or trust in sth.; promise

The captain assured the passengers that there was no danger.

adhere to: to favour strongly and remain with, be faithful to an idea, opinion, and belief, etc.; stick firmly to; to hold or support

The wallpaper won't adhere to the ceiling.

They adhere to the contract.

He resolutely adhered to what he had said at the meeting.

adhere to the four cardinal / fundamental principles

ADHERE usually implies deliberate or voluntary acceptance, as of the creed of a church, the platform of a political party, or the doctrines of a philosopher.

He liked a certain order in his life, when he had made a plan, he liked to adhere to it.

Persist: to continue firmly in spite of opposition or warning. This word implies a virtue. It more often suggests a disagreeable or annoying quality, for it stresses stubbornness more than courage or patience and frequently implies opposition to advice, disapproval, or one's own conscience.

persist in working when ill

persist in doing / * adhere to doing

If you persist in misbehaving, you'll be punished.

Persist: vi, to continue to exist

The bad weather will persist all over the country.

The smell persisted even after we cleaned the room.

insist: a. to declare firmly (when opposed), b. to order

He insisted on writing at once.

He insisted that she (should) be present.

adhesive: substance such as a glue.

indict: to indict sb. for a crime means to charge them with it officially

Five men were caught at the scene and indicted.

cf:

ACCUSE, CHARGE

These three words denote in common to declare a person guilty of a fault or offence.

While ACCUSE is typically immediate and personal, CHARGE frequently connotes seriousness in the offence and formality in the declaration.

One may ACCUSE a bystander of trying to pick one's pocket. That is an ACCUSATION which may become a formal CHARGE before a magistrate. One may also ACCUSE a

man OF cheating which one personally resents.

One CHARGE a man WITH cheating which is an example of breaking the rules of a game.

INDICT adds to CHARGE in legal context the implication of a formal consideration of the evidence by a grand jury and the implication of a decision that the accused person should be called to trial. One INDICTS a man FOR theft.

TO PROSECUTE sb. FOR theft is for a lawyer to represent in court the person who is bringing a criminal charge against sb.

anticipate: (sometimes considered nonstandard) to expect, to see what will happen and act as necessary, often to stop sb. else doing sth.

We are not anticipating that there will be much trouble.

We anticipate that the enemy would try to cross the river and so seized the bridge.

FAMOUS, FAME, RENOWNED, CELEBRATED, are comparable when meaning known far and wide among men.

FAMOUS and FAMED apply chiefly to men, events and things that are much talked of or are widely or popularly known throughout a country or continent or a cultural tradition. They also imply favourable reputation.

RENOWNED implies more glory or honour and more widespread acclamation than either FAMOUS OR FAMED. It is often employed as a stronger or more emphatic term than FAMOUS with little actual difference in meaning except for a suggestion of greater longevity of fame.

CELEBRATED stresses reception of popular or public notice or attention and frequent mention, esp. in print.

C. Textual analysis

Para.1

What are the settings for the trial?

The terms for law court: defense, defendant, prosecution, plaintiff

Para. 2

See what words have the author used to describe the lawyers for defense and prosecution?

Tell what impression the students they themselves have got about these lawyers of the two sides.

1. Who had come to the little town to testify on his behalf?

2. Did the trial attract a lot of public attention? How do you know?

3. Paraphrase “ we’ll show them a few tricks.”

4. Identify and explain the figure of speech embedded in “Darrow had whispered throwing a reassuring arm around my shoulder...”

Para. 3

Introduce the doctrines of fundamentalism and Darwin’s evolutionary theory.

1. Paraphrase “The case had erupted round my head...”

2. What did the fundamentalists adhere to, or believe in?

3. How about the modernists?

4. What do you know about the Bible and the Genesis?

Para. 4-9

What was the impetus of the trial?

Can you retell the background event of the trial and explain what was the cause in nature?

1. What does the state legislature refer to?
2. What law had been passed in Tennessee?
3. What does the word "indict" mean?
4. Identify the figure used in the first sentence and explain it in non-figurative language.
5. What was ACLU's announcement? What is implied in the announcement?
6. What do the word "ironically" mean here?
7. What did the author think of Bryan?

D. Sentence Paraphrase

Discuss with the students how to paraphrase the important sentences in this part and make sure that they can do it skilfully and accurately. This practice is intended to help them better understand the structures as well as the meanings of the sentences.

A buzz ran through the crowd as I took my place in the packed court on that sweltering July day in 1925.

"Don't worry, son, we'll show them a few tricks," Darrow had whispered throwing a reassuring arm round my shoulder as we were waiting for the court to open.

The case had erupted round my head not long after I arrived in Dayton as science master and football coach at the secondary school.

For a number of years a clash had been building up between the fundamentalists and the modernists. The fundamentalists adhered to a literal interpretation of the Old Testament. The modernists, on the other hand, accepted the theory advanced by Charles Darwin -- that all animal life, including monkeys and men, had evolved from a common ancestor.

When I was indicted on May 7, no one, least of all I, anticipated that my case would snowball into one of the most famous trials in U. S. history.

E. Sentence Translation

Translate some of the sentences in this part into Chinese and help the students to clarify what translating strategies could be utilized to translate an English sentence into a fluent Chinese one. Make sure they have no problem with either the vocabulary or the structure of the sentence before they translate it. Students are encouraged to translate the sentences orally and the teacher is supposed to check the students whether the translation offered is exact and fit the original meanings of the sentences.

Seated in court, ready to testify on my behalf, were a dozen distinguished professors and scientists, led by Professor Kirtley Mather of Harvard University.

The American Civil Liberties Union announced that it would take my case to the U. S Supreme Court if necessary to establish that a teacher may tell the truth without being sent to jail."

Ironically, I had not known Darrow before my trial but I had met Bryan when he had given a talk at my university. I admired him, although I did not agree with his views.

3) Assignment of learning task

Ask the students to preview the next part and prepare for the questions designed to check their personal understanding of the next part.

2. Class hour 3 and 4

1) Review of what has been learned in the previous lessons

2) Continue with the detailed study of the passage (Part 2)

A. Text Appreciation:

Discuss with the students their appreciation of this part.

Invite some students to describe what was the situation in and out of the court on the first and second day of the trial.

Present the evidence found by each counsel in an orderly manner check the students' opinion about the persuasiveness of each counsel's argument.

B. language points:

festoon: If you festoon sth. with decorations, lights or other things, you spread or hang these things over it in large numbers in order to decorate it.

The garden was festooned with coloured lights.

steep: soak, to let sth. stay in a liquid for softening, bringing out a taste etc.

Steep the coffee (vt.)

Leave the coffee to steep for 5 minutes (vi.)

soak up (vi. + adv.) draw in by or as if by suction or absorption

The soil soaked up a huge volume of water very rapidly.

Mark Twain soaked up the colourful language.

steeped in: thoroughly filled or familiar with.

a place steeped in mystery, a mind steeped in law

steep: adj. rising or falling quickly or at a sharp angle.

a steep rise in price; a steep drop in living conditions

an old house with steep stairs; the steepest part of a hill □

rampant: widespread and impossible to control, excessive, used esp. of undesirable conditions, such as crime or disease. Spinal meningitis was rampant in that spring.

Theft, robbery, trafficking in narcotics, rural women and children are rampant in some places.

Rich soil makes some plants too rampant.

Mosquitoes are rampant in the dormitory.

enlighten: cause to understand, free from ignorance or false beliefs, give more knowledge.

Can you enlighten me on this subject?

The tour of our country enlightened the foreign visitors on China's open policy.

work for the enlightenment of mankind

the Enlightenment / the age of Enlightenment in the 18th century

contaminate: to make impure, bad by mixing with dirty or poisonous matter

Don't eat the food, it may have been contaminated by the flies.

The river is contaminated with waste from the factory.

Our students are being contaminated by foreign ideas.

reconcile: make peace between, make friendly again

I cannot reconcile the two points of view.

I asked how he would reconcile apartheid with Christianity.

The two girls quarrelled but are now reconciled.

image: likeness, form, copy, an object made to represent a god or person to be worshipped

You see your image in the mirror.

I can close my eyes and see images of things and persons.

The coin bears an image of the emperor.

The government has a very bad image because it continues with plans that nobody likes.

53. **divine:** of, related to, or being god or a god

God: the Almighty, Providence, the Creator, the Divinity, the Deity, the Holy One, the Lord, Jehovah

fervour: the quality of being FERVENT, passion, zeal, enthusiasm, intense heat, intense emotion compelling action.

speak with great fervour

fervent: showing strong and warm feelings, hot, glowing, passionate

a fervent love / hatred. a fervent lover / admirer

scorch: to burn (part of) a surface so as to change its colour, taste, or feeling but not completely destroy it, to dry up and take away the life out with a strong heat

The hot iron scorched the tablecloth.

a scorched-earth policy

The hot weather scorched the grass.

scorching hot / heat

intellect, intellectual, intelligence, intelligent etc.

intellect: the ability to understand or deal with ideas and information, the ability to reason rather than to feel or act.

intellectual:

adj. concerning the intellect, able to use the intellect well, showing unusual reasoning powers

n. a person who works and lives by using his mind.

a man of intellect: a man with knowledge, learned person,

an intellectual

It is man's intellect that distinguishes him from the beasts.

Chess is a highly intellectual game.

Teaching is a more intellectual occupation than sweeping.

He is an intellectual person.

intelligence:

a. good ability to learn and understand quickly, esp. compared with others.

b. information gathered by the government or the army about their country's enemies and their activities.

an intelligence test;

intelligence quotient (IQ)

Use your intelligence.

CIA

intelligent: having or showing powers of reasoning or understanding.

Dr. Smith is a man of great intelligence but Prof. Brown earns the respect of his colleagues for his high intellect.

An INTELLECTUAL or INTELLECTUAL person, is one who has developed his brain and intellect, is highly educated, and is interested in subjects that exercise the mind.

One can be very intelligent / have great intelligence, without knowing much.

A small child with a clever quick mind is INTELLIGENT but he can hardly be an intellectual.

C. Textual analysis

What is the process of the trial?

Day 1: Preliminary fight. John Scopes is here because ignorance and bigotry are rampant. Today it is the teachers, and tomorrow it will be the magazines, the books, and the newspapers. After a while, it is the setting of man against man and creed against creed until... "That damned infidel".

Day 2: calling witnesses.

Bryan: "The Christian believes that man came from above. The evolutionist believes that he must have come from below."

Malone: "Mr. Bryan is not the only one who has the right to speak for the Bible." "The truth does not need Mr. Bryan. The truth is eternal, immortal and needs no human agency to support it!"

Judge ruled against permitting the scientists to testify for the defense.

Climax of the trial. Darrow's trick to trap Bryan.

Day 3: verdict: guilty, \$100 fine and costs. Victorious defeat.

The views of each lawyer:

Try to understand the views of each lawyer and understand the tactics they have used in their argument.

The legal procedures:

What can we learn from the process the legal procedures in the U.S.A.?

Para.10

- 1.On the day of the trial, what kind of atmosphere did the town have?
- 2.How did the townspeople make use of the trial?
- 3.How do you understand the phrase "sprout out"?
- 4.Why did the fundamentalists come to the town?
- 5.What does "infidel outsiders" refer to"?
- 6.What do you know about John Butler?
- 7.What does the last sentence imply about Butler?

Para.11

- 1.What can you tell about the presiding judge judging by his pronunciation?
- 2.How does the author describe the counsel for prosecution and his counsel?

3.What is the religious background of the defense counsel? What does the diversity of the defense counsel suggest?

4.What is an agnostic?

Para.12

1.How did the trial start? And what could be anticipated about the trial from the very beginning?

2.How was the jury made up?

3.Why did the author's father growl,"That's one hell of a jury"?

Para.13

1.What does the word "spar"mean?

2.How did Darrow open his statement? What was his voice like?

3. Paraphrase "He is here because ignorance and bigotry are rampant, and it is a mighty strong combination".

Para.14

1.What is a baking court?

2.Explain Darrow's statement.

3.Identify the figures in "we are marching backward to the glorious age of sixteenth century when bigots lighted faggots to burn the men..."

4.Give an example that scientists were persecuted during the dark age of 16th century.

Para.15.&16

1.How did a woman respond to Darrow's statement? Why?

2.How did his pupils testify in the court?

3.What does the word "contaminated" mean here?

Para.17,18 &19

1.What is implied in "There is some doubt about that." And what figure is used?

2.How did Darrow feel when he said this?

Para.20

1.How did Bryan address the jury?

2.Identify the figure embedded in "The Christian believes that man came from above. The revolutionist believes he must have come from below."

3.Explain "Bryan warmed to his work".

Para.21

1.What was Bryans voice like?

2.What, according to Bryan, the experts who come hundreds of miles to testify?

3.What does the phrase "reconcile...with" mean?

4.How did Bryan think of human being's origin?

Para.22

1.How did Bryan think of his own speech?

2.What was the audience's reaction?

3.Do you know the meaning of "Amen"?

4.Identify the figure in "Gone was the fierce fervor of the days when Bryan had swept the political arena like a prairie fire", and explain it in non-figurative language.

5. Identify the figure in "The crowd seemed to feel that their champion had not scorched the infidels with the hot breath of his oratory as he should have.". and explain it in plain

language.

D. Sentence Paraphrase

The issue was simple, he declared "The Christian believes that man came from above. The evolutionist believes that he must have come from below."

Gone was the fierce fervour of the days when Bryan had swept the political arena like a prairie fire. The crowd seemed to feel that their champion had not scorched the infidels with the hot breath of his oratory as he should have.

Bryan sipped from a jug of water as Malone's voice grew in volume. He appealed for intellectual freedom, and accused Bryan of calling for a duel to the death between science and religion.

The truth always wins -- and we are not afraid of it. The truth does not need Mr. Bryan. The truth is eternal, immortal and needs no human agency to support it!

E. Sentence Translation

Darrow walked slowly round the baking court. "Today it is the teachers, "he continued, "and tomorrow the magazines, the books, the newspapers. After a while, it is the setting of man against man and creed against creed until we are marching backwards to the glorious age of the sixteenth century when bigots lighted faggots to burn the men who dared to bring any intelligence and enlightenment and Culture to the human mind. "

The spectators chuckled and Bryan warmed to his work. In one hand he brandished a biology text as he denounced the scientists who had come to Dayton to testify for the defence.

"The Bible," he thundered in his sonorous organ tones, " is not going to be driven out of this court by experts who come hundreds of miles to testify that they can reconcile evolution, with its ancestors in the jungle, with man made by God in His image and put here for His purpose as part of a divine plan."

3) Conclusion of the study in this week

Highlight the key language points as well as the related background knowledge and stylistic features in the passage. Hold a short discussion about what the students have learned in this week.

Assignment:

- Review the words, expressions and sentences analyzed in this part.
- Preview the next part and become familiar with the text.
- Read the text repeatedly and appreciate the writing style of the passage.
- Prepare for the study of the unit in the next class.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Book 1, Unit 10 The Trial that Rocked the World (Continue)		
本(章)节 授课方式	课堂讲授 (✓) 实践课 (✓)	教学时数	4
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1) To study the whole text carefully with special focus on the key words and expressions. 2) To analyze the structure of the text. 3) To appreciate the writing style and rhetoric of the passage. 4) To get a better understanding of the background information about the trial and information related to it. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1) The background knowledge about the trial, including the knowledge about the Bible and Christianity, and that about legal procedures in the American court of law. 2) The accurate comprehension of the passage with special focus on the useful words and expressions in the text. 3) The comprehension of the language features employed by the author to recreate the scene in the court of law. 4) The appreciation of writing style and the employment of rhetoric devices 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1) Can you use your own words to describe the counsel for the prosecution and the counsel for the defendant, as well as the climax of the trial? 2) What's your personal opinion about the conflict between the pro- and anti-evolutionists? 3) What have you learned about the law and legal procedures in the U. S. as well as the Bible according to the text? 		

教学内容与组织安排

Outline

1. Class hour 1 and 2
 - 1) Warm-up activities
 - 2) Continue with the detailed study of the passage (Part 2 and 3)
 - 3). Study of the use of figures of speech in the passage
 - 4) Assignment of learning task
2. Class hour 3 and 4
 - 1) Checking of exercises for this unit
 - 2) Discussion and Conclusion of the unit

Teaching Process:

1. Class hour 1 and 2

1) Warm-up activities

Review what has been learned the previous week and make sure the students have mastered what is supposed to be understood by them.

2) Continue with the detailed study of the passage (Part 2 and 3)

A. Text Appreciation

Discuss with the students what was Darrow's trump card and in what way had he outwitted Bryan.

Ask them who had actually won the trial in their opinion.

Finally ask them to reflect on what they have learned from the trail learned in his text.

B. language points:

brute: an animal, esp. one that you feel sorry for.

The lions I am talking about are the poor half-starved brutes reserved for tourists.

The Pope said that man is " the middle ling between angels and brutes."

War can turn man into brutes.

stupid, animal-like or cruel person, esp. one who has a tendency to behave violently.

He is an unfeeling brute.

cf:

cow

crafty expert agents fresh from the cowing and tying down a dozen of countries

coward: a person unable to face danger, pain, or hardship because he lacks courage

spring: to bring forward suddenly, to produce as a surprise, to make known unexpectedly
to

He sprang his marriage on his parents.

The film made her spring into fame.

trump card: (in card games such as bridge or poker) each card of a suit that has, for the time being, higher value than the other three suits, means of gaining one's end Hearts (spades, clubs, diamonds) are trumps.

to play one's trump card: to make used of one's most valuable resource

wile: a trick intended to deceive, skill in outwitting, an indirect means to gain an end, an attempt to entrap or deceive with false allurements.

All her wiles were not enough to persuade them to sell the property.

wily: full of wiles, cunning, crafty

The serpent by his wiles persuaded Eve to eat the apple.

the wiles of the Devil

resolute: fixed in determination or propose, firm; the word throws the emphasis upon a determination which cannot be broken down as a quality of character and may suggest firm adherence to one's own purposes.

You must be resolute and do what you think best.

He was a serious, resolute student.

punctuate:

a. to put stops / periods, commas, colons, quotation marks, etc. into a piece of writing.

b. to interrupt from time to time

a speech punctuated with cheers.

snigger: (AmE snicker) to laugh in a disrespectful more or less secret way

giggle, snort

forlorn: (typical of one who is) left alone and unhappy, deserted and in poor condition, sad and lonely because of isolation or desertion; it suggest sadness, woe, at separation from someone dear.

as forlorn as King Lear at the end of his days.

hail: a. to salute, greet with enthusiastic approval

The crowd hailed the victor.

The people lined the streets to hail the returning heroes.

b. to summon by calling

to hail a taxi / a passing boat

on the books: in a list of members, records. Here, still listed in the law.

wake: track left by a ship on smooth water

in the wake of: after, following

Seagull followed in the wake of the ship.

The car left clouds of dust in its wake.

Many troubles follow in the wake of war.

C. Textual analysis

Defence and countering:

Can you figure out the weak and strong points of each lawyer's statement and argument?

What about the spectators' response to each other's argument and why is it in that way?

Darrow, Bryan, and Malone

The ending:

Is it a triumph or a failure for the author and his layers in reality and why?

What changes have been brought into being by the trial?

What figure of speech is used in the last sentence? And what effect has been achieved through the wording?

Para.23

1. Did Malone consider Bryan a devoted server to God or a devoted politician?
2. What did Malone appeal for or request?
3. What did Malone accuse Bryan of?
4. Paraphrase "Bryan calling for a duel to the death between science and religion".
5. What does "grew in volume" mean?

Para.24

1. What did Malone think of truth?
2. Generalize Malone's attitude towards religion and science.

Para.25

1. How was Malone's speech received?
2. What does the "oratorical duel" refer to?
3. How did the judge respond to Malone's speech?

Para.26

1. What does the word "adjourned" mean?
2. What does the phrase "swarming with" mean?
3. What is a hawk?
4. Identify and explain the figure in "Darwin is inside."
5. What is an entrepreneur?
6. Explain the last sentence.

Para.27,28 &29

1. Explain the reporter's words "The poor brute covered in a corner with his hands over his eyes, afraid of it might be true."
2. What does "sulphurous dispatches" mean?
3. Why was there talk of running Mencken out of town?
4. Why was the trial resumed outside the court room?

Para.30

1. Identify the figure in "Now Darrow sprang his trump card by calling Bryan as a witness for the defense.", and explain it in plain language.
2. Identify the figure in the last sentence and paraphrase the sentence.

Para.31

1. Did Bryan understand Darrow's tricks by challenging him as a witness?
2. How did Bryan meet the challenge?
3. Identify the figure in the last sentence and explain it in plain language.

Para.32

1. How did Darrow question Bryan?
2. How do you think Bryan reply his questions?
3. How did the crowd react to Bryan's replies?

Para.33,34,35,36,37,&38

1. Why did Bryan mop his bald dome in silence?
2. Retell the climax of the trial.

Para.39,40

1. How to address the judge when speaking to him in the court?
2. Explain "using a Tennessee court to cast slurs on Him"

Para.41 &42

- 1.What can we infer about Darrow's attitude towards religion from his words "I am examining you on your fool ideas...".
- 2.What is a gavel?
- 3.Paraphrase "The judge used a gavel to quell the hubbub and adjourned court until next day."

Para.43 &44

- 1.Paraphrase "Bryan stood forlornly alone".
- 2.How did the author feel when spectators pushed by him to shake Darrow's hands?
- 3.What does the "old warrior" refer to?
- 4.What was the verdict and the conviction?

Para.45

- 1.How did Malone call the author's conviction?
- 2.What figure is used in "victorious defeat"?
- 3.What does the "faded champion" refer to?
- 4.What happened to Bryan after the trial?

Para.46

- 1.What happened to John Scopes after the trial?
- 2.What is a geologist?

Para.47 &48

- 1.When the author visited the little town again 37 years after the trial, what changes did he find?
2. Why do you think a William Bryan University set up there?

D. Sentence Paraphrase

Discuss with the students how to paraphrase the important sentences in this part and make sure that they can do it skilfully and accurately. This practice is intended to help them better understand the structures as well as the meanings of the sentences.

Under Darrow's quiet questioning he acknowledged believing the Bible literally, and the crowd punctuated his defiant replies with fervent "Amens".

Darrow twirled his spectacles as he pursued the questioning. He asked if Bryan believed literally in the story of Eve. Bryan answered in the affirmative.

Bryan stood forlornly alone. My heart went out to the old warrior as spectators pushed by him to shake Darrow's hand.

E. Sentence Translation

Students are encouraged to translate the sentences orally and the teacher is supposed to check the students whether the translation offered is exact and fit the original meanings of the sentences.

Now Darrow sprang his trump card by calling Bryan as a witness for the defence. The judge looked startled. "We are calling him as an expert on the Bible," Darrow said. "His reputation as an authority on Scripture is recognized throughout the world."

The oratorical storm that Clarence Darrow and Dudley Field Malone blew up in the little court in Dayton swept like a fresh wind through the schools and legislative offices of the

United States, bringing in its wake a new climate of intellectual and academic freedom that has grown with the passing years.

3). Study of the use of figures of speech in the passage

Discuss with the students such figures of speech used in the passage. Invite the students to explain the use of each rhetoric device and the effect achieved through it in this passage. Give more examples so that the students have a better understanding of it. The figures of speech in this text includes:

metaphor simile hyperbole transferred epithet synecdoche ridicule
sarcasm irony sarcasm antithesis hyperbole ridicule oxymoron

Metaphor:

No one,... that may case would snowball into...
...our town ...had taken on a circus atmosphere.
The street ...sprouted with ...
He thundered in his sonorous organ tones.
...champion had not scorched the infidels...
...after the preliminary sparring over legalities...

Simile:

...swept the arena like a prairie fire
...a palm fan like a sword...

Metonymy

...tomorrow the magazines, the books, the newspapers...
The Christian believes that man came from above. ...below.

Hyperbole:

The trial that rocked the world

Ridicule:

Bryan, ageing and paunchy, was assisted ...
Bryan mopped his bald dome in silence.

Sarcasm:

There is some doubt about that.
Transferred epithet
Darrow had whisper throwing a reassuring arm round my shoulder.

Antithesis

The Christian believes that man came from above. The evolutionist believes that he must have come from below.

Assonance:

when bigots lighted faggots to burn...

Repetition:

The truth always wins...the truth...the truth...

Pun:

Darwin is right --- inside.

A pun is a play on words, or rather a play on the form and meaning of words. It is not strictly a figure of speech, but because it relied heavily on metaphorical or figurative meanings of words for its effect, it is often included in lists of such figures.

Oxymoron:

formed by conjoining of two contrasting, contradictory or incongruous terms. A rhetorical figure in which incongruous or contradictory terms are combined, as in a deafening silence and a mournful optimist. 矛盾修饰法：一种把互相矛盾或不调和的词合在一起的修辞手法，如在震耳欲聋的沉默和悲伤的乐观

Malone called my conviction a "victorious defeat".

bitter sweet memories

proud humility

orderly chaos

a damned saint

an honourable villain.

Irony:

marching backwards to the glorious age of the 16th century

Irony: a figure of speech that achieves emphasis by saying the opposite of what is meant, the intended meaning of the words being the opposite of their usual sense.

Hiroshima---the liveliest city in the world.

Transferred epithet

Two high points of color appeared in the paleness of the Duchess of Croydon's cheeks.

He passed many an anxious hour in the train.

I spoke to him in hesitant English.

He lives by honest labour.

4) Assignment of learning task

Ask the students to review the whole next carefully and have a thorough understanding of the text. Besides, finish the exercises attached to this text and get prepared for the next lesson.

2. Class hour 3 and 4

1) Checking of exercises for this unit

Check the exercises for this unit and make sure the students have a better command of the passage by practice in the exercises.

2) Discussion and Conclusion of the unit

Highlight the key language points as well as the related background knowledge about the texts. Hold a short discussion about what the students have learned in this unit.

Discuss:

What is the author satirizing in this piece?

What methods does he use to achieve this?

Assignment:

- Review the whole unit carefully and put special focus on the important words, expressions and sentences.
- Read the text repeatedly and have further appreciation of the writing style as well as the rhetoric devices of the text.

- Read after class more English materials about the trial and related cultural and literary background information.