

教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson 1 Another School Year-----What For?		
本(章)节 授课方式	课堂讲授 (<input checked="" type="checkbox"/>) 实践课 (<input type="checkbox"/>)	教学时数	2 课时
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. Explain the goal and requirement of Intensive Reading Course in this semester. 2. Introduce background information to students: author (John Ciardi), Aristotle, Chaucer, Bach, Dante, Homer, La Rochefoucauld, Virgil, Shakespeare, etc. 3. New words & expressions 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Enlarge students' background information of the text 2. Make sure students master the usage of new words and expressions 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Review words we've learned and finish exercise 2 on page15 and exercise 5, 6 on page 16 2. Read the whole passage again, at least, twice. Then try to finish exercises on page 7 and page 11 		

教学内容与组织安排

Teaching Objectives:

This unit is intended to present students the most important changes in our life. After learning it the students should be able to

- acquire what changes take place in their college life;
- read for topics and precise details;
- develop vocabulary and learn the sentence structures relevant to the topic and use them. These include;

Words: border, cling, clutch, creator, curiosity, daze, exertion, halt, hatred, intricate, invade, irritated, joyfully, lift, misgivings, observant, opportunity, overlook, paradise, perseverance, resort, revolve, rivalry, stretch, trace, unclouded, vain;

Phrases: be thrown into, make...out of..., tear sb. away from, cling to, come into view, lose one's way, glance at, in curiosity, burst into, a matter of, fool around, give rise to, resort to, take advantage of, present oneself, come to a halt, show off, in a daze, let up, stretch out.

Teaching Allotment

1st period: Background Information, Warming-up activities and Group Discussion (90 minutes)

2nd period: Key words explanation Detailed sentence analysis (90 minutes)

3rd period: related Grammar and Exercise explanations (90 minutes)

Teaching Procedures

1. Check students' homework for winter vocation and dictate new words from lesson 10 to lesson 16. (18 min)

2. Plans of this course in this semester. (2min)

Teachers' teaching plan of this course.

Requirements for students in studying this course.

3. Warming-up Questions.(10min)

Teaching Method: Ask the students to answer the following questions to lead to the topic of the text: what's the purpose of a university?

Some questions for reference:

- 1) How was your winter vocation? What did you do during the holiday?
- 2) Have you had any reflections on your first term college life? What do you think is your most impressive experience in the last semester?
- 3.) Based on your own experience, what are the major differences between high school and college?
- 4) What does a college or university education mean to you?(a better paid job, a greater

choice of job, higher salary)

4. Background information(15 min):

Teaching Method: Ask some students to share their knowledge of the author and other famous persons appearing in the text first, and, then, the teacher shares his/her information of them.

1) John Ciardi: American poet, editor, critic, author of books for children, nonfiction writer, and translator (of Dante's *The Divine Comedy*: "The Inferno"(地狱篇), "The Purgatorio"(炼狱篇), and "The Paradiso"(天堂篇)).

The author's quotes:

"The day will happen whether or not you get up."

"You do not have to suffer to be a poet. Adolescence is enough suffering for anyone."

"A university is what a college becomes when the faculty loses interest in students."

2)Bach: Bach is considered by many to have been the greatest composer in the history of western music.

Bach's main achievement lies in his synthesis and advanced development of the primary contrapuntal idiom of the late Baroque, and in the basic tunefulness of his thematic material.

Bach is also known for the numerical symbolism and mathematical exactitude which many people have found in his music—for this, he is often regarded as one of the pinnacle geniuses of western civilization.

3) William Shakespeare: English playwright and poet whose body of works is considered the greatest in English literature. His plays, many of which were performed at the Globe Theatre in London, include historical works, such as *Richard II*, comedies, including *Much Ado About Nothing* (庸人自扰), *The Merchant of Venice*, *Twelfth Night*, and *As You Like It*, and tragedies, such as *Romeo and Juliet*, *Hamlet*, *Othello*, and *King Lear*. He also composed 154 sonnets.

4)Homer: name traditionally assigned to the author of the *Iliad* and the *Odyssey*, the two major epics of Greek antiquity. Nothing is known of Homer as an individual, and in fact it is a matter of controversy whether a single person can be said to have written both the *Iliad* and the *Odyssey*. Linguistic and historical evidence, however, suggests that the poems were composed in the Greek settlements on the west coast of Asia Minor sometime in the 8th century B.C.

5)Virgil, or Vergil (70-19 BC): The greatest of the ancient Roman poets

His works:

"Eclogues" (牧歌)—pastoral poems

the "Georgics" (田园诗)—a more serious work on the art of farming and the charms of country life (This established his fame as the foremost poet of his age.)

his great epic, the "Aeneid" (叙事诗), which exercised a tremendous influence upon Latin and later Christian literature

6)Dante: One of the greatest poets in the history of world literature, Italian writer Alighieri Dante composed poetry influenced by classical and Christian tradition.

Dante's greatest work—epic poem: *The Divine Comedy*, 1302. It includes three sections: the "*Inferno*" (Hell), in which the great classical poet Virgil leads Dante on a trip through hell; the "*Purgatorio*" (Purgatory), in which Virgil leads Dante up the mountain of purification;

and the “*Paradiso*” (Paradise), in which Dante travels through heaven.

7) ARISTOTLE (384-322 BC): One of the greatest thinkers of all time, an ancient Greek philosopher. His work in the natural and social sciences greatly influenced virtually every area of modern thinking.

Aristotle threw himself wholeheartedly into Plato’s pursuit of truth and goodness. Plato was soon calling him the “mind of the school”. In later years he renounced some of Plato’s theories and went far beyond him in breadth of knowledge.

After his death, Aristotle’s writings were scattered or lost. In the early Middle Ages the only works of his known in Western Europe were parts of his writings on logic. They became the basis of one of the three subjects of the medieval trivium--logic, grammar, and rhetoric. Early in the 13th century other books reached the West. Some came from Constantinople; others were brought by the Arabs to Spain. Medieval scholars translated them into Latin.

The best known of Aristotle’s writings that have been preserved are ‘Organon’ (treatises on logic); ‘Rhetoric’; ‘Poetics’; ‘History of Animals’; ‘Metaphysics’; ‘De Anima’ (on psychology); ‘Nicomachean Ethics’; ‘Politics’; and ‘Constitution of Athens’.

8) Geoffrey Chaucer: Called the Father of the English Language as well as the Morning Star of Song, Geoffrey Chaucer, after six centuries, has retained his status as one of the three or four greatest English poets. His last, longest, and most famous work was the ‘*Canterbury Tales*’. His writing dominated English poetry up to the time of Shakespeare.

9) Francois de La Rochefoucauld: The literary reputation of La Rochefoucauld rests on one book: ‘*Reflexions ou sentences et maximes morales*’, published in 1665. Generally called the ‘*Maximes*’, these moral reflections and maxims are a collection of cynical epigrams, or short sayings, about human nature--a nature that the author felt is dominated by self-interest. Typical of his point of view are the following sayings: “We seldom find such sensible men as those who agree with us”; “Virtues are lost in self-interest as rivers are lost in the sea”; “The surest way to be deceived is to think oneself cleverer than the others”; and “We always like those who admire us; we do not always like those whom we admire.”

10) Massachusetts Institute of Technology (MIT): one of the world’s leading research universities, in Cambridge, Massachusetts. In 1865 the school was opened in Boston by geologist William Barton Rogers, who became its first president. Throughout its history MIT has held a worldwide reputation for teaching and research. It was among the first schools to use the laboratory method of instruction, develop the modern profession of chemical engineering, and offer courses in aeronautical and electrical engineering and applied physics.

5. Word Study(45min)

Teaching Method: Explain some of the key words in detail. The teacher explains the word first and then asks one or two students to translate the example or give an example with the word that has been learnt.

Key Words:

1) accomplishment: n. sth. completed successfully; an achievement

Examples: a girl of many *accomplishments* 多才多艺的姑娘

Among her *accomplishments* were sewing, cooking, playing the piano and dancing.

accomplish: v. to succeed in doing; to reach the end of

Examples: accomplish one’s object 达到目的

accomplish one’s mission 完成使命

He can accomplish more in a day than any other boy in his class.

2) assume: v. a. to take for granted; to suppose b. to take upon oneself

Examples: They had assumed that prices would rise these days, but in fact they were wrong.

assume responsibilities

assume another's debts

Word formation: n. assumption a. assumptive

3) certify: v. to confirm formally as true, accurate, or genuine

Example: The accounts were certified (as) correct.

He was certified (as) insane.

certified accountant 注册会计师

辨析下列词汇: testify / justify / verify / certify

testify declare as a witness, esp in court; give evidence (提供证据, 作证)

Two witnesses testified against her and one in her favor.

Justify show that sth / sb is right, reasonable or just

(表明或证明某人或某事是正当的, 有理的或公正的)

You shouldn't attempt to justify yourself.

They found it hard to justify their son's giving up a secure well-paid job.

verify to check; to make sure sth is true or accurate (证实, 核查)

The computer verified the data was loaded correctly.

certify to declare formally, esp in writing or on a printed document (尤指书面证明)

He certified it was his wife's handwriting.

4) expose: v. a. to subject or allow to be subjected to an action or an influence 使受影响

b. to subject (a photographic film, for example) to the action of light 使曝光

c. to make known (sth. discreditable); to reveal (the guilt or wrongdoing of)

揭发 (有损信誉的事); 揭露 (罪恶或错误的行为)

Examples: The parents exposed their children to classical music at home.

This film has been exposed.

The crime of the corrupt officials must be exposed without any reserve.

5) faculty: n. a. any of the powers of the body or mind

b. department or group of related departments in a university

c. the whole teaching staff in one of the departments or in the whole university

Examples: the faculty of the sight; mental faculties

the Faculty of Law

The entire faculty of the university will attend the meeting.

比较: **body: 1). whole physical structure of a human being or an animal; main part of a human body**

dead body a strong body

2). main part of sth

the body of a ship the body of the theater

the main body of the book

3). object

heavenly bodies a foreign body

4). group of people working or acting as a unit

a body of troops a body of supporters

a legislative body a government body
the student body the governing body
the school body an elected body

staff: n. a. group of assistants working together in a business, etc. responsible to a manager or a person in authority

b. those people doing administrative work

Examples: the hotel staff, the shop staff

We need more staff in the office.

I have a staff of ten.

a head teacher and her staff 校长及全体教工

The school staff is expected to supervise school meals.

6) generate: v. to produce as a result of a chemical or physical process

Examples: a generating station 发电厂, 发电站

When coal burns, it generates heat.

generative reproduction 有性繁殖

Word formation: n. generation n. generator a. Generative

7) nevertheless: adv. in spite of that, however

Examples: She was very tired, nevertheless she kept on working.

We are going nevertheless we shall return.

8) rear: v. a. to care for (children or a child) during the early stages of life; to bring up

b. to tend (growing plants or animals)

c. to rise high in the air; to tower

n. a hind part 后面, 后边; 后边的部分

Examples: to rear a child

to rear poultry

to rear a monument to a person's memory 为纪念某人而建立纪念碑

the rear of the hall

9) species: n. a fundamental category of taxonomic classification, ranking below a genus or subgenus and consisting of related organisms capable of interbreeding.

Examples: Some species of animals have become extinct because they could not adapt to a changing environment.

The Origin of Species 《物种起源》

10) suffice: v. to meet present needs or requirements

Examples: These rations will suffice until next week.

Fifty dollars will suffice me.

Fifty dollars will suffice for my needs.

11) say / speak / talk / tell / converse

say 其宾语通常是所说的话的内容,

He hasn't said that he is leaving.

或用以表达出直接引语

He said, "Good night", and went to bed.

speak 用途较广, 可指说或说话,

The baby is learning to speak.

Please don't speak with your mouth full of food.

还可指发言或演讲，通常是一人讲大家听

I'd like to speak with you about my idea.

We have invited her to speak on American politics.

还可用来指会说或能够用某种语言说话。

He speaks several languages.

talk 通常用来指两人或两人以上相互交谈，含着有话对象的意思，往往只调侃或闲聊

We sat in the bar and talked for hours

tell 强调一人提供信息，其他人接受信息

She told him to hurry up.

She told me nothing about herself.

converse 谈话交谈，更正式

It is a pleasure to converse with you.

It is difficult to converse with people who do not speak your language.

12) rather / fairly / quite / pretty

几个副词均可以表示“适度地”，“在某种程度 上”，或“不很”意思，常用于改变所修饰的形容词或副词的分量

rather

a. 既可与褒义词连用也可与贬义词连用。与褒义词连用时，听起来令人心情愉悦；

rather good play rather poor work

b. 与贬义词或中性词连用时，表示不赞成或不满意。

rather hot rather small

c. 可与比较级或 too 连用

The house is rather bigger than we thought.

Those shoes are rather too small.

d. 与 a/an + adj. + n.连用时，可置于 a / an 之前。

a rather nice day a rather pretty woman

fairly 词义最弱，多与褒义词连用

fairly tidy / friendly

quite 和 rather 一样，在与 a/an + adj. + n.连用时，可置于 a / an 之前。

A quite nice guy a quite promising future

pretty

a. 词义最强也最通俗，但词义的强弱受语调影响较大。

A pretty simple question a pretty ugly man

b. 和 rather 一样既可与褒义词连用也可与贬义词连用。与褒义词连用时，听起来令人心情 愉悦；

13) sensitive / sensible

sensible: reasonable; having or showing good sense

a sensible person a sensible suggestion

sensitive: easily hurt, damaged, affected, offended, upset

a sensitive nerve heat-sensitive

a sensitive girl sensitive to criticism

教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson 1 Another School Year-----What For?		
本(章)节 授课方式	课堂讲授 (<input checked="" type="checkbox"/>) 实践课 (<input type="checkbox"/>)	教学时数	2 课时
授 课 要 点	本 (章) 节 教 学 目 标	<p>1. Detailed study of the text:</p> <p>2. Sentence paraphrase and usage of new expressions</p>	
	教 学 重 点 和 难 点	<p>1. Comprehend and translate some of the key sentences;</p> <p>2. Usage of new expressions</p>	
思 考 题 或 作 业	<p>1. Review sentence paraphrase and new expressions</p> <p>2. Finish exercises on page15(exercise4),page17(exercise 7and 8);</p> <p>3. Read the passage again and try to find out The theme and structure of the Passage</p>		

教学内容与组织安排

1. Text Analysis.(90min)

Teaching Method: Ask one student to read aloud a certain paragraph, and then pick long and complicated sentences of this paragraph for detailed analysis. Then, ask another student to translate this paragraph into Chinese.

- **I was fresh out of graduate school starting my first semester at the University of Kansas City (1)**

be fresh out of/ from sth: to have just come from a particular place; to have just had a particular experience, e.g.

students fresh from college

Athletes fresh from their success at the Ninth National Games.

Paraphrase: I had just completed my graduate studies and begun teaching at the University of Kansas City.

- **New as I was to the faculty, I could have told this specimen a number of things. (2)**

New as I was to the faculty: Concessive clause, inverted sentence, meaning “though...”

More examples:

Great **as** the author was, he proved a bad model.

Ridiculous **as** it seems, the tale is true.

specimen: *a person who is unusual in some way. Here it refers to the student who challenges the teacher (in a humorous way).*

Paraphrase: Though I was a new teacher, I knew I could tell him what a university was for, but I couldn't.

- **I could have pointed out that he had enrolled, not in a drugstore-mechanics school, but in a college and that at the end of his course meant to reach for a scroll that read Bachelor of Science. (2)**

could have pointed out : Subjunctive mood: I didn't point it out in fact.

meant to : to intend to do sth.

reach for: to try to obtain sth.

read: to indicate, register, or show

Paraphrase: I could have told him that he was now not getting training for a job in a technical school but doing a B.S. at a university.

- **It would certify that he had specialized in pharmacy, but it would further certify that he had been exposed to some of the ideas mankind has generated within its history(2)**

specialize in: to limit all or most of one's study, business, etc. to a particular activity or subject.

Example:

The shop **specializes in** mountain-climbing gear.

My sister **specializes in** contract law.

be exposed to: (usually, a new idea or feeling): to be given experience of it, or introduced to it, e.g.

Studying abroad, he **was exposed to** a new way of life.

This problem is quite sensitive that might not **be exposed to** the medium.

Paraphrase: The B.S. certificate would be official proof that the holder had special knowledge of pharmacy, but it would also be proof that he/she had been exposed to some profound ideas of the past.

- **That is to say, he had not entered a technical training school but a university and in universities students enroll for both training and education. (2)**

Here the word *education* is used in a broad sense, which involves not only the process of acquiring knowledge and developing skills, but also that of improving the mind.

Enroll:(BrE:enrol) to arrange for yourself or somebody else to officially join a course, school, etc., e.g.

He is **enrolled in** a two-month course for TOEFL.

We **enrolled in** the army.

What is the difference between training and education, according to the writer?

Training is preparation for a job, or a career, such as the training in a certain skill. Education, on the other hand, is learning to develop one's mental and moral powers.

- **I could have told him all this, but it was fairly obvious he wasn't going to be around long enough for it to matter (3)**

be around: to be present in a place; to be available e.g.

Maybe, but nobody would **be around** to see it.

I want you to know I will always **be around**, by your side

matter(to sb.): to be important or have an important effect on sb./sth., e.g.

It doesn't **matter** whether or not you agree. My mind is made up.

Her attendance does not **matter** to us.

The first "it" is a formal subject, the real subject of this sentence is "he wasn't going to be around long enough for it to matter". The sentence is a subject clause.

以 that 引出的主语从句,常以形式主语 it 引导. It is +形容词/名词/某些动词 ed + that 从句.e.g.

It is certain that he will win the match.

It is a pity that we won't be able to go to the south to spend our summer vacation.

It is said that he has gone to shanghai.

The second "it" refers to "whether I told him all this"

Paraphrase: I didn't actually say all this to him, because I didn't think he would stay at college very long, so it wouldn't be important whether or not he know what university education was for.

- **Nevertheless, I was young and I had a high sense of duty an I tried to put it this way (4)**

put it: to express; to state 表达; 陈述 e.g.

to put it another way 换句话说

to put it mildly 说得婉转些

to put it strong 说得刻薄

- **"For the rest of your life," I said, "your days are going to average out to about twenty-four hours."(4)**

average out to: (inf.) to come to an average or ordinary level or standard, especially after being higher or lower, 达到...的平均数 e.g.

The couple's joint income averages out to 5,000 *yuan* a month.

Meals at school average out to about 10 *yuan* per day.

● **For eight of these hours, more or less, you will be asleep. (4)**

more or less: 1) approximately, e.g. **more or less** symmetrical 大体对称

2) basically, essentially, almost, e.g

They are **more or less** a waste of time.

The problem is **more or less** solved

● **You will see to it that the cyanide stays out of the aspirin, that the bull doesn't jump the fence, or that your client doesn't go to the electric chair as a result of your incompetence. (5)**

see to it that: to make sure that

See to it that you're not late again.

Please **see to it that** the door is locked

the bull jumps the fence: to make trouble; to make out of control.

go to the electric chair: to be sentenced to death

Paraphrase: You have to take responsibility for the work you do. If you're a pharmacist, you should make sure that aspirin is not mixed with poisonous chemicals. As an engineer, you shouldn't get things out of control. If you become a lawyer, you should make sure an innocent person is not sentenced to death because you lack adequate legal knowledge and skill to defend your client.

● **They will be your income, and may it always suffice. (5)**

May: *in formal English, "may" is used to express a hope or wish*

May you happy new year.

May you a happy holiday.

May peace finally prevail.

May our country be prosperous and our people happy.

Paraphrase: Those professional skills will be rewarding for your career and we hope that there may always be opportunities of further learning.

● **Will you be presiding over a family that maintains some contact with the great democratic intellect?(6)**

presiding over: to be in charge of

preside over a meeting 主持会议

preside at tea 招待客人吃茶点

The manager **presides over** the business of this store. 主持管理业务

maintains some contact with: to keep in touch with

intellect: the ability to understand things and think intelligently

Will you be head of a family who brings up kids in a democratic spirit?

● **Me, I'm out to make money. (7)**

be out to do sth./for sth.: to be trying to get or do sth. e.g.

The company **is out to** break into the European market.

Our country **was out for** peace at any price.

● **"I hope you make a lot of it," I told him, "because you're going to be badly stuck for something to do when you're not signing checks." (8)**

be stuck for sth. : not to know what to do in a particular situation

In the middle of the speech, he **was stuck for** words.

Notice the sarcastic tone of the writer.

If you don't have any goal in life apart from making money to satisfy your desire for material riches, go ahead and make a lot of it.

- **If you have no time for Shakespeare, for a basic look at philosophy, for the continuity of the fine arts, for that lesson of man's development we call history—then you have no business being in college. (9)**

lesson of man's development we call history: 我们称之为历史的人类发展过程中有教育意义的经历; call sth. sth. else

lesson: an experience which acts as a warning to you or an example from which you should learn

have no business doing sth./ have no business to do sth.: to have no right to do sth., shouldn't have been/be doing sth.

You've no business telling me what to do.

She has no business reading your mail.

Paraphrase: If you don't want to improve your mind and broaden your horizon by studying a little literature, philosophy and the fine arts and history, you shouldn't be studying here at college.

- **You are on your way to being that new species of mechanized savage, the push-button Neanderthal. (9)**

on the/one's way to sth.: on the point of experiencing or achieving e.g.

She is *on the way to* becoming a full professor.

Nancy is well *on her way to* a nervous breakdown.

new species of mechanized savage: new types of humans who are intellectually simple and not developed and who can only work machines

The push-button Neanderthal: an uneducated, ignorant person who can only use / operate machines by pushing the buttons.

Paraphrase: You will soon become an uneducated, ignorant person who can only work machines and operate mechanical equipment.

- **Our college inevitably graduate a number of such life forms, but it cannot be said that they went to college; rather the college went through them--- without making contact.(9)**

life forms: used sarcastically, meaning these people are living creatures, but can't think or reason.

go through: a. to examine carefully 仔细检查 b. to experience

John **went through** the students' papers.

We **went through** hell while working on this project.

Paraphrase: A number of such push-button savages get college degrees. We cannot help that. But even with their degrees, we can't say that these people have received a proper college education. It is more accurate to say that they go through college without learning anything.

- **There is not time enough in a single lifetime to invent for oneself everything one needs to know in order to be a civilized human.(10)**

to invent : Infinitive, functioning as modifier of "time" .

e.g.: I have some *books* for you *to read*.

①作定语的不定式如果是不及物动词,或者不定式所修饰的名词或代词是不定式动作的地点、工具等,不定式后面须有相应的介词。如:

He is looking for a room **to live in**.

There is nothing **to worry about**.

Please give me a knife **to cut with**.

但是,不定式所修饰的名词如果是 time, place 或 way, 不定式后面的介词习惯上省去。如:

He had not money and no place **to live**.

②当作定语的不定式所修饰的名词或代词是不定式动作的承受者时,不定式既可以用主动语态,也可用被动语态,但其含义有所不同。试比较:

Have you anything **to send** ?

(你有什么东西要寄吗? ——不定式 to send 的动作执行者是“你”)

Have you anything to be sent.

[你有什么要(我或别人)寄的东西吗? ——不定式 to be sent 的动作执行者是“我”或“别人”]

Paraphrase: To become a civilized person, you need to acquire the knowledge and develop the culture a civilized society needs. One lifetime is too short to create an environment for you become civilized.

● **As this is true of the techniques of mankind, so it is true of mankind's spiritual resources.**

“as..., so...”结构,“so”关联副词(conjunctive adverbs),意思是“in the same way”(也是如此)。此结构表明两个概念在程度上和关系上相似。e.g.

As rust eats iron, so care eats the heart.

Just as the French love their wine, so the English love their beer.

be true of: to apply to, 符合于, 适用于 e.g.

He said the same could **be true of** people, although this has not been shown.

The young tend to look ahead while the old like to look back upon the past. This **is true** in all nations.

Paraphrase: This is the way we learn and develop the techniques of mankind. This is also how we inherit and advance mankind's spiritual resources.

● **If you are too much in a hurry, or too arrogantly proud of your own limitations, to accept as a gift to your humanity some pieces of the minds of Aristotle, or Chaucer, or Einstein(object of the verb “accept”), you are neither a developed human nor a useful citizen of a democracy. (12)**

If you are too much in a hurry: If you are too anxious to make money

(or if you are) too arrogantly proud of your own limitations: (or if you are) too ignorant to see your limitations

accept as a gift...Einstein: to accept some of the thinking of ...Einstein as something that will help cultivate in you the quality of being a human.

Paraphrase: If you are too anxious to make money, too ignorant to see your limitations, then you couldn't regard those great people's minds as a gift to your humanity, and thus you can't be a developed human. 如果你急着去挣钱或是对自己的无知甚为得意,从而把亚里士多德或者乔叟或爱因斯坦的思想——这个提高你的品德修养的礼物拒之门外,那么你既不是一个发展到成熟阶段的人,也不是一个民主社会有用的成员。

- ... when I say that a university has no real existence and no real purpose except as it succeeds in putting you in touch, both as specialists and as humans, with those human minds your human mind needs to include. (Para. 14)

succeed in doing sth.:

both as specialists and as humans: as persons who have specialized and are trained in a certain subject or skill and as civilized creatures and thinking animals

Translation: 要是一所大学不能使你们学生，无论是作文专门人才还是普通人，去接触那些你们的头脑应该有的那些大师们的思想，那么，这所大学就没有真正的办学宗旨，也就没有存在的必要了。（我说的这番话既适用于.....）

Idiomatic expressions: be fresh out of/from; reach for; specialize in; be around; average out to; more or less; see to it that; do with; be exposed to; be out to do sth./for sth.; be stuck for sth.; be on one's way to; go through; get to be/ do sth.; be true of; in essence;

教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson 1 Another School Year---What's For?		
本(章)节 授课方式	课堂讲授 (√) 实践课 (√)	教学时数	2 课时
授 课 要 点	本 (章) 节 教 学 目 标	<p>1. In-depth analysis on the original text: Theme of this passage, structure of this passage, writing techniques, etc.</p> <p>2. Word formation.</p> <p>3. Coordinate conjunction: not...but, not only...but also, both...and, either...or, neither...nor</p>	
	教 学 重 点 和 难 点	<p>1. Theme of this passage.</p> <p>2. Word formation: suffix: -ize/ise, -fy;</p>	
思 考 题 或 作 业	<p>1. Try to recite paragraph 9&12.</p> <p>2. Pick out new idiomatic expressions in the text.</p> <p>3. Review this unit and do preparations for the unit test.</p>		

教学内容与组织安排

1. Check the review work: dictation and homework (20 min)

Words and expressions for dictation: acquire, arrogantly, available, civilized, client, democratic, enroll, expertise, grind, humanity, inevitable, peculiar, penetrating, professional, pursuit, qualified, resources, scroll, sensitive, shudder, specimen, spiritual, be fresh out of/from; reach for; specialize in; be around; average out to; more or less; see to it that; do with; be exposed to; be out to do sth./for sth.; be stuck for sth.; be on one's way to; go through; get to be/ do sth.; be true of; in essence;

Homework: Give keys to the exercises assigned last period, and explain why.

2. In-depth analysis on the original text. (20min)

Step I: The theme and structure of the passage.(10 min)

Teaching Method: Ask more than one student to share their opinion of the theme and structure of the passage. Then, the teacher concludes their ideas and leads them to find a proper one.

Theme: The author tries to clarify the purpose of a university: to put the students in touch with the best civilization that human race has created.

Structure:

Part 1 (*Paras. 1— 8*): The writer describes his encounter with one of his students.

Part 2 (*Paras.9—14*): The author restates what he still believes to be the purpose of a university: putting its students in touch with the best civilizations the human race has created.

Step II: Writing techniques: Euphemism & Metaphor (10 min)

Teaching Method: Students are required to go through the text and discuss with their partner to find out the writing techniques of this passage.

Euphemism :

jump the fence

go to the electric chair

Euphemism, or “language pollution”, or “double speak,” as some call it, is often intended to obscure or hide the real situation. E.g.

pass away

rest in peace

go to the bathroom

ladies' room

senior citizen

sanitary engineer

correction center 教化所

domestic help

meat technologist

substandard housing

He is a bit slow for his age.

Metaphor: A figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison. E.g:

Part of the student body was *a beanpole with hair on top* who came into my class, sat down... (Para. 1)

New as I was to the faculty, I could have told this *specimen* a number of things. (Para. 2)

That is about what I said, but this particular *pest* was not interested. (Para. 7)

Language Style & Tone:

Style: Colloquial, familiar style----By way of using direct speech

Tone: Humorous and mildly sarcastic--- By way of using metaphors

3. Word formation(5 min)

Teaching Method: First ask the Ss to guess the meaning of the following affixes or stems by the given examples, And then guide them to the general rules of word formation and add some other useful examples.

Suffix:

-ize/ise **to cause to be; to make; to become**

modernize / stabilize / realize / crystalize / materialize

standardize / computerize / idealize / capitalize

to put into stated place

hospitalize / centralize / socialize

-fy **to cause to become; to make**

purify / simplify / clarify / justify / notify / simplify /

classify identify / terrify / qualify / terrify

4. Grammar: future time & coordinate conjunction (15mins)

Step I: Re-emphasize future time

“**be going to do**”表示一个事先考虑好的意图，相当于中文的“打算”、“计划”、“准备”等。

“**will / shall do**”表示未经事先考虑而将要发生的情况，条件句中一般用 will/shall do.

be to do:

(1)表示事先商定、安排或准备要做的事情。如:

The students are to meet at the school gate tomorrow. 明天学生们将在学校大门口集会。

2) 表示可能性, 必要、责任、义务、禁止等。如:

Her necklace was not to(couldn't)be found. 她的项链找不到了。

“**would do**” 过去将来

“**will be doing**” 将来进行

Step II: coordinate conjunction

both...and: 其意为“...和...都”、“不但...而且...”、“既...又...”:

She both speaks and writes Japanese. 她不仅会说日语, 而且还会写。

He spoke with both kindness and understanding. 他说话既亲切又明事理。

通常连接两个相同性质的句子成分, 有时后一成分可能省略与前一成分相同的词。接两个成分作主语时, 谓语要用复数:

Both she and Sophia were pleased with the girl. 她和索菲娅都喜欢这姑娘。

not...but: 意为“不是.....而是.....”。连接两个并列成分,后面可跟名词、形容词、副词、短语、从句等。如:

My bag is not black but red.我的书包不是黑的而是红的。

The letter is addressed not to me but to you.这封信不是写给我的而是写给你的。

not only...but also: 其意为“不但...而且...”:

Not only men but also women were chosen. 选中的不仅有男的也有女的。

He not only read the book, but also remembered what he read. 他不仅读过这本书, 而且还记得书中的内容。

also 有时可省略, 或与 but 分开用, 或用 too, as well 代之(位于句末):

Not only is he funny, but he is witty too [as well]. 他不但风趣, 而且也很机智。

若连接两个成分作主语，其谓语通常与靠近的主语保持一致：

Not only you but also he has to leave. 不只是你，他也得离开。

either...or: 其意为“要么...要么...”、“不是...就是...”：

Either come in or go out. 要么进来，要么出去。

I want to visit either Paris or London. 我想去巴黎或伦敦游览一下。

Either he did not speak distinctly or I did not hear well. 不是他没讲清楚，就是我没听明白。

通常连接两个相同性质的句子成分，有时后一成分可能省略与前一成分相同的词。
连接两个成分作主语，其谓语通常与靠近的主语保持一致：

You can either have tea or coffee. 你喝茶也行，喝咖啡也行。

Either you or I am wrong. 不是你错，就是我错。

neither...or: 其意为“既不...也不...”、“...和...都不”：

I have neither time nor money. 我既无时间又无钱。

I neither smoke nor drink. 我既不抽烟也不喝酒。

He neither knows nor cares what happened. 他对所发生的事不闻不问。

This is neither my fault nor yours. 这既不怪我，也不怪你。

通常连接两个相同性质的句子成分，有时后一成分可能省略与前一成分相同的词。
连接两个成分作主语，其谓语通常与靠近的主语保持一致：

Mary neither likes maths nor (likes) history. 玛丽既不喜欢数学也不喜欢历史。

Neither Jim nor Jack was at home. 吉姆和杰克都不在家。

5. Exercises (30mins)

Students are asked to do exercise 1 on page 13-15, exercise 9 on page 18, exercise 5 on page 22 and then the teacher checks their work and explains why.