

教 案

周 次	第 周, 第 1 次课	授课时间	年 月 日
授课章节	Lesson Two – How Reading Changed My Life (<i>Lead-in Period</i>)		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2 学时
授 课 要 点	本 (章) 节 教 学 目 标	<p>1.Explain the pre-class work:</p> <p>①word –building rules ②some simple questions on Page 38</p> <p>2. Ask students to acquire key words</p> <p>①meaning of the words ② usage of the key words</p> <p>3. Ask students to acquire relevant background information</p>	
	教 学 重 点 和 难 点	<p>1.Word formation</p> <p>① prefix- under-/ over- ② rules of changing noun into verb</p> <p>2.Key words : suspect /imagine</p> <p>3.Background information</p>	
思 考 题 或 作 业	<p>1. Preview Text A and analyze the structure (e.g. how many parts are there in the text & what's the main idea of this text as well as each part).</p> <p>2. Underline the difficult points.</p>		

教学内容与组织安排

(教学目的：了解课文文化背景并掌握核心单词以及词缀的使用)

I. Pre-class work

1. Word formation (教学方法：主要为教师评讲上节课的作业的形式进行修改订正)

Ask the students to do the pre-class work, Exercise 2 on Page 38; then check the answers together to let the students acquire certain word formation rules.

*affixes (both are prefix) in this lesson:

under-: 在.....之下, 次于, 不足, 隶属于

over-: 在.....上面, 在.....外

2. Key words (教学方法：字典查询、单词朗读、句子练习以及重点补充讲解结合)

1) Ask Ss to turn to Page 11 and look at Exercise 6 to learn something about these key words; Ss must know fully about all forms of these words which are mentioned in the book (during the study procedure, the teacher can choose some words to ask students to make up some sentences).

2) Let the Ss listen to the mp3 of the vocabulary list from Page 35 to Page 38 first, then choose some important words out to give some more detailed instructions.

II. Background information (教学方法：讲授和问题结合方式进行)

In this lesson, the most important background information should be the books mentioned in the text. During the class, I will let the Ss to talk about these books and give their understandings. The main books I will discuss should be following:

Anna Karenina (discuss it combined with the Note 4 on Page 33)

Gone with the Wind

Jane Eyre

A Tale of Two Cities

Moby-Dick (discuss it combined with the Note 15 on Page 34)

Pride and Prejudice

To Kill a Mockingbird

III. Group discussion (教学方法：采取通过提问让学生小组讨论回答的形式进行)

1. Ask Ss what their feelings about reading are. (use group discussion)

2. Do you think you really benefit from your reading?

3. Why do you like reading?

教 案

周 次	第 周, 第 2-4 次课	授课时间	年 月 日
授课章节	Lesson Two – How Reading Changed My Life (<i>Analysis of Text A</i>)		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	6 学时
授 课 要 点	本 (章) 节 教 学 目 标	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Acquire many useful expressions from Text A 2. Read and retell Text A with appropriate pronunciation, intonation and fluency 3. Get to know the main idea of the passage. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Use some useful expressions to make up sentences 2. Understanding of the whole passage. <ol style="list-style-type: none"> ① the theme of the passage ② the main idea of this passage ③ the structure of this passage 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Exercises on page 42-48. <ol style="list-style-type: none"> ① translate the following expressions on P42 ② fill in the blanks with appropriate words on P43 ③ translate the following sentences using the key words on P 44 ④ fill in the blanks with appropriate prepositions or adverbs on P44 		

教学内容与组织安排

(教学目的: 使学生掌握重点单词短语的运用, 掌握文章的结构并且可以分析重点句型的结构)

I. Text Analysis

1. *Global Reading* (教学方法: 课后给学生阅读时间并让学生总结, 上课时进行订正)

1) Main Idea:

The author uses her own experience of reading to illustrate the benefits of good reading.

2) Outline of this passage:

- Paragraph 1 – the introduction part of the whole text
- Paragraph 2~15 – the main body part
- Paragraph 16-18 – the conclusion part

B. Detailed Discussion of the Text (教学方法: 以教师讲授为主学生参与回答为辅)

1. ... a small but satisfying spread of center-hall colonials, old roses, and quiet roads. (1)

spread: <n.> a range or an area over which buildings spread

colonials: houses built in the style of the 18th century during the colonial period of American history.

Notice the clever choice of words which give readers a picture of a lovely little town.

2. We walked to school, wandered wild in the summer. (1)

wander wild: remind students that the adjective “wild” is used here as a subject complement.

Also:

At the age of 80, her mind began to wander free.

A miser is a person who lives poor so as to die rich.

A book was lying flat on the table, and the imaginary people waiting for me to bring them to life.

3. And wander I did..... (2)

And I did wander.....

It is an inverted order for more smooth transition.

4. I wandered the world through books. (2)

wander: Here it is used as a transitive verb.

Also: roam the woods and fields

5. How many times had I gone up the steps to the guillotine with Sydney Carton as he went to that far, far better rest at the end of *A Tale of Two Cities*. (3)

Many well-known books are mentioned by the author here. Unfortunately we do not have the time to go into details of all these stories. We can, however, allow a bit more time for Charles Dickens' *A Tale of Two Cities*.

A Tale of Two Cities (1859) is set in London and Paris during the French Revolution. It ranks among the most famous works in the history of literature.

The novel describes the sufferings of the French peasantry under the cruel oppression of the

aristocracy in the years leading up to the revolution, the brutality demonstrated by the revolutionaries toward the former aristocrats in the early years of the revolution, and many ugly things happening at the same time in London.

6. One poem committed to memory in grade school survives in my mind. (4)

I still remember one poem I learned in grade school.

commit sth. to memory: to study sth. carefully so as to remember it exactly

grade school: (AmE, old-fashioned) primary or elementary school

survive in my mind: This is not a common expression. It is more natural to say “still remain in my mind” or “I still remember”

7. It is by Emily Dickinson: “There is no Frigate like a book / To take us Lands away / Nor any courses like a Page / Of prancing Poetry.” (4)

Emily Dickinson is telling us in this poem that a book can take us to places far beyond our neighboring countries and faster than the faster boat. And a page of poetry can make us feel we are springing and dancing quickly, happily and proudly as no racing horse can.

lands: countries or regions

8. Perhaps restlessness is a necessary corollary of devoted literacy. (5)

Perhaps if a person works really hard at reading and writing, he or she is bound to be restless.

9. In my mind I am always sprawled on it, reading with my skinny legs slung over on of its arms. (5)

sprawl: to stretch out one’s arms and legs in different directions

Cf.

A brave young man came to her rescue and sent the bully sprawling.

In the middle of this sprawling town stood a church built in the colonial days.

10.some book that had been laid flat on the table to mark my place, its imaginary people waiting for me to return and bring them to life. (6)

imaginary: not real, only created in one’s mind

Cf.

Young students are often more imaginative than teachers.

The ruler of that country was the most brutal imaginable.

He wrote a story about an imaginary community on the other side of a cave, unknown to the outside world.

bring sb./sth. to life: to make sth./sb. exciting and interesting

Cf.

bring sb. back to life: to make sb. who has died or is dying come to life

11. There was waking, and there was sleeping. And then there was book..... (7)

Between the time I woke up and the time I went to sleep, I read.

12. Reading has always been my home, my sustenance, my great invincible companion.

(9)

Reading has always given me joy and comfort, food and drink, and strength and companionship.

sustenance: what it takes to sustain life; food and drink

Note: sustain (sustenance); maintain (maintenance)

13. I did not read from a sense of superiority, or advancement, or even learning. (9)

Advancement: progress or improvement in one's career

14. I realized that while my satisfaction in the sheer act of reading had not abated in the least, the world was often as hostile, or as blind, to that joy as had been my girlfriends (10)

I realized that while my joy in reading had not weakened a bit, the world was just as blind or hostile to my joy as my girlfriends had been.

sheer: <adj.> used for emphasizing the degree or amount of sth.

Twice he won 5 million in the lottery, and he thought he had discovered the secret. He forgot it was sheer luck.

To build a skyscraper in this small out-of-the way town? That's sheer madness.

as.....as had been my girlfriends: as.....as my girlfriends had been (The original version is in inverted order)

15. while we pay lip service to the virtues of reading, the truth is that there is still in our culture something that suspects those who read too much, whatever reading too much means, of being lazy, aimless dreams, people who need to grow up and come outside to where life is, who think themselves superior in their separateness. (10)

Pay lip service to: to give insincere agreement to

virtues: (here) advantages (the opposite of "weakness", "drawback", "disadvantage", "defect")

Notice that "virtues" can also mean "fine moral qualities" (the opposite of "evils").

The use of suspect is tricky and therefore deserves special attention.

suspect: <v.> (stress on the second syllable) used in the following patterns:

to suspect sb./sth.

We suspected her real motive.

to suspect that.....

The detective suspected that the bank robbery was an inside job.

She is sick, I suspect.

to suspect sb. of (doing) sth.

Many people suspected her of taking bribes.

suspect: <n.> (stress on the first syllable) sb. who the police believe may have committed a crime

The murder suspect proved to be innocent finally.

suspect: <adj.> (stress also on the first syllable) open to suspicion

People refused to accept those suspect explanations.

16. There is something in the American character.....a certain hale and heartiness that is suspicious of reading as anything more than a tool for advancement. (11)

hale and hearty: healthy and strong

be suspicious of sb./sth.: to feel that sb./sth. cannot be trusted

17. America is also a nation that prizes sociability and community, that accepts a kind of psychological domino effect: alone leads to loner, loner, loner to loser. Any sort of turning away from human contact is suspect, especially one that interferes with the go-out-and-get-going ethos that seems to be at the heart of our national character. (11)

America is a nation that highly values sociability and community, and believes that being alone will naturally lead to being a loner, and being a loner is sure to end up being a loser. Therefore if someone separates himself to herself or herself from other people, people have a good reason to suspect him or her, especially if it prevents that person from going out and starting to get things done, which is the most important part of the American character.

prize: to value highly; to treasure; to cherish

sociability: the disposition and quality of being sociable (sociable: pleasant and friendly; enjoying being together with other people)

community: (here) the district or locality in which people live

domino effect: (*usu. in politics*) a situation in which one undesirable thing leads to another in the way that a row of standing dominoes will fall over one after another if one is pushed.

loner: one who avoids others

loser: sb. who has never been successful and is unlikely to be

interfere with: (here) to prevent sth. from happening or developing in the correct way

ethos: (*fml, singular*) the set of attitudes and beliefs typical of an organization or a group of people; fundamental values; mores

at the heart of: being the most important or basic part of

national character: the qualities that make up a nation 民族性格、国民性

18. There also arose..... a kind of careerism in the United States that sanctioned reading only if there was some point to it. (12)

careerism: (*derogatory*) the practice of seeking one's professional advancement by all possible means

sanction: to approve of

Note: This word deserves special care as it can have diametrically different meanings in different contexts.

point: purpose; goal; advantage; reason

19.as though intellectual pursuits for their own sake had had their day, and lost it in the press of business. (12)

intellectual pursuits: intellectual activities one enjoys

have had one's day: to have stopped being successful, effective or fashionable because of being old 已过了全盛时期

have lost it: (*infml*) to have suddenly become unable to behave or think in a sensible way

in the press of business: under the pressure of business

20. Reading for pleasure was replaced by reading for purpose, and a kind of dogged self-improvement.....(12)

Reading for pleasure: Many psychologists believe that human beings love reading by nature because they want to know, and because they are curious. It is this “idle curiosity” that stimulates human beings in their search for knowledge. An ideal society should protect and encourage this intellectual curiosity.

dogged: tenacious; resolute; determined to achieve sth. in spite of difficulties; never giving up

self-improvement: making oneself a better, more learned, or more successful person

21.whereas an executive might learn far more from *Moby-Dick*, the book he was expected to have read might be *The Seven Habits of Highly Successful People*. (12)

The Seven Habits of Highly Successful People: This may very well be a real book. There are numerous books of this kind in the United States dealing with practical ways to solve problems we encounter in our everyday life. These books may often sell well because they appeal to popular interest, but they are usually not taken as worthy literature. Therefore the author uses this particular book as a sharp contrast to *Moby-Dick*.

executive: business executive; senior business manager

be expected to have done sth.: This is “(people) expect sb. to have done sth.” or “(people) expect that sb. would have done sth.” in the passive voice.

22. Reading for pleasure, spurred on by some interior compulsion, became as suspect as getting on the subway to ride aimlessly from place to place. (12)

Some people did not believe that there was such a thing as reading for pleasure driven by a strong desire from the heart. They regarded it as an idle, aimless, meaningless occupation just like driving from place to place aimlessly on the subway.

spurred on: stimulated; encouraged; driven

interior compulsion: powerful desire from one’s heart

23. From many journalists, reading.....was most often couched as a series of problems to be addressed.....(13)

For many journalists, reading.....was usually discussed as a lot of problems to be resolved.

be couched: (*fml*) to be expressed in a particular way

Note: The word “couch” here is unrelated to the word “couch” used in the sense of sofa

24. Was the printed word giving way to the spoken one? (13)

give way to: (here) to be replaced by

Cf.

Many bridges gave way in this terrible flood. (broke under pressure)

The company finally gave way and agreed to raise the workers’ wages. (agreed to accept the terms under pressure)

The wind became stronger, and our doors and windows began to give way. (break)

25. Had television and the movies supplanted books? (13)

Had books given way to televisions and the movies? (Or: Had books been replaced by televisions and the movies?)

This article must have been written a few decades ago. Today television or computer or mobile phone seems to have supplanted everything.

26. And in circles devoted to literary criticism.....there was sometimes a kind of horrible exclusivity surrounding discussions of reading. (13)

When literary critics discussed the problem of reading, they sometimes showed the terrible attitude that reading was a right that only belonged to the elite, not to be shared with other people.

If we say some people have certain exclusive rights, it means these rights are exclusive to these people, not shared with anybody else.

circle: a group of people who know or are related to one another 圈子

circles devoted to literary criticism: literary critics

surrounding: closely connected with

27. This was always couched in terms of taste, but it tasted, smelled unmistakably like snobbery. (13)

taste: (here) the ability to judge if sth. is good or bad in things like art, literature, music, fashion or social behavior 品味

Note: "Taste", "smell", "sound" can all be used as link verbs and action verbs

Cf.

- Have you ever tasted this fish? (action v.)

- Yes, it tasted awful. (link v.)

Some animals can smell danger at a great distance. (action v.)

What are you cooking? It smells wonderful. (link v.)

She was the first person to sound the warning. (action v.)

Your argument sounds convincing. (link v.)

snobbery: the attitude or behavior of people who believe that they are better than others, usu. because of their social class 势利

Also: snob (n.); snobbish (adj.)

28. Gutenberg invented the printing press. (14)

printing press: (here) a printing machine 印刷机

Note: The word "press" is often used to mean, among other things, newspapers in general as in phrases like the American press, a press conference, press coverage.

29. After that, it became more difficult for one small group of people to lay an exclusive claim to books, to seize and hold reading as their own. (14)

lay claim to sth.: to state officially that you have a right to own sth.

seize and hold sth.: to grasp sth. quickly and forcibly and then hold it firmly

30.many of them felt that the quality.....was plummeting into some intellectual

bargain basement. (14)

plummet: to drop straight down; to plunge; to nosedive

Their exports plummeted in the first quarter of the year.

After this scandal, its credibility plummeted.

bargain basement: an area of a large shop where people can buy things at a low price, usu. things of low quality

31.the trade magazine of the industry, *Publisher Weekly*, lamented in 1923. (14)

trade magazine: a magazine devoted to a particular trade

lament: to express feelings of great sadness about sth.

32. There was certainly no talk of comfort and joy, of the lively subculture of those of us who comprise the real clan of the book, who read not to judge the reading of others but to take the measure of ourselves. (15)

subculture: (here) the behavior, beliefs and customs of a particular group of people within a society

Note: The prefix “sub-” here means something less important or of a lower rank or part of the stated whole, e.g. subtitle, subcommittee, subsection, subcontinent.

comprise: (*fml*) to from sth.

Women comprise more than 80 percent of our faculty.

be comprised of: to consist of; to be composed of; to be made of

The museum is comprised of / is made up of / is composed of / consists of ten parts.

take the measure of sb.: to understand what sb. is really like 估量某人

33.we are what the world of books is really about. (15)

....we are really the most important people in the world of books.

be really / all about: used for saying what the most basic or important aspect of a particular job, activity, or relationship is

Love and care----that’s what family is all about.

A university must teach students how to live----that’s what schools are all about.

34. We are the people who saw to it that *Pride and Prejudice* never went out of print. (15)

We are the people who would make sure that *Pride and Prejudice* would always be available.

out of print: no longer being printed

35. It was still in the equivalent of the club chairs that we found one another..... (16)

We still found each other like we did when we were young.

equivalent: sb. or sth. that has the same size, value, importance or meaning as sb. or sth. else
对应物; 相等物

36. in books, where book-lovers make up a lively subculture of characters. (16)

make up: (here) to form; to constitute

subculture: (here) a particular group of people within a society (whose behavior is often

disproved of by most people)

37. “Until I feared I would lose it, I never loved to read. One does not love breathing,” says Scout in *To Kill a Mockingbird*. (16)

We often say that only the starving know the value of food and the man dying of thirst knows the value of water. Scout is making the same observation about breathing. We do not usually love things necessary for our survival (such as air, water and food) because we take for granted that they will always be available. The same goes for reading.

mockingbird: a North American bird that can copy the songs of other birds

Scout is the name of the white lawyer who was courageous enough to defend a poor black in the south of the United states imprisoned on a false charge of raping a white woman. The story was set at a place where, and at a time when racism was still running rampant. Therefore not only the poor black youth faced lynching, even the white lawyer was physically in danger for being what the mob called “a nigger lover”. Published in the 1960s when a powerful civil right movement was going on, the novel was very warmly received.

38. Reading is like so much else in our culture: the truth of it is found in its people and not in its pundits and its professionals. (17)

Notice the sarcastic tone of the author when she talks about pundits and professionals. She believes that it is the ordinary people who understand the “truth (the true significance)” of reading like many other things in culture. “It” here stands for “our culture”.

professional: sb. who has a lot of skill and training.

教 案

周 次	第 周, 第 5 - 6 次课	授课时间	年 月 日
授课章节	Lesson Two – How Reading Changed My Life (Consolidation and Extension)		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	4 学时
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. Ask students to understand the involved sentences 2. Ask students to review TEM4 points. 3. Consolidation 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1.the use of four <i>if</i> idioms: <i>if only, only if, if not and what if</i> 2. the sentence pattern using <i>there</i> 3.TEM4 points 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Chosen exercises on the book 2. Preview Lesson Three and finish the given pre-class work 		

教学内容与组织安排

(教学目的：通过课后练习使学生牢固的掌握本课所学知识点并与试相联系)

I. Sentence Pattern

1. Involved sentence

Ask Ss to analyze the grammatical structure of following involved sentences.

- Later, over a stiff and awkward lunch of tuna-fish salad, some of the other girls at my table were perplexed by the source of the quotation and what it meant, and I was certain, at the moment, that the scholarship was mine.
- Reading for pleasure was replaced by reading for purpose, and a kind of dogged self-improvement: whereas an executive might learn far more from *Moby-Dick*, the book he was expected to have read might be *The Seven Habits of Highly Successful People*.

2. sentence pattern using *there*

1) Introduce the *there- sentence pattern*

- there is/was no question of (sb.) doing sth.
- there is /was sb. doing sth.
- there + main verb (other than *be*) + subject
- there was/had been a time + adverbial of place + *when*-clause
- there is/was nothing sb. can/could do + to-infinitive phrase
- there is no telling + *wh*-clause
- there is/was sth. in /about sb./sth. + *that*-clause
- there's sth. to be said for/about sth.
- there is/was such thing/person as
- there is/are + noun + to-infinitive

2) Ask Ss to finish the relevant exercise on P47.

II. Grammar

1. the use of four *if* idioms: ***if only, only if, if not, what if***

- Ask Ss to check the meaning of the four phrases first, and then ask them to finish the exercise on P45 by themselves. After finishing it, the teacher will check the answers.

2. the study of conjunctions

- Ask Ss to finish the work on P46 and then correct their answers.
- Pay attention to the use of ***compared with/to, on the other hand, differ, whereas, while, in contrast, unlike***

III. Consolidation

- Ask the whole class to do the review of lesson two together, particularly focus on some important and key phrases and words.
- Assignment: preview Lesson Three