

# 教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson One Lead in		
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><b>1.Explain the pre-class work:</b></p> <p>①word -building rules ②some simple questions on Page 11-12</p> <p><b>2. Ask students to acquire key words</b></p> <p>①meaning of the words ② usage of the key words</p> <p><b>3. Ask students to acquire relevant background information</b></p> <p>① the author ②Venus ③ Rodin's Thinker</p>	
	教 学 重 点 和 难 点	<p><b>1.Word formation</b></p> <p>① suffix- ette ② prefix- out ③root: pos, dict</p> <p><b>2.Key words : aspire/bulge/exalt/hideous/symbolize</b></p> <p><b>3.Background information</b></p>	
思 考 题  或  作 业	<p><b>1. Preview Text A and analyze the structure.</b></p> <p><b>2. Underline the difficult points.</b></p>		

# 教学内容与组织安排

(教学目的: to acquire key words and background information)

## Teaching Objectives:

This unit is intended to present students the most important and difficult part of our learning— thinking. After learning it the students should be able to

- acquire the importance of learning to think and find out the reasons between lines why it is important.
- illustrate the different kinds of thinking with examples in their life.;
- read for topics and precise details;
- develop vocabulary and learn the sentence structures relevant to the topic and use them. These include:

**Words:** anguish, aspire, bulge, delinquent, devise, disintegrated, disinterested, exalt, hideous, impediment, muscular, outnumber, penal, pious, symbolize

**Phrases:** come to the conclusion that, nothing but, if anything, sink one' s head, leap to one's feet, endow sb. with sth., be prominent in, think well of, put in the place of, at the time, for one's money, make for, far and few between, at the best of times, stand by

## Teaching Allotment

·1<sup>st</sup> period: Pre-reading Activities & While-reading Activities ( 90 minutes)

·2<sup>nd</sup> period: While-reading Activities& After-reading Activities (180minutes)

·3<sup>rd</sup> period: Exercise and Review (90 minutes)

## Teaching Procedures

### **I. Pre-class work**

#### 1. Word formation

Teaching method: ask students to preview this part and find out word-building rules; we will check their homework on page 12, they should tell us the meaning of the affixes and the meaning of the words.

1) -ette[et]: <suf.> 小、女性、(商品等的) 仿造/假冒、组

statuette: 小雕像 (-ette 取的“小”之意)

cigarette: (cigar - ette) 香烟 (-ette 可理解为取的“小”之意, 比雪茄小的烟)

kitchenette: 小厨房 (-ette 取的“小”之意)

## 2) out-: 向外, 出外

outnumber: 数目超过, 比...多

outdistance: 超越, 大大超过

outweigh: 比...重, 比...有价值

outwit: 以智取胜

## 2. Key words:

Teaching method: ask students to preview 5 key word of this unit. They must find out the derivations, the usages and useful expressions of these words. Teachers just help them summarize the content they have talked about.

### ★ **anguish**

n. severe pain, mental suffering or unhappiness

eg. He will no longer touch the secret anguish in his heart.

[ 考 ] in anguish

[ 串 ] anguished adj

[ 辨 ] anguish / agony

anguish 特指极度的悲痛, 达到精神上无法支撑的程度。

agony 指精神或肉体上的极度痛苦, 特指剧烈的肉体痛苦, 常用于表示死前的挣扎与剧痛。

She was almost crushed by **anguish** on learning the bad news.

He could not stand the sustained **agony** any more.

### ★ **bulge**

v. (1) to be completely full of sth.

eg. The little girl's pockets were bulging with candy.

(2) to stick out from sth. in a round shape

eg. His eyes bulged.

[ 考 ] bulge with sth.

★ **integrate** <v.>

1) to combine; to unite; to mix

[Related Phrases] - ~ A with/into B; ~ A and B; ~ sb. into/with sth.

2) derivations of integrate:

\* integrated – usually used before a noun

\* integration

\* integral – be an integral part of sth.

★ **rule**

*n.* { 1) an official instruction about what is allowed or what should be done  
2) the government of a country by a particular group of people  
3) what usually happens or what is usually true

*v.* { 1) to have the official power to control a country and the people who live in it  
2) to have a powerful controlling influence over sb.  
3) to make an official decision about a legal problem (noun form is **ruling**)

★ **phrases related to “stand”**

1) stand by:

- stand by sth. } notice the differences between the two phrases  
- stand by sb.

2) stand to lose – stand to gain

3) stand for: CANNOT be used in **passive voice**

## IV **Lead-in**

### **Background information ( PPT )**

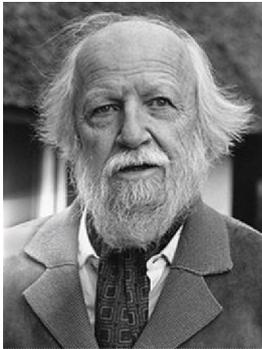
*Teaching purpose:* those following items are keys to the understanding of the whole text, we can't exactly appreciate the author's work without getting to know his life, for the same reason, we can't either grasp the connotations if we don't know previously what *Thinker* and *Venus*, etc. stand for. Thus it is necessary to introduce them to students.

*Teaching method:* divide the whole class into four groups, each group one task, ask them to prepare the background information below, when we have class, ask the representatives in

*their groups to tell us the useful information they found.*

1)About the author: **Sir William Gerald Golding CBE**, British, Nobel Prize for Literature(1983)...

19 September 1911 – 19 June 1993, an English novelist, poet, playwright and Nobel Prize in Literature laureate(1983), best known for his novel *Lord of the Flies*. He was also awarded the Booker Prize for literature in 1980 for his novel *Rites of Passage*, the first book of the trilogy *To the Ends of the Earth*.



In 2008, *The Times* ranked Golding third on their list of "The 50 greatest British writers since 1945".

The reasons given by the Swedish Academy for Golding:

*"for his novels which, with the perspicuity of realistic narrative art and the diversity and universality of myth, illuminate the human condition in the world of today."*

## 2)**Rodin's *Thinker***

Auguste Rodin (1840-1917) was a French sculptor, considered to be one of the greatest sculptors of his time, whose most famous works are *The Thinker* and *The Kiss*.

## 3)***Venus***

### *Venus of Milo*

*Venus de Milo* (about 150—100 BC) is considered by many art historians to be the ideal of Hellenistic beauty. It was carved out of marble and stands approximately 205 cm (6 feet 10 inches) high.

As Roman Goddess of Love and Beauty, *Venus* is associated with cultivated fields and gardens and later identified by the Romans with the Greek Goddess of Love, *Aphrodite*.



#### 4) **Saint Jerome's *Vulgate***

The Vulgate is a late 4th-century Latin translation of the Bible. It was largely the work of St. Jerome, who was commissioned by Pope Damasus I in **382** to make a revision of the old Latin translations.

By the 13th century this revision had come to be called the *versio vulgata*, that is, the "commonly used translation", and ultimately it became the definitive and officially promulgated Latin version of the Bible in the Roman Catholic Church.

#### ***King James Version of the Bible:***

*The Authorized Version (AV)*, commonly known as the ***King James Version (KJV)*** or ***King James Bible (KJB)***, is an English translation of the Christian Bible by the Church of England begun in **1604** and completed in 1611.

*The King James Version (KJV) is regarded as one of the first English translations of the Catholic Bible. The KJV was translated or written with the use of the most original manuscripts in Hebrew and Greek.*

*The problem with the translating process at that time was that the translators were mostly pure Englishmen, with limited knowledge of Hebrew. Moreover, the scholars who were tasked by the king to do the translation asked for little or no help from anyone in translating the Catholic Bible. The result is a book that contained lots of errors. No wonder there has been many revised versions of this English Bible, named the New King James Version.*

--- <http://www.differencebetween.net/language/difference-between-catholic-bible-and-king-james-bible/>

Assignment:

1. Preview the whole passage and find out how does the author classify thinking.

2. Consider the structure of this text.

3. What is the purpose of this text?

# 教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson One Text A		
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>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Acquire many useful expressions from Text A</li> <li>2. Read and retell Text A with appropriate pronunciation, intonation and fluency</li> <li>3. Get to know the main idea of the passage</li> <li>4. Analyze the theme, structure, difficult sentences and context of Text A.</li> </ol>	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> <li>1. Use some useful expressions to make up sentences</li> <li>2. Understanding of the whole passage.               <ol style="list-style-type: none"> <li>① the theme of the passage</li> <li>② the main idea of this passage</li> <li>③ the structure of this passage</li> <li>④ paraphrasing of difficult sentences</li> </ol> </li> </ol>	
思 考 题  或  作 业	<ol style="list-style-type: none"> <li>1. Exercises on page 16-25.               <ol style="list-style-type: none"> <li>① translate the following expressions</li> <li>② Replace the parts in bold type with appropriate words and expressions from the text</li> <li>③ translate the following sentences using the key words</li> <li>④ fill in the blanks with appropriate words and expressions</li> </ol> </li> </ol>		

## 教学内容与组织安排

(教学目的: Understand the main idea and the structure of this passage )

### I . Global Reading( main idea and structure)

**Teaching method:** Based on the preview work students have done before the class, ask students to skim and scan the whole text to clear the elements of this text, and then summarize the theme of this text, and then decide the style of the text, based on which divide the text into several parts.

**The theme of the text:** Thinking is not just for professional thinkers like philosophers. It is something all educated people should enjoy doing, and it is considered one of the most precious qualities in young scholars for the healthy mental development.

**The main idea and structure of the text. (ask students to discuss in groups and then check their answers)**

Part One (Para.1-15): Broad introduction on how the author first got knowledge of thinking. (**Prelude/ Introduction**)

Part Two (Para.16-24): Grade-three thinking, which is often full of unconscious prejudice, ignorance and hypocrisy, can only be regarded as feeling but not thought.

Part Three (Para.25-29): Grade-two thinking, which is the detection of contradictions, is a withdrawal.

Part Four (Para.30-35): Grade-one thinking demands setting out to find the truth and get it.

### II . Detailed Discussion of the Text

**Teaching method:** ask students some simple questions to understand this passage, then explain this passage paragraph by paragraph or part by part.

Questions:

1. How are the three statuettes described by the boy and what do they symbolize?
2. What do the three statuettes symbolize? What effect do the boy's descriptions have?
3. How did the author describe the following figures to demonstrate his analyses of different grades of thinking?

4. How did the author describe the following figures to demonstrate his analyses of different grades of thinking?

**Sentence paraphrase: ask students to paraphrase some of the sentences in groups**

**1. Nature had endowed the rest of the human race with a sixth sense and left me out.**

**( para. 15)**

**A sixth sense:** a keen intuitive power. Here, the author means the ability to think

**To endow sb. with sth.:** to provide sb. with a natural quality or talent

e.g.: She is one of those lucky women who are endowed with both a sharp brain and great beauty.

God has not endowed him with much humor.

**Paraphrase:** Everybody, except me, are born with the ability to think.

**2. You could hear the wind, trapped in his chest and struggling with all the unnatural impediments. His body would reel with shock and his face go white t the unaccustomed visitation. He would stagger back to his desk and collapse there, useless for the rest of the morning. (para. 19)**

**Struggling with all the unnatural impediments:** the fresh air had to struggle with difficulty to find its way to his chest because he was unaccustomed to this.

**Trapped ... struggling ...:** V-ed and V-ing as object complement

**His body would reel and his face go white:** he would stagger or be thrown off balance, and his face would go white.

**Useless for the rest of the morning:** unable to do anything for the rest of the morning

Note the humorous effect achieved through the use of exaggeration and formal style.

**Paraphrase:** You could hear the fresh air struggling with difficulty to find its way to Mr. Houghton's chest, because his chest seemed to be unaccustomed to this, which was obviously caused by drinking. He would be thrown off balance, and his face would go white because of the shock of the unexpected visit of the fresh air. He would step away unsteadily to his desk and fell into the chair, unable to do anything for the rest of the morning.

**3. Mr. Houghton was given to high-minded monologues about the good life, sexless and**

**full of duty. (para.20)**

**To be given to:** to be habitually inclined to do (sth.), e.g.:

He is much given to **blowing his own trumpet**.

She was given to **hasty decisions**.

They were much given to senseless gossip.

**High-minded monologue:** a highly moral speech

Obviously in Mr. Houghton's clean life, there is no place for alcoholic drink, sex, and other worldly pleasures. This is, of course, ironical. The use of the word "sexless" is particularly funny in view of the fact that his eyes are always riveted on any girl passing by.

**4. Technically, it is about as proficient as most businessmen's golf, as honest as most politicians, or as coherent as most books that get written.( para 23)**

**Coherent:** orderly, logical, and consistent relation of parts

This ironical sentence shows that the author not only considers those people incompetent, dishonest and incoherent, but also despises most businessmen, distrusts most politicians and dislikes most publications.

**5. They have immense solidarity. We had better respect them, for we are outnumbered and surround.( para. 24)**

**They have immense solidarity.**

They usually represent the great majority.

Note that the author believes that most people are parrots. They like to follow the crowd or jump on the bandwagon (= to opportunistically join the majority)

**6. Man enjoys agreement as cows will graze all the same way on the side of a hill.( para.24)**

**Figure of speech used here: Simile:** enjoy the peaceful, safe and harmonious environment.

The author thinks that it is probably human nature to enjoy agreement because it seems to bring peace, security, comfort, and harmony.

**7. Grade-two thinking is the detection of contradictions. Grade-two thinkers do not stampede easily, though often they fall into the other fault and lag behind. Grade-two thinking is a withdrawal, with eyes and ears open. It destroys without having the power**

**to create. (para.25)**

**To stampede:** to get easily frightened and run with the crowd

**To fall into the other fault:** to go to the other extreme, that is, to act too slowly and lag behind

**Withdrawal:** detachment from some emotional involvement; refusing to be part of the crowd

**Paraphrase:** Grade-two thinking is the way of thinking by detecting all kinds of conflicting points. Grade-two thinkers do not follow the majority easily, though they go to the other extreme, that is, to act too slowly and lag behind. They usually, with alertness, refuse to be part of the crowd. Grade-two thinking is more destructive than constructive.

**8. I slid my arm around her waist and murmured that if we were counting heads, the Buddhists were the boys for my money. She fled. The combination of my arm and those countless Buddhists was too much for her.(para.27)**

**If we were counting heads:** if we were talking about the number of people who believe in this

**The Buddhists were the boys for my money:** I would bet on the Buddhists; I believe the Buddhists are greater in number.

**For my money:** in my opinion; I bet; I'm sure

**Too much for her:** more than she could accept or bear

**Paraphrase:** I put my arm stealthily around her waist and said in low voice that if we were talking about the number of people who believe in certain kind of religion, I would bet on the Buddhists. She was frightened and fled away from me because of my delinquent behavior and our contradictory opinions on religion.

Note the author's description of the contrasting combination of his intimate action and strong defiant expressions, which eventually made Ruth withdraw and give up as a grade-two thinker.

**9. I was given the third degree to find out what had happened. I lost Ruth and gained an undeserved reputation as a potential libertine. (para.28)**

**To be given the third degree:** to be severely questioned or interrogated (It sometimes means

“to be beaten up or tortured by the authorities”.)

**Libertine:** one who acts without moral restraint; one who is morally loose

**Paraphrase:** I was severely questioned to find out what I had done on Ruth. I lost Ruth and was regarded as a person who might have a immoral life in the future. This reputation, to be certain, should not have belonged to me.

The author lost his girlfriend and won a bad name even as a grade-two thinker, satisfying himself by finding out deficiencies but not seeking for the truth.

*Note the effect of the author's self-mockery.*

**10. Grade-two thinking, though it filled life with fun and excitement, did not make for content. To find out the deficiencies of our elders satisfies the young ego but does not make for personal security. It took the swimmer some distance from the shore and left him there, out of his depth. (para.)**

**To make for:** to be likely to have a certain result; to make sth. possible

**Content:** ease of mind

More examples:

I think this book will make for very interesting reading.

This widening gap between the rich and poor will not make for social stability.

**To satisfy one's ego:** to make one feel proud of one's ability and cleverness.

**To be out of (beyond) one's depth:** to be in water that is too deep for you to stand in and breathe 水深过头; 为某人力不能及的

The author uses this metaphor to express the idea that grade-two thinking has its limitations. It does not have anything positive to offer.

**Paraphrase:** To find out the weakness of our elders makes the young feel proud of themselves, but it may bring about dangers to them, too. The young would be the same as a swimmer who was taken away from the shore to a dangerous place where his safety was out of control.

**11. But these grade-one thinkers were few and far between. They did not visit my grammar school in the flesh though they were there in books. (para.30)**

**Few and far between:** very few (used as a predicative)

More idiomatic pairs of adjectives like this:

Safe and sound; dead and gone; cut and dried; hale and hearty; short and sweet; null and void; meek and mild; free and easy; fair and square; black and blue

**They did not visit my grammar school in the flesh:** No grade-one thinkers could be found in my school although I had read or heard about such people.

**In the flesh:** as actual people 本人；活生生的；活着的

**Paraphrase:** But these grade-one thinkers were too few. No grade-one thinkers could be found in my school although I had read about such people in books

Assignment: Finish the exercises in this lesson.

# 教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson One Consolidation and Extension		
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	1. Ask students to understand writing devices. 2. Ask students to acquire the usage of <i>being</i> . 3. Ask students to review TEM4 points. 4. Consolidation	
	教 学 重 点 和 难 点	1.the usage of <i>being</i> 2.TEM4 points	
思 考 题  或  作 业	1. Preview Lesson Six and finish pre-class work.		

# 教学内容与组织安排

(教学目的: consolidate what they have learned )

## I. Writing Devices

- |               |              |
|---------------|--------------|
| 1. Metonymy   | 4. Hyperbole |
| 2. Synecdoche | 5. Simile    |
| 3. Irony      | 6. Metaphor  |

## II. Grammar

### 1. Parallelism

I. The method of expressing ideas of equal importance in the same or similar grammatical form is called PARALLELISM.

Parallel constructions: listing, contrast, choice, comparison

- all shouting the same thing, all warming their hands at the fire of their prejudices—two absolute constructions (listing)
  - not by thought; by an invisible and irresistible spring in his neck. —two prepositional phrases (contrast)
  - To be or not to be, that is a question. —two infinitive phrases (choice)
  - Crawling up down a mountain is sometimes harder than climbing up. —two participle phrases.(comparison)
1. For further information, you can either consult an encyclopedia or surf the Internet. —two verb phrases (choice)
  2. In the past ten years people, especially old people, have been concerned more about their health than about their income. —two noun prepositional phrases (comparison)
  3. The unemployed man wanted a job rather than welfare. —two nouns (contrast)
  4. Many things cannot be learned in the classroom, such as planning one's time, working on one's own and managing one's affairs. —three participle phrases (listing)

### 2. The Use of Complement

- Next to her, crouched the statuette of a leopard, ready to spring down... —adjective phrase as subject complement

- You could hear the wind, trapped in his chest and struggling with all the unnatural impediments. —past and present participles as object complement
- It took the swimmer some distance from the shore and left him there, out of his depth. —prepositional phrase as object complement

More examples:

- Tired and sleepy, I went to bed.
- Lincoln was born a poor farmer's boy and died President of the United States.
- People are just born what color they are.
- As a true friend he stood by me to the end.
- John wears his hair very long.
- Can I have this parcel weighed here?
- I called this robbing Peter to pay Paul.
- As the main eating implement, the Chinese use chopsticks every day.

### III Exercise

1. Translate the following expressions.

Teaching methods: ask students to finish this part before class, then ask two of them to write their answers on the blackboard, while they are writing, ask the other students to finish the second part in class.

- |                     |                               |                         |                           |
|---------------------|-------------------------------|-------------------------|---------------------------|
| 猛然敲门                | to bang the door              | 低下头                     | to sink one's head        |
| 向国王陛下欢呼             | to cheer His Majesty the king | 象征国家                    | symbolize the country     |
| 凝视雕像                | contemplate the statuette     | 暖和双手                    | warm the hands            |
| 设计/发明一种新方法          | devise a new method           | 毁了某人的健康                 | ruin one's health         |
| 获得一种名声              | to gain a reputation          | 扮演重要的角色                 | play an prominent part in |
| 鼓舞人民                | to inspire the people         | 解决这个问题                  | to solve the problem      |
| the eternal truth   | 永恒的真理                         | heady patriotism        | 盲目的爱国主义                   |
| a filing cabinet    | 文件柜                           | the remorseless invader | 无情的入侵者                    |
| utter nonsense      | 纯属无稽之谈                        | the prime minister      | 总理大臣                      |
| Delinquent behavior | 违规行为                          | a mental process        | 思维过程                      |

Fresh air 新鲜的空气

a coherent article 条理清楚的文章

High-minded monologue 格调很高的独白 a proficient interpreter 一个翻译能手

2. Put in the blanks appropriate words in their proper forms.

(1).a. The law says that the jury must consist of (**disinterested**) people.

b. No matter how they tried to win the support of the people, most people remained (**uninterested**).

c. To be (**disinterested**) does not necessarily mean to be uninterested.

(2).a. She is not what you might call a (**sexy**) woman, but she has great charm and is a great actor.

b. She is one of the pioneers in the study of (**sexual**) behavior.

c. In some cities, the traditional (**sexist**) attitude toward women is coming back. They believe that women's proper domain is in the kitchen.

d. Times have changed. Today (**sexual**) relations are openly discussed in schools.

(3).a. He had a (**reputation**) for his dirty tricks and ruthlessness.

b. To defend his (**reputation**), Mei Lanfang refused to perform for the occupying troops.

c. He has a poor (**reputation**) among farmers. I don't think he can win many of their votes.

(4).a. Canadians living in that area often wear snowshoes in winter to avoid (**slip**).

b. He quickly (**slid**) down the tree when the bear went out of sight.

c. It's a lot of fun (**sliding**) down the sand hill. It has become quite a tourist attraction.

d. The police assured the public that they would not let the chain killer (**slip**) through their fingers again this time.

(5). a. Before the eruption of the volcano, people noticed a (**bulge**) at the top of the mountain.

b. I didn't notice that there was a nail (**sticking out**) of the chair when I sat on it.

c. A woman carrying three (**swollen/bulging**) bundles tried to get on the train in front of me.

Assignment: preview Lesson Two