

教 案

授课章节	Unit Two Hiroshima---the “Liveliest” City in Japan		
本（章）节 授课方式	课堂讲授（√） 实践课（√）	教学时数	10 学时
授 课 要 点	本 （ 章 ） 节 教 学 目 标	<ol style="list-style-type: none"> 1. To understand the general idea and some details with the help of pre-reading questions (p18, Exercise I) 2. To accumulate the background knowledge (PPT)through Group2’s preparation and presentation 3. To make clear about the macro-structure of the text 4. To grasp the type of literature 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Accumulate the background knowledge of Hiroshima 2. Try to get the understanding of the separation of the anti-Japanese psychology of the Chinese students’ with the author’s repentance for the A-bomb cataclysm. 3. Learn to grasp the type of literature 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. The separation of the anti-Japanese psychology of the Chinese students’ with the author’s repentance for the A-bomb cataclysm. 2. What is a narration? 3. The understanding and comprehension of the contradiction between the sorrowful mentality of the author and the humorous language of the text. 4. Some useful expressions such as <i>to be preoccupied</i>, <i>to be oblivious</i>, etc. 		

教学内容与组织安排

PART ONE GENERAL INTRODUCTION TO THE TEACHING PLAN

I. Time Allotment

- | | |
|---|--------------|
| 1. Preview-checking; Reviewing of narration | 1class hour |
| 2. Background Presentation | 1class hour |
| 2. Text Appreciation; Detailed Discussion of the Text | 7class hours |
| 3. Evaluation and Translation | 1class hours |

II. Strategies and Activities

1. Ask the students some pre-reading questions to check their preparation
2. Students presentation of the background is to help them enlarge their knowledge scale
3. PPT coursewares and video are given to analyse the detailed language points.
4. Class discussion is needed for a better understanding of the text.
6. Students are required to finish the assignment with the help of the additional material

III. Requirement

1. Dropping down the unfamiliar words while reading the text before class, and try to answer the questions to understand the author's purpose of writing down this article, and the psychological activities.
2. Background presentation which is charged by the group students is left to let them learn to work in teams
3. Take notes in class and try to learn actively under the guidance of the teacher.
4. Accomplish the assignment each time earnestly and punctually.

IV. Evaluation

Quiz will be arranged to check whether students have achieved the teaching aim on completion of this lesson.

PART TWO TEACHING PLAN OF THE TEXT

I. Preview-checking

A. Ask and answer

1. How can you explain the separation of the anti-Japanese psychology of the Chinese students' with the author's repentance for the A-bomb cataclysm.
2. How can you understand and comprehend the contradiction between the sorrowful mentality of the author and the humorous language of the text.
3. What was the answer the author got from everyone's eyes?

B. Reviewing of narration.

This article is a piece of journalist report

1. The purpose of a piece of radio report: --- to inform the auditors of the truth
2. Some characteristics of radio report:--- authenticity and objectivity

It is successful in:

- (1). accurately recording the dialogues with some Japanese to reinforce the authenticity of the report;
- (2). carefully observing and describing details to reinforce the authenticity of the report;
- (3). vivid and humorous description to make the report interesting

This text is a description of physical experience as well as the author's mental experience with the Japanese city after World War II. He is identified on three aspects: as a reporter, as a

visitor and as an American. In the study of this text, the students should not only be informed of the process of the author's experience in Japan through chronological development, but also be aware of his psychological state and inner workings in his varied responses to the city.

3.The definition of Narration: It is like the telling of a story. A good narration has a beginning, a middle and an end.

(1).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.

(2).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.

4. There are three basic components of a narration:

- (1).Plot
- (2)Characters
- (3) Background

Instruction: the underlined part above is for the students to discuss and fill in the blanks in the PPT coursewares.

II. Background presentation

After the students have consulted much information from the Internet and other reference books, they will show their PPT coursewares to all of the classmates.

A. General knowledge of Japan

1. Geography

- (1).National Name: Nippon
- (2).Geography: Four main islands: Honshu, Hokkaido, Kyushu, and Shikoku
- (3).Area: 371,857 sq.km.
- (4).Population: 126,804,433 (2010).
- (5).Capital: Tokyo



B. World War II

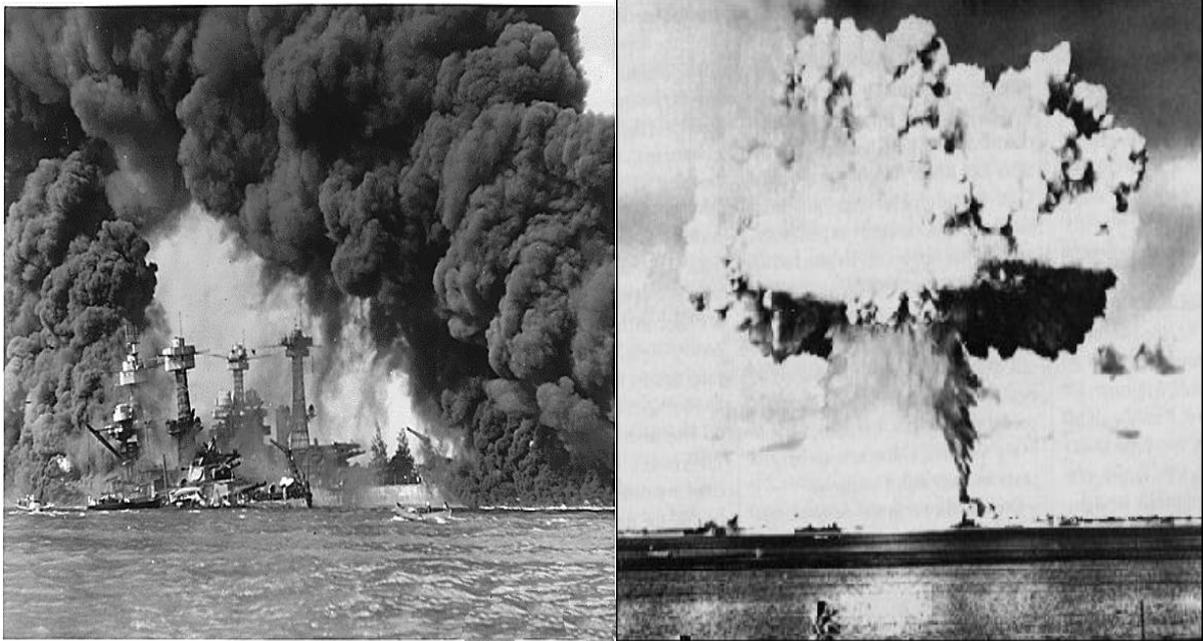
1. Attack on Pearl Harbor (pic: next page, left)

The attack on Pearl Harbor by the Japanese Imperial General Headquarters was a surprise military strike conducted by the Imperial Japanese Navy against the United States naval base

at Pearl Harbor, Hawaii, on the morning of December 7, 1941.

2. Bomb Explosion (pic: right)

On August 6, 1945, during World War II, the United States dropped the first atomic bomb on Hiroshima, a Japanese city and military center. Sixteen hours after the attack, U.S. President Harry S. Truman reported to radio listeners.



(1). H-Background Knowledge

Hiroshima is in southwestern Honshu, Japan, on Hiroshima Bay of the Inland Sea. The city is situated on the delta of the Ota River, whose channels divide it into six islets. Hiroshima was founded as a castle town in the 16th century. From 1868 onward it was a military center, and on Aug. 6, 1945, it became the first city in the world to be struck by an atomic bomb, dropped by the U.S. Army Air Forces. Most of the city was destroyed, and estimates of the number instantly killed have ranged from 70,000 to 80,000. Deaths from radiation poisoning have mounted through the years.

(2). Effects of an Atomic Bomb Explosion

The devastation of Hiroshima and Nagasaki resulted from three main types of effects:

Blast effect is significant for chemical high explosives. The blast effect of an atomic bomb is similar to that of a conventional explosive but much more intense and far-reaching.

Thermal radiation, which results from the extremely high temperatures created by an atomic explosion, causes serious burns on exposed parts of the body.

Nuclear radiation, which results from the neutrons and gamma rays associated with fission, causes death and injury as a result of damage to living tissue.

(3). Choice of Target --Hiroshima

① Hiroshima was a major supply and logistics base for the Japanese military.

② The city was a communications center, a storage point, and an assembly area for troops.

③ It was chosen as a target because it had not suffered damage from previous bombing raids, allowing an ideal environment to measure the damage caused by the atomic bomb.

- ④The city as a whole was highly susceptible to fire damage.
(4).Atomic Bomb Monument



C: Japanese Culture

1. Fuji Mount
2. Japanese cherry, Sakura
3. Geisha
4. Sushi
5. Japanese Anime
6. Car

D: Diaoyu Dispute

An event also means an education. For the motherland territory, the declaration of sovereignty is every Chinese duty, but also should be legitimate and reasonable. On 18 September, people in over 180 cities of China attend protests on the 81st anniversary of the Mukden Incident.



1. To Be a Rational Patriot

Reports about Japan successfully set an agenda of Rational Patriotism education, which on

the one hand make the passion and the ultranationalism calm down, on the other hand, promote the idea of socialist harmonious society with the topic of “development”, “lawful” and “stability” in a big way.



Extremism Behaviors

III. Text Appreciation; Detailed Discussion of the Text

A. Analysis of the text

1. Raising questions before the analysis of the text

(1) What do you think of the title? Why does the word “liveliest” is put in quotation marks?

It is an ironical expression. Quotation marks are used to show that this is what the city is said to be and the writer perhaps considers it a city that had been atomized.

(2) Is the city Hiroshima really the “liveliest city” in the world? What is the figure of speech here used?

No. Irony and pun.

(3) Please point out the words which can help you identify the author’s nationality?

Sidewalk, cab. They are both American English expressions.

(4) Which school of thought about the bomb do you prefer? Why? (para25)

There are two different schools of thought, one that would like to preserve traces of the bomb, and the other that would like to get rid of everything.

(5) Please find out the words the author used to address the bombardment.

Scene of the crime, humanity’s most heinous crime, cataclysm.

2. The macro-structure of the essay and the theme.

(1) Which sentence is the theme of the article?

Para27: If you write about this city, do not forget to say that it is the gayest city in Japan, even if many of the town’s people still bear hidden wounds, and burns.

(2) The author illustrates his feelings and experiences according to the chronological order.

Sec I para1 arrival

Sec II para2-7 way to City Hall, general impression

SecIII para8-27 meeting the mayor

SecIV para28-38/39 at the hospital

(Sec V) para39 the answer he got from the people of Hiroshima

3. Raising questions during the text analysis

What do you think of the title? Why does the word “liveliest” is put in quotation marks? Is the city Hiroshima really the “liveliest city” in the world?

The teacher has given out the answers, here the students can get a further understanding of the theme.

Para1:

(1) Why does the author say he had “a lump” in his throat?

A: He feels so hard to speak. He is from U.S. that committed inhumane crime against Japanese people and brought them enormous lingering pains. He has not got enough courage to meet the victims. He feels so guilty.

(2) Why does he say it is a “far greater adventure than any trip or any reportorial assignment”?

A: Because the visit brings him not only physical dangers but the deep hidden worry that what he meets might be far beyond what he can stand. He is nervous and fearful. This is really psychological adventure for him.

(3) Why does the writer use a rhetoric question at the end of this paragraph?

A: He is not really asking a question, the answer is needless to say. It is more than a statement, demonstrates the A-bomb is in his mind nothing but a crime.

(4) What information do you get from the first paragraph?

A: a. the author was here on a reportorial mission. b, Hiroshima was not the first assignment of the author. c, He was preoccupied with some sad thoughts and was tortured by a guilty conscience.

Para2:

(1) Why does the author make so much effort to describe the prosperous streets of Hiroshima? What previous thinking of the author is reflected through this sentence?

A: Things seemed much the same as in other Japanese cities. The author probably expected to see a sad city where people are low in spirit, all leading bitter lives, suffering from the previous disaster.

(2) What words would you use to describe this city as is viewed through the author’s eyes?

A: Lively, happy, vigorous, energetic.

Para3-4:

(1) Why the cab driver will accept any destination without concern for how long it may take them to find it? What the national quality / character you can see about Japan?

A: They don’t want to lose face before foreigners. Enthusiastic, hospitable, kind, optimistic.

Para5:

(1) What does the intermezzo mean here?

A: It used figuratively. It refers to anything that fills time between two events. Here refers to the car ride taking place between the author’s arrival at Hiroshima and his planned meeting with the mayor.

(2) Why did the usher heave a “long, almost musical” sigh? Can you guess?

A: Perhaps some other foreigners that the mayor invited have also considered the city hall as their dinner place.

Para7:

(1) Why Japanese built their houses on boats?

A: It is short of land, raw material and natural resources. It consists of only 4 islands. 73% of the country is mountainous.

(2) What do kimono and miniskirt represent respectively? Can you interpret the last sentence from “The rather arresting spectacle of...the kimono and the miniskirt”?

A: The traditional floating houses among high modern building represent the constant struggle between old tradition (culture) and new development (western style). Old traditions try hard to survive in the main stream of the invasion of western culture.

Para8:

(1) Why did the writer ‘tread cautiously’? What is the figure of speech here?

A: a, He was not accustomed to walking in his socks so he walked carefully, fearing that something unpleasant or dangerous might happen. b, He had the dinner with mayor. c, He didn’t want to lose face before Japanese people. d, He is an American, because of his mentality or sad thoughts and worries.

Para17,22:

(1) Why did the mayor say this? What did the author expect to hear at dinner?

A: He didn’t want to embarrass the foreigners by talking about the disaster and he wanted people to forget the tragic past, and also because Hiroshima was famous for its oysters.

The author expected to hear some talks about how people in Hiroshima were affected by the atomic-bombardment, the misery, etc.

Para25:

(1) What’s the implication in the old Japanese man’s remark “I tell you this because I am almost an old man” ? What if he is much younger...?

A: This is an open question, let students discuss and give out the different colorful ideas.

(2) Which school of thought about the bomb do you prefer? Why?

A: The students can be divided into 2 groups, one supports to preserve traces of the bomb, and the other will get rid of everything. Each group should give out their reasons after the discussion, similar as a debate.

Para29-31:

(1) Can you retell the old fisherman’s story? What happened to him before and after the bombardment?

A: Students retelling.

Para33,34:

(1) What have you learned about Hiroshima, its people and custom?

A: It seems that the A-bomb victims do not get sympathy from people but prejudice.

Para38:

(1) What does it mean ‘to improve my character’? In what sense did he mean ‘to improve my character’?

A: a, to raise my moral standard to purify my soul b, to make myself more pure-minded c, be more tolerant of sufferings d, be generous and open-minded and magnanimous.

Para39:

(1) What’s the answer he found in the people’s eyes? Could you interpret?

A: People already forgot about the past, they are still suffering, but don’t like to show it,

and are very careful when they talk about it. They bravely face it like the old man did.

4. Words and expressions

(1) slip: to move slidingly, smoothly, secretly or unnoticed. It carries a stronger implication of a frictionless than slide.

(2) lump: a mass of sth. solid without a special size or shape

eg: a lump of lead, sugar

Black coffee, 2 lumps, please!

a hard swelling on the body

eg: She was afraid when she felt a lump in her left breast

to have a lump in one's throat:

to have a tight feeling in the throat because of strong emotion, such as sorrow or gratitude, to have one's throat choked, to have a feeling of pressure, being unable to breathe, a tight sensation in the throat caused by unexpressed pity, sorrow, excitement, etc.

(3) on my mind: troubling one's thoughts, causing anxiety, unhappiness. When you have sth on your mind, you can't get rid of it, you are completely preoccupied, and obsessed.

eg: His failure weighs heavily on his mind.

He has got too much on his mind to worry about your problem.

I am glad you want to talk about this. It's been on my mind for weeks.

cf: in one's mind: think about, think of

eg: I think I know what's in your mind.

Her mother was always in her mind.

(4) appear

Appear, Look, and Seem can mean to be as stated in one's view or judgement, but not necessarily in fact.

Seem suggests an opinion based on subjective impression rather than objective signs.

eg: He seems tired.

My other visits to Beijing were twenty years ago. How would it seem after such a long time?

Look implies that the opinion is based on a general visual impression.

eg: His lips looked unnatural.

He looks nervous.

Appear suggests a distorted impression, can be produced by a restricted point of view.

eg: His tongue could make the worse appear the better reason.

He appeared not to have heard what had been said about him.

(5) preoccupy: to fill the thoughts or hold the interest of, to fill one's mind completely so that not enough attention is given to other present matters

eg: When he is preoccupied with his hobby, he has no idea of what is going on around him.

I was too preoccupied to hear the bell.

He had a preoccupied look on his face, as if sth. was troubling him.

(6) rub shoulders with: to meet and mix with (people)

eg: This is not the sort of club where the great rub shoulders with the humble.

A person in my position rubs shoulders with all kinds of people.

In our class, people of all trades (porter, carpenter, coppersmith, etc.) rub shoulders with each other.

(7) oblivious: be unaware of, not noticing, unconscious of, lacking mindful attention

eg: Their government is oblivious of the rights of the governed.

I am oblivious of my former failure.

I was so preoccupied with the book that I was oblivious of the surroundings.

I was so preoccupied with the beautiful woman I met on the bus that I was oblivious of the pickpocket beside me / of what the conductress was yelling when the bus came to a stop.

(8) martyr: person who is put to death or caused to suffer for his beliefs or for the sake of a great cause or principle

eg: a martyr to a cause / love / duty

Eternal life to the revolutionary martyrs! v.: to put to death, cause to suffer, to torture, out of cruelty

(9) in response to: as an answer to

eg: In response to your inquiries, we regret to inform you that we cannot help you in this matter.

Twice I put the request to him but he said nothing in response.

(10) screech: make a harsh, piercing sound, to make a sharp, high-pitched noise

(11) ignorance: lack of knowledge

eg: Please forgive our ignorance.

Poverty, disease and ignorance remain major world problems.

We are in complete ignorance of his plan.

ignorant: to be ignorant of sth. is not to know it.

eg: He is quite ignorant of Latin.

She was ignorant of his presence.

cf: disregard: to treat as not worthy of notice

eg: He disregarded Tom, and spoke straight to me.

We disregarded the gossip and rumours.

neglect: to give no or too little attention or care to

eg: You are neglecting your work / duty.

There is a factor which we must certainly not neglect.

(12) intermezzo: short musical composition to be played between the acts of a drama or an opera, or one that connects the main divisions of a large musical work such as a symphony. This word is used very light-hearted here

(13) heave: to give out (a sad sound) esp. in the phrase "to heave a sigh / groan"

eg: We all heaved a sigh of relief when the work was done.

He gave another deep sigh.

(14) arresting: striking, attracting and holding attention. This word adds to striking the suggestion of capturing attention arresting beauty / story

arrest: to seize in the name of law and usu. put in prison, to catch and fix (esp. sb.'s attention)

eg: The bright lights arrest the boy's attention.

(15) amid: fml and lit. among, in the middle of

(16) incessant: never stopping, it implies ceaseless or uninterrupted activity

(17) stunning: very attractive, delightful, beautiful, making you become intoxicated

(18) cautious: having or showing great care, as if there might be some danger, esp. fear of

failure or harm to oneself or others, act very carefully so as to avoid or to minimized the risks of disaster

eg: The thief cautiously opened the door.

The troops advanced with great caution.

(19) twinge: a sudden sharp pain

eg: to feel a twinge in the region of heart

a twinge of toothache / conscience

(20) prospect: reasonable hope, sth. which is expected or considered probable

eg: She was quite excited by the prospect of seeing...soon.

He was in high spirits at the prospect.

cf: expectation: thing that is expected

eg: The boy has great prospects / expectation.

We came here with the expectation of meeting the mayor, but I see no prospects of seeing him now since he is oblivious of us humbles.

(21) slay (slew, slain): (lit.) kill or murder, to kill, esp. violently, put to death

cf: kill: It is so general that it merely states the fact, doesn't have many connotations

murder: to kill with a motive, a plan in advance

slaughter: a. kill (an animal), usu for food b. kill (animals or people) in large numbers

butcher: a. kill and prepare (animals) for meat b.(derog.) kill (people or animals) unnecessarily and brutally

assassinate: kill (esp an important or famous person) for money or for political reasons

execute: kill (sb) as a legal punishment

massacre: cruel killing of a large number (of people or animals)

suicide: n. killing oneself intentionally commit suicide

(22) linger on: to live on the point of death for some time, esp. when suffering from a disease, be slow in dying

eg: The pain lingered on for weeks (was slow to disappear).

The dying man lingered on.

(23) agony: very great pain or suffering of mind or body, suggesting suffering so intense that both body and mind are involved

(24) inhibit: cause one to suppress certain thoughts or desires because of the environmental condition

eg: His way of teaching is dull, and inhibits imagination.

This medicine will inhibit the spread of the disease.

(25) sink in: penetrate, esp. gradually, to enter a solid through the surface, be fully absorbed or understood,

eg: If the ink sinks in, it'll be hard to remove the spot from the cloth.

When Frank heard that war had started, it didn't sink in for a long time until his father was drafted into the army.

(26) reverie: dreamy thinking, esp. of agreeable things, that state of being absorbed in dreamlike contemplation, daydreaming

(27) heinous: (lit) (of wicked people or acts) very shameful, very bad, hatefully and shockingly evil, abominable, outrageous, so openly and shamelessly bad or so conspicuous

that it excited hatred or horror

eg: Treason has always been regarded as a heinous crime.

(28) demolish: pull down or tear down, to destroy

cf: destroy: a general word. It is so general in its application that it may imply the operation of any force that wrecks, kills, crushes or annihilates. Its opposition to construct is often apparent.

demolish: It implies pulling or smashing to pieces. When used in reference to buildings or other complex structures (as of wood, stone, or steel), it implies complete wreckage and often a heap of ruins.

(29) spare: to keep from harming, punishing or attacking

eg: Take my money but spare my life.

They prayed that Allah might spare the village from starvation.

Lay down your arms and we'll spare your lives.

afford to give

eg: Can you spare me 5 minutes?

Can you spare an extra ticket for me?

Spare a penny, sir, for a starving man.

(30) or else: or if not, or otherwise. This expression is basically used as a threat

eg: He must pay \$100 or else go to jail.

Do what I tell you or else!

(31) humiliate: to cause to feel humble or to lose the respect of others, to hurt the pride or dignity of

eg: He humiliated her beyond endurance.

B: Writing techniques/ Rhetorical devices:

1. Contrast: description of the scenery and of his own emotion

2. Symbolism: Hiroshima symbolizes war crime, sin, death, terror, etc.

3. Humor, Irony, Anti-Climax, Metonymy, Rhetorical Question, Alliteration, Euphemism

C: Discussion, oral work, team work

1. How do the Japanese themselves look at Hiroshima? Why?

2. Why did the writer go to Hiroshima? What effect did the visit have on him?

IV. Evaluation and assignment

A. Quiz

B. Translation

1. Translate Para. 1.9.25.38.

2. Exercise7, translate the following sentences into Chinese (3.4.7.10)

Exercise9, translate the following into English, using the following words or expressions: by trade, to spare, to be oblivious of, to have...to do, mind, very much like, much the same as, to rub shoulders, to smell of, to sink in, very, must) (3.8.9.10.13.14)