

教 案

授课章节	Lesson Two — How Reading Changed My Life		
本（章）节 授课方式	课堂讲授（√） 实践课（ ）	教学时数	12
授 课 要 点	本 （ 章 ） 节 教 学 目 标	<p>Teaching objectives:</p> <ol style="list-style-type: none"> 1. To make students understand how reading shaped the author's life. 2. To help students translate some complicated sentences. 3. To learn some conversational words and some useful sentence structures. 4. Grammatically, to master four idioms with if: <i>if only</i>; <i>if not</i>; <i>only if</i>; <i>what if</i> 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Warm-up questions to help comprehension and appreciation. 2. Parallel construction and its grammatical form 3. The special use of some sentence structure. 4. The translation of some complicated sentences. 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. How would you describe the author's style? Is it formal or informal? Is it serious or humorous? 2. Do you read for pleasure or read for purpose? 3. Exercises relating to word-building(word formation,onyms, synonyms) 4. Exercises on key grammatical points. 5. Translation exercises on the key sentence patterns or phrases. 		

教学内容与组织安排

Teaching Goals:

1. To arouse Ss' interest about the topic.
2. To get Ss to talk about their attitude toward reading.

Teaching Method:

1. Task-based methodology
2. Communicative Approach

Difficulties and Importance:

1. To ask Ss to talk about current reading situation.
2. To familiarize Ss with the author and some literary classics in the text.

Teaching Procedures:

Step 1. Warming-up

1. Warm-up Questions

- 1) What is your view about reading?
- 2) What is your favorite book and why?
- 3) Do you think reading have changed your life? Why or why not?
- 4) Could you list some English literature classics you have read?
- 5) Do you think television or computer or mobile phone will supplant books?
- 6) Do you like reading for pleasure or reading for purpose or both?

Step 2. Brief introduction to the author.

Anna Quindlen (1953-)

Every other week, millions of readers turn to the back page of Newsweek for Anna Quindlen's perspectives on events of the day and issues of family, work, education and social justice. A Pulitzer Prize-winning journalist and bestselling author, Quindlen writes Newsweek's popular column "The Last Word."

During the past 30 years, her work has appeared in America's most influential newspapers and magazines and on fiction and nonfiction bestseller lists. Her national bestseller, *A Short Guide to a Happy Life*, has sold over one million copies. Her first novel, the critically-acclaimed *Object Lessons*, was followed by the bestselling *One True Thing* (which was made into a major motion picture starring Meryl Streep and Rene Zellweger). *Black and Blue*, her third novel, was also a bestseller and a selection of the Oprah Winfrey Book Club. *Black and Blue* and her latest New York Times bestseller, *Blessings*, were made into television movies starring Mary Stuart Masterson and Mary Tyler Moore. While a columnist for The New York Times (1981-1994), Quindlen became only the third woman in the paper's history to write a regular column for its influential Op-Ed page(Opposite Editorial page 专栏版, 特写稿版—由专栏作者等署名撰文, 与社论版相对) when she began the nationally-syndicated "Public and Private." A collection of those columns, *Thinking Out Loud*, was a national bestseller. In *Loud & Clear*, a collection of her Newsweek and New York Times columns, she combines commentary on American society and the world at large with reflections on being a woman, a writer and a mother.

In 1992 Quindlen was awarded the Pulitzer Prize for commentary. In 1995 she left The Times and journalism to pursue a career as a full-time novelist. She is the author of: the children's books, *The Tree that Came to Stay and Happily Ever After*; the coffee table pictorials, *Naked Babies and Siblings*; ***How Reading Changed My Life***; and *Imagined London*, in which she takes readers on a tour of her favorite English literary places and characters.

"If your success is not on your own terms, if it looks good to the world but does not feel good in your heart, it is not success at all." -- Anna Quindlen

Step3. Background Information

Brief introduction to some literary works in text

1. ***Middlemarch: A Study of Provincial Life*** is a novel by George Eliot, the pen name of Mary Anne Evans, later Marian Evans. Subtitled "A Study of Provincial Life," the novel is set in the fictitious Midlands town of Middlemarch during the period 1830–32. It has multiple plots with a large cast of characters, and in addition to its distinct though interlocking narratives it pursues a number of underlying themes, including the status of women, the nature of marriage, idealism and self-interest, religion and hypocrisy, political reform, and education. The pace is leisurely, the tone is mildly didactic (with an authorial voice that occasionally bursts through the narrative) and the canvas is very broad.

2. ***A Little Princess*** is a 1905 children's novel by Frances Hodgson Burnett. It is a revised and expanded version of Burnett's 1888 serialized novel entitled *Sara Crewe: or, What Happened at Miss Minchin's Boarding School*, which was published in *St. Nicholas Magazine*. Based on a 2007 online poll, the National Education Association named the book one of its "Teachers' Top 100 Books for Children." It was one of the "Top 100 Chapter Books" of all time in a 2012 poll by *School Library Journal*.

3. ***Anna Karenina*** is a novel by the Russian writer Leo Tolstoy, published in serial installments from 1873 to 1877 in the periodical *The Russian Messenger*. Widely regarded as a pinnacle in realist fiction, Tolstoy considered *Anna Karenina* his first true novel, when he came to consider *War and Peace* to be more than a novel.

4. ***Gone with the Wind***, first published in 1936, is a romance novel written by Margaret Mitchell, who received the Pulitzer Prize for Fiction for the book in 1937. The story is set in Clayton County, Georgia and Atlanta during the American Civil War and Reconstruction, and depicts the experiences of Scarlett O'Hara, the spoiled daughter of a well-to-do plantation owner, who must use every means at her disposal to come out of the poverty she finds herself in. *Gone with the Wind* is the only novel by Mitchell published during her lifetime.

5. ***Rebecca*** is a novel by Daphne du Maurier. When *Rebecca* was published in 1938, du Maurier became – to her great surprise – one of the most popular authors of the day. *Rebecca* is considered to be one of her best works.

6. ***Jane Eyre*** is a novel by English writer Charlotte Brontë. Primarily of the bildungsroman genre, *Jane Eyre* follows the emotions and experiences of eponymous Jane Eyre, her growth to adulthood, and her love for Mr. Rochester, the byronic^[1] master of Thornfield Hall. The novel contains elements of social criticism, with a strong sense of morality at its core, but is nonetheless a novel many consider ahead of its time given the individualistic character of Jane and the novel's exploration of sexuality, religion, and proto-feminism.

7. ***A Tale of Two Cities*** (1859) is a novel by Charles Dickens, set in London and Paris before and during the French Revolution. With well over 200 million copies sold, it ranks among the most famous works in the history of fictional literature. The novel depicts the plight of the French peasantry demoralized by the French aristocracy in the years leading up to the revolution, the corresponding brutality demonstrated by the revolutionaries toward the former aristocrats in the early years of the revolution, and many unflattering social parallels with life in London during the same time period. It follows the lives of several protagonists through these events. The most notable are Charles Darnay and Sydney Carton. Darnay is a French once-aristocrat who falls victim to the indiscriminate wrath of the revolution despite his virtuous nature,

and Carton is a dissipated British barrister who endeavours to redeem his ill-spent life out of his unrequited love for Darnay's wife. The 45-chapter novel was published in 31 weekly installments in Dickens' new literary periodical titled *All the Year Round*. From April 1859 to November 1859, Dickens also republished the chapters as eight monthly sections in green covers. Dickens' previous novels had appeared only as monthly installments. The first weekly installment of *A Tale of Two Cities* ran in the first issue of *All the Year Round* on 30 April 1859. The last ran thirty weeks later, on 26 November.

8. ***Anne of Green Gables*** (1908) is a bestselling novel by Canadian author Lucy Maud Montgomery. Written as fiction for readers of all ages, since the mid-twentieth century, the literary classic has been considered a children's novel. It recounts the adventures of Anne Shirley, a young orphan girl sent to a middle-aged brother and sister who have a farm on Prince Edward Island, and who had intended to adopt a boy to help them. The novel recounts how Anne makes her way with the Cuthberts, in school and the town.

9. ***Heidi*** is a Swiss work of fiction, published in two parts as (1) *Heidi's years of learning and travel* and (2) *Heidi makes use of what she has learned*. It is a novel about the events in the life of a young girl in her grandfather's care, in the Swiss Alps. It was written as a book "for children and those who love children" (as quoted from its subtitle) in 1880 by Swiss author Johanna Spyri. *Heidi* is one of the best-selling books ever written and is among the best-known works of Swiss literature.

10. ***The Great Gatsby*** is a novel by American author F. Scott Fitzgerald. The book takes place from spring to autumn 1922, during a prosperous time in the United States known as the Roaring Twenties, which lasted from 1920 until the Wall Street Crash of 1929. Between 1920 and 1933, the Eighteenth Amendment to the United States Constitution, commonly known as Prohibition, completely banned the sale and manufacturing of all alcoholic beverages: distilled spirits, beer, and wine. The ban made millionaires out of bootleggers, who smuggled alcohol into the U.S.. The setting of the novel contributed greatly to its popularity following its early release, but the book did not receive widespread attention until after Fitzgerald's death in 1940, when republications in 1945 and 1953 quickly found a wide readership. Today the book is widely regarded as a "Great American Novel" and a literary classic. The Modern Library named it the second best English-language novel of the 20th Century.

11. ***Pride and Prejudice*** is a novel by Jane Austen, first published in 1813. The story follows the main character Elizabeth Bennet as she deals with issues of manners, upbringing, morality, education, and marriage in the society of the landed gentry of early 19th-century England. Elizabeth is the second of five daughters of a country gentleman living near the fictional town of Meryton in Hertfordshire, near London.

Though the story is set at the turn of the 19th century, it retains a fascination for modern readers, continuing near the top of lists of 'most loved books' such as The Big Read. It has become one of the most popular novels in English literature and receives considerable attention from literary scholars. Modern interest in the book has resulted in a number of dramatic adaptations and an abundance of novels and stories imitating Austen's memorable characters or themes. To date, the book has sold some 20 million copies worldwide.

12. ***To Kill a Mockingbird*** is a novel by Harper Lee published in 1960. It was immediately successful, winning the Pulitzer Prize, and has become a classic of modern American literature. The plot and

characters are loosely based on the author's observations of her family and neighbors, as well as on an event that occurred near her hometown in 1936, when she was 10 years old. The novel is renowned for its warmth and humor, despite dealing with the serious issues of rape and racial inequality. The narrator's father, Atticus Finch, has served as a moral hero for many readers and as a model of integrity for lawyers. One critic explains the novel's impact by writing, "In the twentieth century, *To Kill a Mockingbird* is probably the most widely read book dealing with race in America, and its protagonist, Atticus Finch, the most enduring fictional image of racial heroism."

13. *Moby-Dick; or, The Whale* is a novel by Herman Melville, first published in 1851. It is considered to be one of the Great American Novels and a treasure of world literature. The story tells the adventures of wandering sailor Ishmael, and his voyage on the whaleship Pequod, commanded by Captain Ahab. Ishmael soon learns that Ahab has one purpose on this voyage: to seek out Moby Dick, a ferocious, enigmatic white sperm whale. In a previous encounter, the whale destroyed Ahab's boat and bit off his leg, which now drives Ahab to take revenge.

教学内容与组织安排

Teaching Goals:

To get Ss to learn some useful and important words;

Teaching Method:

1. Task-based methodology
2. Communicative Approach

Difficulties and Importance:

1. To conclude and collect the words and phrases.
2. To improve the student's ability of sentence making.

Teaching Procedures:

Vocabulary

1. Familiarize Ss with the proper names and the pronunciation of some words;

2. Analyze the important words and let Ss make sentences with them.

abate

[VERB] V

If something bad or undesirable **abates**, it becomes much less strong or severe. (FORMAL)

The storms had abated by the time they rounded Cape of Good Hope.

akim|bo

[PHRASE] usu PHR after v

If you stand **arms akimbo** or **with arms akimbo**, you stand with your hands on your hips and your elbows pointing outwards.

arm in arm 臂挽着臂

hand in hand 手拉着手

arms crossed (also arms folded) 双臂在胸前合抱

arms akimbo 双手插着腰

clan

1 [N-COUNT]

A **clan** is a group which consists of families that are related to each other.

...rival clans.

2 [N-COUNT]

You can refer to a group of people with the same interests as a **clan**.

...a powerful clan of industrialists from Washington.

coax

1 [VERB] V n prep, V n to-inf

If you **coax** someone **into** doing something, you gently try to persuade them to do it.

After lunch, she watched, listened and coaxed Bobby into talking about himself..

The government coaxed them to give up their strike by promising them temporary residence permits.

2 [VERB] V n out of/from n

If you **coax** something such as information out of someone, you gently persuade them to give it to you.

The policewoman talked yesterday of her role in trying to coax vital information from the young

victim...

com|prise

1 [VERB] V n, be V-ed of n, V-ed

If you say that something **comprises** or **is comprised of** a number of things or people, you mean it has them as its parts or members. (FORMAL)

The special cabinet committee comprises Mr Brown, Mr Mandelson, and Mr Straw...

The task force is comprised of congressional leaders, cabinet heads and administration officials...

A crowd comprised of the wives and children of scientists staged a demonstration.

2 [VERB] V n

The things or people that **comprise** something are the parts or members that form it. (FORMAL)

Women comprise 44% of hospital medical staff.

= form, make up

com|pul|sion

1 [N-COUNT] oft N to-inf

A **compulsion** is a strong desire to do something, which you find difficult to control.

He felt a sudden compulsion to drop the bucket and run...

= urge

2 [N-UNCOUNT]

If someone uses **compulsion** in order to get you to do something, they force you to do it, for example by threatening to punish you if you do not do it.

Many universities argued that students learned more when they were in classes out of choice rather than compulsion...

= coercion

dog|ged

[ADJ] ADJ n

If you describe someone's actions as **dogged**, you mean that they are determined to continue with something even if it becomes difficult or dangerous.

They have gained respect through sheer dogged determination.

= resolute, persistent

equiva|lent

[N-SING] oft N of n

If one amount or value is **the equivalent of** another, they are the same.

The equivalent of two tablespoons of polyunsaturated oils is ample each day...

Even the cheapest car costs the equivalent of 70 years' salary for a government worker.

ethos

[N-SING] usu with supp 《源自希腊文“特质”的意思》

An **ethos** is the set of ideas and attitudes that is associated with a particular group of people or a particular type of activity. (FORMAL)

The whole ethos of the hotel is effortless service.

...the traditional public service ethos.

hale

[ADJ] usu v-link ADJ

If you describe people, especially people who are old, as **hale**, you mean that they are healthy.

*She is remarkable and I'd like to see her remain **hale and hearty** for years yet.*

in|vet|er|ate

[ADJ] ADJ n

If you describe someone as, for example, an **inveterate** liar or smoker, you mean that they have lied or smoked for a long time and are not likely to stop doing it.

...an inveterate gambler.

in|vin|cible

1 [ADJ]

If you describe an army or sports team as **invincible**, you believe that they cannot be defeated.

When Tom is on form(状态良好) he is virtually invincible.

= unbeatable

● **invincibility** [N-UNCOUNT]

...symbols of the invincibility of the Roman army.

2 [ADJ] usu ADJ n

If someone has an **invincible** belief or attitude, it cannot be changed.

He also had an invincible faith in the medicinal virtues of garlic.

lit|era|ti

[N-PLURAL]

Literati are well-educated people who are interested in literature.

...the Australian storyteller who was loved by readers but disdained by the literati.

par|al|lel

1 [N-COUNT]

If something has a **parallel**, it is similar to something else, but exists or happens in a different place or at a different time. If it has **no parallel** or is **without parallel**, it is not similar to anything else.

Readers familiar with English history will find a vague parallel to the suppression of the monasteries...

It's an ecological disaster with no parallel anywhere else in the world.

2 [VERB] V n, V n

If one thing **parallels** another, they happen at the same time or are similar, and often seem to be connected.

Often there are emotional reasons paralleling the financial ones...

His remarks paralleled those of the president.

= echo

3 [ADJ] oft ADJ with/to n

Parallel events or situations happen at the same time as one another, or are similar to one another.

...parallel talks between the two countries' Foreign Ministers...

Their instincts do not always run parallel with ours...

4 [ADJ] oft ADJ to/with n

If two lines, two objects, or two lines of movement are **parallel**, they are the same distance apart along their whole length.

...seventy-two ships, drawn up in two parallel lines...

Farthing Lane's just above the High Street and parallel with it...

per|plexed

[ADJ] usu v-link ADJ

If you are **perplexed**, you feel confused and slightly worried by something because you do not understand it.

She is perplexed about what to do for her daughter...

plum|met

1 [VERB] V, V to n, V from/to/by n

If an amount, rate, or price **plummets**, it decreases quickly by a large amount. (JOURNALISM)

In Tokyo share prices have plummeted for the sixth successive day...

The Prime Minister's popularity has plummeted to an all-time low in recent weeks...

The shares have plummeted from 130p to 2.25p in the past year.

= plunge

2 [VERB] V prep

If someone or something **plummets**, they fall very fast towards the ground, usually from a great height.

The jet burst into flames and plummeted to the ground...

por|tray

1 [VERB] V n, V-ed

When an actor or actress **portrays** someone, he or she plays that person in a play or film.

In 1975 he portrayed the king in Hamlet.

2 [VERB] V n, V-ed

When a writer or artist **portrays** something, he or she writes a description or produces a painting of it.

...this northern novelist, who accurately portrays provincial domestic life.

...the landscape as portrayed by painters such as WuDaozi.

= depict

3 [VERB] V n as n, be V-ed

If a film, book, or television programme **portrays** someone in a certain way, it represents them in that way.

She says the programme portrayed her as a 'lady of easy virtue'.

...complaints about the way women are portrayed in adverts.

prance

[VERB] V adv/prep

If someone **prances** around, they walk or move around with exaggerated movements, usually because they want people to look at them and admire them.

He was horrified at the thought of his son prancing about on a stage in tights.

san|ction

《源自拉丁文“使神圣”的意思》

[VERB] V n

If someone in authority **sanctions** an action or practice, they officially approve of it and allow it to be done.

He may now be ready to sanction the use of force...

[N-UNCOUNT] with supp

sanction is also a noun.

The king could not enact laws without the sanction of Parliament.

= approval

se|duce

[VERB] V n, V n into -ing/n

If something **seduces** you, it is so attractive that it makes you do something that you would not otherwise do.

The view of lake and plunging cliffs seduces visitors...

Clever advertising would seduce more people into smoking.

sling

1 [VERB] V n prep/adv

If you **sling** something somewhere, you throw it there carelessly.

I saw him take off his anorak and sling it into the back seat.

= fling

2 [VERB] V n prep, V n prep

If you **sling** something over your shoulder or over something such as a chair, you hang it there loosely.

She slung her coat over her desk chair...

He had a small green rucksack slung over one shoulder.

3 [VERB] usu passive, be V-ed prep

If a rope, blanket, or other object **is slung** between two points, someone has hung it loosely between them.

...two long poles with a blanket slung between them...

sol|ace

[N-UNCOUNT]

Solace is a feeling of comfort that makes you feel less sad. (FORMAL)

I found solace in writing when my father died three years ago...

= comfort

sol|itary

1 [ADJ] usu ADJ n

A person or animal that **is solitary** spends a lot of time alone.

Paul was a shy, pleasant, solitary man...

They often have a lonely and solitary life to lead.

2 [ADJ] ADJ n

A **solitary** activity is one that you do alone.
His evenings were spent in solitary drinking.

sprawl

1 [VERB] V prep/adv

If you **sprawl** somewhere, you sit or lie down with your legs and arms spread out in a careless way.
She sprawled on the bed as he had left her, not even moving to cover herself up...

[PHRASAL VERB] V P prep

Sprawl out means the same as sprawl.

He would take two aspirin and sprawl out on his bed.

2 [VERB] V prep

If you say that a place **sprawls**, you mean that it covers a large area of land.

Sichuan Province sprawls over 48, 5000k m² in the southwest of China.

3 [N-UNCOUNT] usu with supp

You can use **sprawl** to refer to an area where a city has grown outwards in an uncontrolled way.

The whole urban sprawl of Ankara contains over 22m people.

sup|plant

[VERB] be V-ed, V n

If a person or thing **is supplanted**, another person or thing takes their place. (FORMAL)

He may be supplanted by a younger man...

By the 1930s the wristwatch had almost completely supplanted the pocket watch.

= usurp

trick|le

1 [VERB] V prep/adv, V n

When a liquid **trickles**, or when you **trickle** it, it flows slowly in very small amounts.

A tear trickled down the old man's cheek...

Trickle water gently over the back of your baby's head...

[N-COUNT] usu sing

Trickle is also a noun.

There was not so much as a trickle of water.

2 [VERB] V adv/prep

When people or things **trickle** in a particular direction, they move there slowly in small groups or amounts, rather than all together.

Some donations are already trickling in.

[N-COUNT] usu sing

Trickle is also a noun.

The flood of cars has now slowed to a trickle...

教学内容与组织安排

Teaching Goals:

1. To get Ss to analyze this text;
2. To get Ss to translate some complicated sentences

Teaching Method:

1. Task-based methodology
2. Communicative Approach

Difficulties and Importance:

Appreciate and translate some complicated sentences.

Teaching Procedures:

Step 1. Theme of the text

A recurring theme throughout Anna Quindlen's *How Reading Changed My Life* is the comforting premise that readers are never alone. "There was waking, and there was sleeping. And then there were books," she writes, "a kind of parallel universe in which anything might happen and frequently did, a universe in which I might be a newcomer but never really a stranger. My real, true world." Indeed, Quindlen's essays are full of the names of "friends," real or fictional--Anne of Green Gables and Heidi; Anthony Trollope and Jane Austen, to name just a few--who have comforted, inspired, educated, and delighted her throughout her life.

Step 2. Structure

Part 1 (para. 1)

I grew up in a quiet neighborhood where I developed the habit of reading as a small child.

Part 2 (paras.2---15):

A: I was an avid reader throughout my childhood and adolescence. (paras. 2-9)

1. I wandered the world and learned about people through books. (paras. 2-4)
2. As a child I preferred reading to playing outdoors with my peers. (paras. 5-6)
3. Through books, I also learned about myself, my wishes and dreams. (paras. 7-8)
4. I read because I loved it more than anything else in the world. (para. 9)

B: In my adulthood I remain an avid reader in an unfavorable environment. (paras. 10-15)

1. It is believed reading should serve a useful purpose and aimless reading is discouraged. (paras. 10-11)
2. Reading is being replaced by TV and the movies. (paras. 12-13)
3. The reading population has become a minority group. (paras. 14-15)

Part 3 (paras. 16-18)

Despite the decline of reading, there are still bookworms like me among ordinary people.

Step 3. Text analysis

para.1

The neighborhood where I grew up was the sort of place in which people dream of raising children—a small but satisfying spread of center-hall **colonials**, old rose, and quiet roads.

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

para.3

1. "It is a far, far better thing that I do, than I have ever done; it is a far, far better rest that I go to, than I have ever known.

a. ask one or two of the students to try to translate this sentence.

b. give them the reference translation—“我要做的将是我有生以来所做过的最好、最有意义的事情；我将得到的休息也将是我一生中从未有过的最好的休息。”

2. 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 that moment, that the scholarship was mine.

a. ask students try their best to understand the meaning of “stiff and awkward lunch” and translate the phrase “over a stiff and awkward lunch of tuna-fish salad”

b. give them the reference translation—“在紧张而尴尬的气氛中吃着金枪鱼沙拉午饭的时候”

para.4

1. One poem **committed to memory** in grade school **survives in my mind**.

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

survive in my mind: It is more natural to say “still remain in my mind” or “I still remember.”

2. It is by **Emily Dickinson**: “There is no Frigate like a book/ To take us Lands away/ Nor any coursers like a Page/Of prancing Poetry.”

a. give students a brief introduction about Emily Dickinson:

Emily Elizabeth Dickinson (December 10, 1830 – May 15, 1886) was an American poet. Born in Amherst, Massachusetts, to a successful family with strong community ties, she lived a mostly introverted and reclusive life. After she studied at the Amherst Academy for seven years in her youth, she spent a short time at Mount Holyoke Female Seminary before returning to her family's house in Amherst. Thought of as an eccentric by the locals, she became known for her penchant for white clothing and her reluctance to greet guests or, later in life, even leave her room. Most of her friendships were therefore carried out by correspondence.

While Dickinson was a prolific private poet, fewer than a dozen of her nearly eighteen hundred poems were published during her lifetime. The work that was published during her lifetime was usually altered significantly by the publishers to fit the conventional poetic rules of the time. Dickinson's poems are unique for the era in which she wrote; they contain short lines, typically lack titles, and often use slant rhyme as well as unconventional capitalization and punctuation. Many of her poems deal with themes of death and immortality, two recurring topics in letters to her friends.

b. ask students try their best to understand the poem: 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 fastest boat. And a page of poetry can make us feel we are springing and dancing quickly, happily and proudly as no racing horse can.

para.5

1. Perhaps restlessness is a necessary corollary of devoted literacy.

a. ask students try to understand this sentence with reference to “perhaps only a truly discontented child can become as seduced by books as I was”

b. give them the reference answer: perhaps if a person works really hard at reading and writing, he or she is bound to be restless.

2. Sometimes I went out with them, coaxed **into** the street, **out into** the fields, **down** by the creek, by the lure of what I knew instinctively was normal childhood.

Remind students to notice the parallelism and imitate such usage in their writing.

para.6

I have clear memories **of** that sort of life, **of** lifting the rocks in the creek that trickled through Naylor's Run to search for crayfish, **of** laying pennies on the tracks of the trolley and running to fetch them,

flattened, when the trolley had passed.

ask students to pay attention to the usage of “of” and try their best to imitate such a complicated structure.

para.9

Yet of all the many things in which we recognize some universal comfort—God, sex, food, family, friends—reading seems to be the one in which the comfort is most undersung, at least publicly, although it was really all I thought of, or felt, **when I was eating up book after book, running away from home while sitting in that chair, traveling around the world and yet never leaving the room.**

- a. ask students try to understand and translate this sentence.
- b. give them the reference answer.不论是在我贪婪地一本接着一本看书的时候；还是在我明明坐在椅子上，可是心却早跑出了家门的时候；或是在我满世界到处漫游，而实际上根本从来没有离开房间的时候。

para.10

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 dreamers, people who need to grow up and come outside to where life is, who think them superior in their separateness.

- a. **pay lip service to:** to give insincere agreement to
- b. to ask students analyze the structure of this sentence.
suspect sb of doing sth.

para.11

1. There is something in the American character that is even secretly hostile to the act of aimless reading, a certain **hale and heartiness** that is suspicious of reading as anything more than a tool for advancement.

hale and hearty: (esp. of an old person) strong and healthy.

to remind students that “hale and heartiness” here should mean “a prejudiced view”.

2. 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.

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

go-out-and-get-going ethos: “走出去、干起来”的精神

para.12

There also arose, as I was growing up, a kind of careerism in the United States that sanctioned reading **only if** there was some point to it.

only if:

(used when something will happen if something else happens first but will definitely not happen if the first thing does not) [conjunction]

para.14

But in the fifteenth century **Gutenberg** invented the **printing press**, and so began the process of turning the book from a work of art for the few into a source of information for the many.

Johannes Gutenberg (c. 1398 – February 3, 1468) was a German blacksmith, goldsmith, printer, and publisher who introduced printing to Europe. His invention of mechanical movable type printing started the Printing Revolution and is widely regarded as the most important event of the modern period. It played a key role in the development of the Renaissance, Reformation, the Age of Enlightenment and the Scientific Revolution and laid the material basis for the modern knowledge-based economy and the spread of learning to the masses.

Gutenberg was the first European to use movable type printing, in around 1439. Among his many

contributions to printing are: the invention of a process for mass-producing movable type; the use of oil-based ink; and the use of a wooden printing press similar to the agricultural screw presses of the period. His truly epochal invention was the combination of these elements into a practical system which allowed the mass production of printed books and was economically viable for printers and readers alike. Gutenberg's method for making type is traditionally considered to have included a type metal alloy and a hand mould for casting type.

The use of movable type was a marked improvement on the handwritten manuscript, which was the existing method of book production in Europe, and upon woodblock printing, and revolutionized European book-making. Gutenberg's printing technology spread rapidly throughout Europe and later the world.

His major work, the Gutenberg Bible (also known as the 42-line Bible), has been acclaimed for its high aesthetic and technical quality.

printing press: 印刷机

para.15

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. **Of** those of us who read because we love it more than anything, who feel about bookstores the way some people feel about jewelers.

ask students to analyze the structure of this sentence and the usages of several “of”s.

para.16

It was still in the equivalent of the club chairs that we found one another...

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

Period 4 Word Formation, Grammar and Exercise (90 Minutes)

Teaching Goals:

1. To get Ss to familiarize with prefix “under”, “over” and suffix “ever”
2. To get Ss to practice how to use the four idioms with “if”
3. To check Ss’ exercises.

Teaching Method:

1. Task-based methodology
2. Communicative Approach

Difficulties and Importance:

Notice the prefix “under”, “over” and suffix “ever”

Use the four idioms with “if”

Teaching Procedures:

Step 1. Word formation

- 1) prefix–under and over

under:

e.g. undersung, underdone, underestimate, undernourishment, undereducated, underdeveloped, underpaid, undervalued, underrated, understatement

over:

e.g. overdone, overestimate, over-nourishment, overweight, overeducated, overdeveloped, overworked, overemphasis, overrated, overstaffed, overstatement

- 2) suffix--ever

whatever, however, whenever, wherever

Step 2. Grammar

If only; if not; only if; what if

if only 用于虚拟语气，表示“要是...就好了”

If only one had an unlimited supply of money! 要是财源不断就好了！（与现在事实相反）

If not 表示如果不是/没有的话

Your car should be ready by 12 o'clock, but if not I'll let you know.

Only if“只有.....”，引导条件状语从句，注意从句如果在主句前通常要用倒装结构。

you can enter the hall only if you buy one ticket. 只有买张票才能上车。

Only if you study hard can you pass the exam. 只有努力学习才能通过考试。

what if 后面跟一个句子，翻译成“如果.....将会怎么样？”意思等于：What will or would happen if.....? 如果(假如).....将会怎么样？

What if it is true? 如果这是真的又会怎么样？

What if a storm should come up? 万一发生暴风雨怎么办？

Step 3. Exercise Check