

教 案（首页）

课程名称	英语精读	授课专业	英语	班级	
授课方式	课堂讲授（ <input checked="" type="checkbox"/> ） 实践课（ <input type="checkbox"/> ）		考核方式	考试（ <input checked="" type="checkbox"/> ） 考查（ <input type="checkbox"/> ）	
课程类别	必修课	公共必修课（ <input type="checkbox"/> ） 专业必修课（ <input checked="" type="checkbox"/> ）			
	选修课	公共选修课（ <input type="checkbox"/> ） 专业限选课（ <input type="checkbox"/> ） 专业任选课（ <input type="checkbox"/> ）			
课程总学时	108		周学时	6	
学时分配	课堂讲授 108 学时；实践课 学时				
教 学 目 标	二年级精读课是英语专业学生必修课。在一年级精读基础上进一步加强学生基本功训练并提高学生的听、说、读、写、译的语言能力和交际能力。要求学生通过预习能正确回答与课文有关问题，并熟悉文章的语篇结构；通过课堂讲解，要求学生能用简单的英文解释难句；要求学生能用课文学过的词汇、词组和句型在恰当的场所灵活熟练地运用，进一步扩大学生的词汇量；培养学生对语言的敏感性和实际运用能力，提高学生的逻辑推理能力和判断力；加强学生对英语国家文化的了解；培养学生的独立学习、自主学习和研究性学习的能力；为学生升入高年级打下扎实的基本功。达到《高等学校英语专业英语教学大纲》要求，并通过英语专业四级考试。				
使用教材	教材名称	《现代大学英语》第四册			
	编（著）者	杨立民 主编			
	出版社及出版时间	北京：外语教学与研究出版社，2012 年			
指定参考书	<ol style="list-style-type: none"> 1. 高等学校外语专业指导委员会 《高等学校英语专业教学大纲》，上海外语教育出版社，北京：外语教学与研究出版社，2000 年。 2. 高校英语专业四级考试大纲修订小组 《高校英语专业四级考试大纲 2004 年新版》，上海：上海外语教育出版社，2004 年。 3. 薄冰 《高级英语语法》北京：高等教育出版社，1990 年。 4. 徐克容 《综合英语》（二）上，北京：外语教学与研究出版社。 5. 陈汉生 《新编高等学校英语专业四级考试指南》，上海：上海外语教育出版社，2005 年。 				

教 案

周 3 次	第 10---11 周	授课时间	
授课章节	Unit 4 Lions, tigers and bears		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. To arouse students interest about the topic. 2. To get students to talk about farming. 3. To get students to learn some useful and important words 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. To conclude and collect the words and phrases. 2. To ask students to think the importance of college years. 3. To improve the student's ability of word-building 	
思 考 题 或 作 业	<ol style="list-style-type: none"> ✓ 1. Why do you think the author wrote this passage? ✓ 2. Why was the story called Lions and Tigers and Bears? ✓ 3. Why can't ordinary people wander around Central Park at night? ✓ 4. How does the essay end? Do you find the ending interesting ?What kind of effect did the author want to create by describing the raccoons 		

教学内容与组织安排

Period 1 Introduction (90 Minutes)

Suggestions for handling this article

The teacher is advised to help students summarize the important strands that are interwoven to form this narration: the adventure of the author's night camping out in the Park; the Park's architectural features; famous people and events associated with the Park and the mixed feelings the Park inspires in people. The first part is presented chronologically, while the rest are to be found in flashbacks.

It might be a good idea to encourage students to write an article in imitation of this style, say, about the Summer Palace or the West Lake or a similar place in your locality, combining narration of travel experience with a discussion of its history and associated legends and folk tales.

As for language, the essay is a good example of rhythmic writing, crisp conciseness, remarkable accuracy and delightful humor. It also presents a good opportunity to learn the terms for all sorts of crime and criminal offenders (e. g. muggers, garroters, purse snatchers, etc), onomatopoeia (cracking, crashing, snapping, rustling etc), words denoting different ways of walking and running (stroll, ramble, bolt, tiptoe... etc) and many specific action verbs such as "grab", "jerk", .and "whip".

Teaching Methods:

1. Task-based methodology
2. Communicative Approach

Teaching Procedures:

Part One:

Warming-up Question

Do you know anything about Central park? About the protagonist, the main plots and the setting of the story?

Part Two

Introduction to the Text

First carried in *The New Yorker* in 1999, the essay had the honor to appear in *The Best American Travel Writing* (2000). What sets the writer apart from many others is his artful way of combining his travel descriptions with everything he has read, heard, observed and experienced in connection with the place: his movements in Central Park, the events and famous people associated with its history, the beauty of New York at night seen from its

heart, the crime the Park has witnessed and the fear it has inspired. Rather than just chronicling his camping out night experience, the author writes in an engaging style, varying the pace as well as the tone of his narration with a *charming rhythm*.

The author begins by alluding, through Ogden Nash's poem, to the fear Central Park inspires.

It is precisely this fear that prompted his adventure of spending a night alone in the Park. His first hour in the Park is an exhilarating experience of the summertime Shakespeare at the Delacorte Theatre with a police car in view. The relaxed mood, however, is soon replaced by a sense of fear when he finds himself lost among the vegetation and followed by a sound getting threateningly louder. He quickens his steps and then begins to run. He turns frantically right and left and the horror becomes almost unbearable when, to his sudden relief—the city appears again, and he regains his bearings. But this reassurance is short-lived. Sitting on a rock in the lake, he involuntarily recalls the bloody murder that once happened in that very place.

But fear is not all the Park arouses. The author's night in the Park is no doubt also an aesthetic experience. Together with the author, readers relive the dramatic history of the Park and delightedly look at its architectural beauties.

By now the author's ambivalence perhaps makes clear New Yorkers' attitude to the Park. On the one hand there is this love and pride one has for the cultural richness and the beauty the Park offers; and on the other, the crime and fear they associate with the Park. (Indeed this ambivalence can also be found in the New Yorkers' feelings for the city itself, and indeed in the attitude of city dwellers in general.)

The passage continues on these two themes. Through the author's encounter with the couple and the humorous portrayal of the latter's hysterical reaction to his friendly greetings, he finds that he is not only constantly frightened, but is also frightening. The darkness of the night in Central Park has put everybody in fear.

The author's thoughts then again wander into the past, recollecting how the Park changed from the domain of the privileged to an efficient public park for the common people in the 1930s, and how, to the original English and French-style architecture, was added something unapologetically American: neither romantic nor classical, but functional and efficient. These alterations in a way reflect the changes in American society.

The author's adventure in the Park, however, is not all that gloomy. What follows is a description of his aesthetic experience. The city of New York, although artificial and wasteful, is viewed from the elevation of the park, glaringly beautiful.

The intensity of this adventure reaches its peak in the last episode when the author finally finds a place to sleep in the North Woods. Suddenly he hears wood cracking, snapping and

tearing among the trees, followed by heavy breathing. But to his great relief, the sounds come from three raccoons! The author in his humorous vein imagines the raccoons' psychology and speaks to them good-humoredly until one begins to urinate on him and the summer rain also begins to fall. The author's adventure finally comes to a happy end when he falls asleep and wakes up to see the peace and beauty of dawn in the park and the chirping of birds.

Home work:

Skim the story and try to answer the questions after the text.

教学后记

教学内容与组织安排

Period 2 Vocabulary (90 Minutes)

Teaching Procedures:

Step 1. Vocabulary

Step 2. Dictation

- (1). Familiarize Ss with the proper names and the pronunciation of some words;
- (2). Analyze the important words and let Ss practice using these phrases.

1. Make for :

1).to move towards (a place)前往

E.G: As soon as it started to rain,we turned round and made for home.

一下雨，我们就转身回家了。

2).to help make sth possible 促进

E.G: This incident will make for better understanding between them.

这件事将会促进他们之间彼此的了解。

So far, so normal:

until now things have gone normal 到目前为止一切都很顺利

E.G: 他们已经完成了一半的工程，到现在为止，一切都很顺利。

They are half finished with their project.So far,so normal.

3. In one respect: on one point 在某一方面

E.G: In one respect the optimists are right.

在某一方面，乐观者是对的。

4. In view: close enough to be seen 在视野范围内

E.G: 胜利在望。

Victory is in view.

In the wild: in a natural environment 在野外

E.G: 他们不能在野外长久生存。

They couldn't survive long in the wild.

5.To stay away (from): to avoid (sth. Harmful) 躲避(有害的事物)

E.G: The doctor advice Mrs.Smith to stay away from fattening foods.医生建议史密斯太太不要使用使人肥胖的食物。

6.Drift out: to be carried out gently by a current of air or water

漂移; 漂流

E.G: In the storm the boat drifted out to sea.

风暴中船飘出了大海。

**7.Peek through: to look at sth. quickly,
esp. secretly or from behind sth.窥视**

E.G: 他从大门向花园窥视。

He peeked through the gate into the garden.

8. Come into view: 进入视野

The castle suddenly came into view.

In view of : 由于, 鉴于

In view of the facts, it seems useless to continue.

鉴于这些事实,继续下去似乎是无益的。

keep in view: 把某人(某物)放在心里

I'll keep it in view.我会把它放在心上的。

on view: 展览着,陈列着

Two of my sister's pictures are on view in the local Art Gallery.

我姐姐的两幅画在本地美术馆展出。

with a view to: 为了,为的是

He is studying hard with a view to going to university.

他为了上大学正在努力学习。

9. sense

Bring someone to their senses

Come to one's senses

In a (one) sense

In one's senses

Make sense(of)

Out of one's senses

A sense of direction

Take leave of one's senses

- **Her dress sense is appalling.**

她穿衣打扮的品味实在糟透了!

- **May her death bring these people to their senses.**

但愿她的死能让这些人醒悟!

- **Suddenly you got this sense that people were drawing themselves away from each other.**

突然间你就有这样一种感觉: 人们正在彼此疏远。

10. Round the corner

- 拐过街角

- **(just) round the corner** 在附近, 就在拐角上

- **She could walk ,it's only around the corner.**

- 她可以步行去, 就在附近

- **The wrong/the other/the opposite etc way round** 方向相反, 倒过来

- **You 're wearing your T-shirt the wrong way round.**

11. come upon 偶然遇见 发现

- Suddenly I came upon a clearing in the wood
- 我在林中突然发现一片空地
- Come across 偶然遇见发现
- He had never come across a person quite like her 他从没遇见过像她这样的人

12. Tiptoe around tiptoe 这个词的意思是脚尖，用脚尖走。而 tiptoe around 主要有两个意思

做某事小心翼翼的 (to act very cautiously about something)

避免谈论令人不快的或者有争议的事情(to avoid speaking about a painful or controversial issue)

1940年，罗斯福想悄悄地规避战争问题。当他这样做瞒不了时，他干脆说谎。

In 1940, Franklin Roosevelt tried to tiptoe around the war question and when that didn't wash, he simply lied about it.

13. rip

- rip sth off 撕掉某物； 偷窃某物
- rip sb off 敲诈某人
- Rip out1) 拽出、扯出、狠狠地发出
- Rip from1) 从...撕下
- She ripped the page from the magazine.
- Rip a letter open=rip open a letter 拆信
- Rip into... ... 1) 把...撕成...
- The magician ripped the cloth into small pieces.
- Shall I sew up the rip in your shirt?
- (要不要我把你衬衫上的口子缝好)

14. roll into

- 1. (使)滚进:
- They rolled the round tabletop into the dining hall.
- 他们把圆桌面滚到餐厅里。
- 2. 把...卷成；绕成:
- He rolled the clay into a ball.
- 他把粘土揉成一个球。

15. get/find one's bearings 辨明方向 确定位置

eg: It's hard to get one's bearings in a thick rain forest.

(1)lose one's bearings 迷失方向；惶惑

(2)bring sb to his bearings 使清醒

16. element

a necessary or characteristic part of something 要素；基本部分；典型部分

- a suggestion or trace of something 建议；踪迹
- any of the substances which cannot be spilt by ordinary chemical method 元素
- (usually plural) basic principles of a subject or a part that can be learned first 基本原理
- in one's element 得心应手

- **out of one's element** 处于不适应环境；不得其所

17. In the distance: 在远处

at a distance 在远处；有相当距离

distance oneself from 使（自己）远离；使疏远

from a distance 从远处；隔开一段距离

18. Spot: n. 地点，斑点

adj. 现场的；现货买卖的

adv. 准确地；恰好

v. 认出，发现

on the spot 立刻，当场；在危险中

我父亲在我作文里发现了好几个拼字错误

My father spotted several spelling mistakes in my composition.

There is no sign of any games and I only spot one child.

现场我只看到了一个孩子，也根本没有什么游戏的迹象。

19. jerk

V

to move or to make sth move with a sudden short sharp movement 急拉，猛推，猝然一动

N

1 **a sudden quick sharp movement** 急拉；猛推；猝然一动

2 **a stupid person who often says or does the wrong thing** 蠢人；傻瓜；笨蛋

20. embolden

V

1 **to make sb feel braver or more confident** 使增加勇气；使更有胆量；使更有信心

2 将（文字）变成粗体

21. In full view 完全看的见 在眼皮底下

In view of 鉴于 考虑到 由于

On view 在展出 陈列着

With a view to doing sth 为了 指望着

22. to pick up

(1) **to pick up speed: to go faster** 加快速度

He was scared and without knowing it he began to pick up his pace.

Our education reform will have to pick up speed to keep in step with economic development.

(2) **to improve, to become better** 改进、改善

It is estimated that our domestic market will pick up next year.

We waited for the weather to pick up a little. But heavy snow continued to fall for a week.

to give sb a lift 拾起某物

The two old women had been warned not to pick up any hitchhiker. But they just couldn't bear to see anybody stranded in the middle of nowhere.

to collect 接某人、某物

You can come and pick up the tickets any time tomorrow.

Don't worry. I'll pick up your dress on my way home.

Homework Assignment (1 Min.)

Ask Ss to preview the text and review the words so that they will be prepared for the dictation.

教学后记

教学内容与组织安排

Period 3 Analysis of the Text (90 Minutes)

Teaching Procedures:

Structure

The text is divided into four parts:

Part 1 (para.1-2) decision to camp

Part 2 (para.3-6) his feeling and the fear in the first or two hours

Part 3 (para.7-12) the Park's history and another scare

Part 4 (para.13-25) his sleep in the wood. He was on fire with excitement at this marvelous sight.

Theme

- ★ **There is love and pride one has for the cultural richness and the beauty the Park offers.**
- ★ **The crime and fear people associate with the Park.**

Detailed discussion of the text

1. ... and, having stuffed my small rucksack with ...

to stuff sth with sth else: to fill or overfill a container or space with sth,

e. g.

It's cheaper to stuff the pillow with foam than with feathers.

The cook stuffed the chicken with rice and sausage.

Compare:

to stuff sth into sth else: to push sth into a space or a container, e. g.

Don't stuff anything else in, or the bag will burst.

Just stuff the laundry into the machine and turn on power. It is fully automatic.

rucksack: (*BrE*) a bag used for carrying things on your back (*backpack* in *AmE*)

For the commonly used variety of bags, see the picture on Page 82 of the *Longman Dictionary of Contemporary English* (1995 edition).

2. I arrived one heavy, muggy Friday evening in July to do just that:

I arrived one hot and humid Friday evening in July to spend the night in Central Park.

Both "heavy" and "muggy" mean (weather) hot in a humid and unpleasant way, esp. before

or after rain or a storm, just like Beijing in July.

3. ... and drop off to a peaceful, outdoorsy sleep.

to drop off: (*infml*) to start to sleep, e. g.

I often drop off while watching TV. The programs are so boring.

Compare:

Can you drop me off at a supermarket? I have to buy some groceries.

Can you drop the folder off at Lao Wang's house on your way home? It's urgent.

4. Of course, anybody who knows anything about New York knows the city's essential platitude—that you don't wander in Central Park at night—and in that, needless to say, was the appeal : it was the thing you don't do.

Everybody who knows New York knows that you should not wander in Central Park at night because it is too dangerous. This is known to all and has been said over and over.

However, precisely because of the risk, it is natural that people often want to do it.

appeal: the power of attracting or arousing interest

5. ... ever since the Park's founding commissioners, nearly a hundred and fifty years ago ...

the founding commissioners: the city officials who were appointed to establish Central Park Commissioners are officials in government, esp. those in charge of departments. The founding commissioners of Central Park were the landscape architects Frederick Law Olmsted and Calvert Vaux. The two designed and oversaw the first-phase construction of the Park which began in 1858 and ended in 1878.

6. If you should happen after dark to find yourself in Central Park ...

"Should" is used after "if ", "in case" or with subject and verbs inverted to suggest that an event is not likely to happen.

More examples:

If you should change your mind, do let me know.

Should Tom phone, can you tell him I'll phone back later?

He could persuade her to stay should this be necessary.

7. Even now, when every Park official, city administrator, and police officer ...

city administrator: a person who works for the city's public affairs, for example those on the city council

8. Or a purse-snatcher, loon, prostitute, drug dealer, murderer—not to mention bully, garroter, highway robber.

This sentence presents a good opportunity for learners to learn terms for different law or regulation offenders.

to snatch: to pull or take sth away quickly, e. g.

The thief snatched the handbag and ran away.

I had 10 minutes to snatch some food before the class began.

not to mention: used to add sth that makes the situation even more difficult, interesting, surprising, etc

More examples:

The city offers tourists scenic spots, beautiful weather and delicious food, not to mention the famous shopping malls.

Dave has to look after his ninety-five-year-old mother, not to mention his five kids.

9. I arrived at nine-fifteen and made for the only nocturnal spot I knew: the Delacorte Theater.

I arrived at nine-fifteen and went to the only place I knew at night (that had something going on).

to make for:

1) to move towards (a place)

As soon as it started to rain, we turned round and made for home.

The escaped prisoner was making for the coast.

2) to help make sth possible

International football matches sometimes make for better understanding between countries.

The large print makes for easier reading.

nocturnal: happening at night

the Delacorte Theater: the open-air theater in Central Park that serves as home to free summer-time performances which, during the months of June, July and August, include at least one Shakespeare production. The summertime performances are one of the New York City's most beloved cultural events.

10. ... and this could have been an outdoor summer-stock Shakespeare production anywhere in America, except in one respect.

And tonight's performance could be any outdoor performance of Shakespeare's play one regularly finds in summer in America (It's a cultural tradition in America to put on free Shakespeare productions in summer). There was only one difference.

stock: used as an adjective, meaning: usually kept in stock and regularly available

e.g.

Intensive Reading is one of our stock courses.

Toothpaste is stock merchandise in a drugstore.

production: used to refer to a public performance or a showing of a movie, play, TV or radio program, e. g.

The Royal Shakespeare Company's production of *Macbeth* that year was a great cultural event.

Several new productions will be presented on Broadway this season.

Shakespeare: Here the name stands for the works of Shakespeare. The use of the name of one person/thing (Shakespeare) for another, with which it is closely associated (Shakespeare's works) is a common figure of speech called metonymy. For more examples:

He spent the whole day reading Shakespeare. (Shakespeare's works)

According to many analysts, George W. Bush's path to November would be uphill all the way. (Here November refers to the presidential election in the United States.)

except in one respect: except on one point

respect vs. aspect: These two words are easily confused. The best way to learn the difference is to look at their different collocations, which show us just how important collocations are.

respect: a way

In many respects John is the best student we have had for years, (in many ways)

These two poems are similar in some respects, (in some ways)

In this/one respect the Negroes were even worse off than the Indians, (on this point)

aspect: a single area of interest from a particular point of view; a side or phase

We discussed several important aspects of the learning process.

There is a humanitarian aspect in this matter.

They had to consider the plan in all its aspects.

We as jurors are here to decide whether the accused is guilty or not guilty. The moral aspect of the case is not our concern.

11. ... a police car was now parked conspicuously in view, its roof light slowly rotating ...

in view: close enough to be seen, e. g.

Victory is in view.

The magician performed the trick in full view of the audience.

other uses of "view":

to come into view:

The castle suddenly came into view.

to come in view of:

We came in view of the castle as we turned the corner.

to disappear/be lost from view:

The procession gradually disappeared from view.

to block/obstruct/shut off/spoil the view:

The new building spoils the view from our window.

To have a fantastic/breathtaking/splendid/magnificent/spectacular/superb/glorious view of sth:

We have a fantastic view of the mountains from our balcony.

12. ... *the rotating red light was like a campfire in the wild, warning what's out there to stay away.*

The turning red light on the roof of the police car is like a campfire in the wild, warning dangerous people or animals that might be out there not to come close.

the wild: an environment that is natural, e. g.

animals living in the wild;

The Call of the Wild (a classic novel by Jack London)

13. ...*climbing the steps of Belvedere Castle all alone, peeking through the windows of the Henry Luce Nature Observatory ...*

Belvedere Castle: It is to the south of Delacorte Theater perched on Vista Rock. As its name suggests (Belvedere is Italian for "beautiful view"), the castle offers visitors a wonderful view. It is now home to the Henry Luce Nature Observatory, where simple displays show how naturalists observe the world.

The Shakespeare Garden: Nestled between the Delacorte Theater, Belvedere Castle, and the Swedish Cottage, it is a garden dedicated to Shakespeare in 1916, the 300th anniversary of his death. Following a Victorian tradition, only flowers mentioned in Shakespeare's plays and poetry were planted in the garden. Scattered throughout the garden are bronze plaques with Shakespearean quotations that inspired the planting.

to peek: to look at sth quickly, esp. secretly or from behind sth, e. g.

to peek at/through/into/over

Synonym: to peep, e. g.

He peeped/peeked through the gate into the garden.

peeping Tom (sb who enjoys secretly watching people, esp. when they are doing private things, for instance, removing their clothes)

If time permits, the teacher may introduce the difference between general verbs and specific verbs. Good command of English requires mastery of both types of verbs. Using specific action verbs helps users of English to describe an action accurately and vividly. Take the verbs we know that denote different ways of "looking" for example:

General verbs

To look/see/watch

Specific verbs

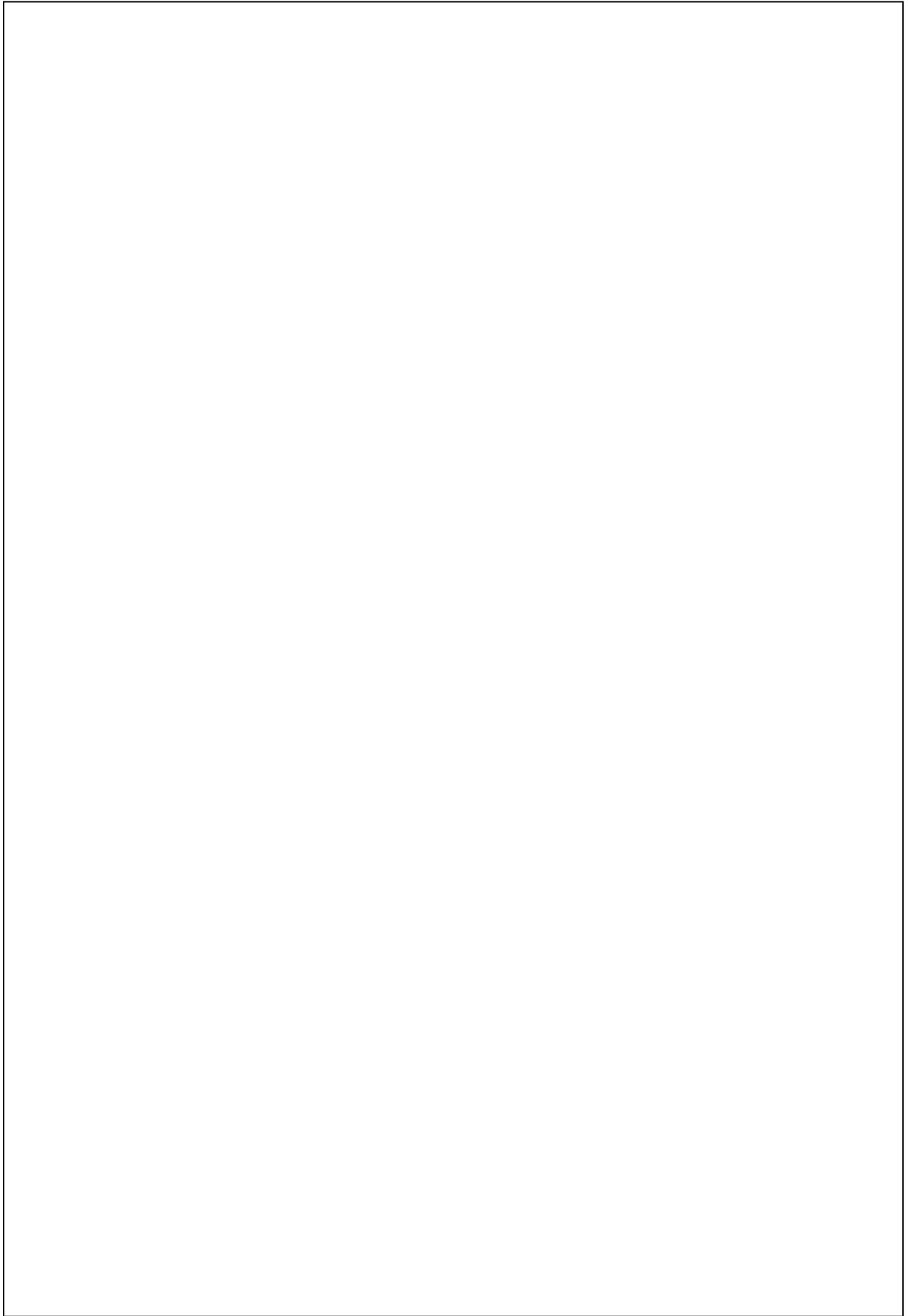
to scan/glimpse/glare/stare/gaze/glance/peep/peek/

14. *I walked past, avoiding eye contact and turned down the path.*

Why did the author avoid eye contact?

to avoid eye contact: to avoid looking directly at sb's eyes and being looked at directly by the same person at the same time

教学后记



教学内容与组织安排

Period 4 Text Appreciation (90 Minutes)

Teaching Procedures:

Step 1. Text Analysis

15. *And I bolted, not running exactly, but no longer strolling ...*

Ask students to list words that denote different ways of walking or running.

General verbs

Specific verbs

to run to bolt (to run in a sudden way, esp. when you are frightened) ; to dash;
to rush; to jog; to trot; to hurry; to scurry; to plunge

to walk to step (esp. a short distance) ; to pace (back and forth) ; to stride (to take long
steps); to march (to walk steadily, with a regular step); to hike (to go for a long walk for fun
or exercise); to stroll (to walk at an easy, slow speed) ; to shuffle (to walk without taking
your feet from the ground) ; to tiptoe; to ramble

16. *all sense of direction obliterated*

I lost my sense of direction. / I didn't know where I was or where I was going.

to obliterate: to get rid of, e. g.

The heavy rain obliterated all footprints.

The whole village was obliterated in the war.

17. *When I finally realized where I was—in the Ramble ...*

the Ramble: It is a 38-acre wild garden in Central Park with rocky outcrops, secluded
glades and a tumbling stream, built for visitors to stroll in (hence the name).

18. *As I turned left again, I saw the lake ...*

The lake is the largest body of water (excluding the Reservoir) in Central Park. It was created
out of a large swamp in the south of the Park and was intended for boating in the summer and
ice-skating in the winter. Many visitors are content, however, to circle the lake on foot,
following the pathways that wind along its shoreline, watching the Park's tree-line shifting in
its reflection.

19. *... enjoying the picture of the city again, the very reassuring city ...*

Notice that the word "reassure" appears several times in the text. Ask the students about the
effect of the repeated use.

20. *Far out in the lake, there was a light.*

out: far away, e. g.

Her son's gone out to California.

Scientists still believe that there is life out there in outer space.

It happened in a little town way out on the prairies.

21. *I got my bearings.*

I found where I was.

to get/find your bearings: to find out where you are and what you do next, e. g.

I landed one mile from Danville, N. Y., about 155 miles from New York City. There I inquired to find my bearings and found that I was not more than two miles off my course.

I found my bearings quickly while Mom fretted over the map.

to lose your bearings: to become confused about where you are or what you do next, e. g.

Twenty minutes later it was dark; I completely lost my bearings.

22. *The far side of the lake must be near Strawberry Fields, around Seventy-second.*

the far side of the lake: the other side of the lake that is a greater distance from the speaker, e.g.

the far side of the street; the far end of the bar

Strawberry Fields: the tear-drop-shaped area of park landscape in the south of Central Park planted with 125,000 strawberry plants. It is named after the song *Strawberry Fields Forever* in honor of John Lennon (1940-1980), member of the Beatles.

Seventy-second: Seventy-second street in New York

In New York City, Manhattan, the streets are numbered from the south end. The avenues are numbered from 1st Avenue at East River to 12th Avenue at the Hudson River.

23. —*a detail that I've compulsively reviewed in my mind since I first heard it.*

Ever since I first heard of the McMorrow case I have been going over the details in my mind: How he was killed, disemboweled and rolled into the lake. I just can't help it.

compulsive:

1) said of sth that is difficult or impossible to stop or control, e. g.

compulsive gambling/shopping/stealing/exercising/lying

His compulsive ambition made him unpopular with the rest of the staff.

Many young people went on a shopping spree and indulged in compulsive buying.

2) said of sb who has a desire or habit that they cannot control, e. g.

compulsive gamblers/liars/addicts/eaters, etc

Cf: compulsory: required; must be done because of a rule or law, e. g.

compulsory courses/education

24. *And then his killers, with time on their hands and no witnesses, just went home.*

with time on their hands (or: to have time on your hands): to have more time available than you need, e. g.

Mah-jong is for people with too much time on their hands.

25. *One of the first events in the Park took place 140 years ago almost to the day: a band concert. The concert, pointedly, was held on a Saturday, still a working day, because the concert, like much of the Park then, was designed to keep the city's rougher elements out.*

One of the first events in the Park took place almost exactly on this day 140 years ago: a band concert. The concert was deliberately held on a Saturday when ordinary people were all working so as to keep them out.

The Park was pressed for primarily by wealthy merchants and landowners. In the first decade after its completion, therefore, it was clearly the playground of the wealthy. It was located too far uptown to be within walking distance for the city's working class population. Train fare also represented a greater expenditure than most of the workers could afford. Saturday afternoon concerts were for middle-class audiences as well, for the six-day working week precluded attendance by the working class. As a result, workers comprised but a fraction of the visitors to the Park until the late nineteenth century, when they launched a successful campaign to have concerts held on Sundays as well.

26. *The Park at night must have seemed luxurious and secluded—a giant evening garden party. The Park was to be strolled through, enjoyed as an aesthetic experience, like a walk inside a painting.*

secluded: quiet and private; away from ordinary laboring people

garden party: (BrE) a formal party for a lot of people, held in a large garden (*AmE*: lawn party)

an aesthetic experience: an occasion to enjoy beautiful scenery and music as well as the company of well-dressed people

27. *I spotted a couple approaching. Your first thought is: nutcase?*

I suddenly saw a couple coming my way. Your first thought is: are they mad?

28. ... *the man jerked her forward authoritatively.*

. . . the man suddenly and abruptly pulled her forward in a masterful way

29. *I couldn't resist: just as we were about to pass each other, I addressed them, forthrightly:*

I couldn't resist: I couldn't resist the temptation to speak to them

to address them forthrightly: to speak to them in a straightforward way

30. *I was emboldened by the realization ...*

I realized that as a man on his own in the Park at night I was actually frightening to other people. This gave me confidence and courage.

Notice the satire in the author's remark.

on one's own: completely independent; responsible for oneself

31. *This was at the heart of Henry James's observation ...*

This was the essence/central idea of Henry James's remarks about the Park.

heart: Here, it means the central or most important part of something.

More examples:

What is at the heart of the plan is to allow farmers to make more money.

This critic has touched the heart of the story.

She has a talent for getting to the heart of a problem.

observation: remark or comment

32. *The park might have been at its most popular ...*

to be at its most popular: when it was most popular...

A more frequently used expression is "to be at one's best", meaning in one's best condition, e. g.

Under Queen Victoria England seemed to be at her best.

His average score was over 50 points when he was at his best.

He acted both tragic and comic parts, but he was at his best in comedy.

33. ... until 1934, when the legendary Robert Moses was appointed the Park's commissioner.

Robert Moses (1888 -1981) was a New York state and municipal official whose ambitious public works projects of the 1930s, 1940s and 1950s transformed the urban landscape of New York City. He expanded the state's park system and built numerous parkways and hundreds of new playgrounds and parks and important highways, bridges and tunnels linking the boroughs of New York City. As suggested by the author, Moses preferred recreational facilities to the rural scenery stressed by the English Romanticists, and an ordered and symmetrical design in French Renaissance style, evident in the southern Central Park. Therefore, under Moses, Central Park gained 19 playgrounds, 12 ball-fields, handball courts, and the Wollman Rink.

34. *Moses was responsible for the third design element in the Park —neither English nor French, neither Romantic nor classical, but efficient, purposeful and unapologetically American.*

Moses added the third design element to the Park.

to be responsible for sth/sb: here, to be the cause of sth, e. g.

The moisture is responsible for the rust.

He was responsible for the accident.

There are three elements in the architecture of Central Park. English Romanticism is characterized by the picturesque ideal to blend the architecture with the natural environment. Central Park's founding commissioners Olmsted and Calvert Vaux were influenced by this tradition. Their ideal was to allow New Yorkers to experience a day in the pastoral country without leaving the island city. The Ramble, the sheep meadow, the wooded paths, the terraces and promenades are of this style. Another style is Classicism characterized by formal symmetry and the use of straight lines, evident in the south end of the Park. Notice the author's attitude towards Moses' additions to the Park. In the early days of America, admiration for British or European culture was still strong. Indeed the concept of creating the park was originally conceived by wealthy New Yorkers who admired the public grounds of London and Paris. However, with the maturing of the nation and the rise of its power, the pride of Americanism gradually took the upper hand. The author therefore describes the Park proudly as efficient, purposeful and distinctive—neither romantic nor classical, and neither English nor French, but distinctively American.

35. He put in baseball diamonds, volleyball courts ...

He had baseball fields built.

to put in: to install; to build, e.g.

We can't move into the house until they've put the heating in.

We're having a burglar alarm put in.

Other uses of **put in:**

1) to spend time/to make efforts

If you put in a few hours of work every week, the lawn would not look so terrible.

They must have put in a lot of effort to prepare this exhibition.

2) to invest in a business

They have each put in 10,000 to start up the business.

diamond: here, it refers to the diamond-shaped field for playing baseball

36. He even tried to turn the Ramble into a senior citizen's recreation center, but was stopped by the protesting birdwatchers.

senior citizens: a euphemism for old people

Euphemisms are mild, pleasant or indirect words or phrases in place of harsh, unpleasant, more direct or accurate ones.

Forexample:

Euphemisms for "to die": to pass away/to be no more/to be gone/to go to heaven/to join the great majority/to breathe one's last

Euphemism for garbage collector: sanitary engineer

birdwatcher: Birdwatchers observe wild birds in their natural habitat. The favorite places for birdwatching in Central Park are the Ramble and the reservoir area.

37. *The irony was that by the end of the Moses era the Park was dangerous.*

Moses did a lot to turn Central Park into an efficient people's park. But the outcome was quite unexpected and sad: by the end of his era the Park was dangerous.

irony: a strange, funny or sad situation in which things happen in the opposite way to what you would expect. The basic element of irony is a discrepancy between what is expected and what actually happens. Note the structures where the word often appears in the following examples:

By a cruel/tragic/bitter irony, General Franklin was killed at the very moment of his army's great victory.

We took all the trouble to catch the bus only to be held by the traffic jam. The irony of it was that we could have arrived there on time if we had gone on foot!

38. *Near the reservoir, a gang of kids on bicycle zoomed across the Eighty-fifth Street Transverse, hooting with a sense of ominous power.*

hooting with a sense of ominous power: laughing in a loud and unpleasant way showing that they knew they had the power to make people feel afraid of them

This paragraph again is about the author's fear. Notice how he sets the threatening scene by using such words as: "gang", "zoomed across", "hooting", "ominous" and, later, "involuntarily", "on a rampage". Compare this paragraph to Paragraph 6, and you will find similarities in idea and, hence also in organization and vocabulary ("compulsive" and "involuntarily"; "call up" and "review", etc).

the Reservoir: Located in the north part of Central Park, the reservoir, with the 1.58 mile track round it, is a favorite place for joggers, birdwatchers, and tourists where they can enjoy some of the best views of the New York City skyline.

39. *But there was no escaping the recognition that this city—contrived, man-made, glaringly obtrusive, consuming wasteful and staggering quantities of electricity and water and energy—was very beautiful.*

But there was no denying the fact (you have to admit) that the city was very beautiful, although it was not a natural kind of beauty, it was artificial and showy, and it used up a great

amount of water and energy.

contrived: cleverly made but not natural

glaringly obtrusive: very conspicuous or showy with everything glittering or shining

staggering: shocking

Review the structure: "**There is no verb+ing ...**".

More examples:

There's no escaping the dust in Spring.

There is no escaping the fact that he has lied.

There's no escaping mental stress these days. Life is tough.

There is no denying the fact that these people have a reason to be angry.

There is no arguing with someone who refuses to listen.

He knew that from that day onward there was no going back.

There was no mistaking his intention this time.

There is no telling how long he might be away.

There is no denying that he is bad-tempered and selfish. But he's also a genius.

40. *But there it was: the city at night, viewed from what meant to be an escape from it, shimmering.*

People come to the Park to escape from the hustle and bustle of the city. But it was precisely in the Park that day that I found the city at night was extremely beautiful.

There it is/was: (*spoken*) used to summarize a situation

41. In Paragraphs 16 to 25 the author gives a vivid account of his camping among the trees.

Draw students' attention to the author's choice of words and encourage them to use these words in retelling this part.

42. *My voice startled them and ... one of them started peeing. And then, nature finding herself unable to resist, it started to pour.*

Notice the humorous way the author compared the peeing of the raccoon and the pouring rain of nature.

2. Homework Assignment (1 Min.)

Ask Ss to review the Text Appreciation and finish Exercise Vocabulary part.

教学后记

教学内容与组织安排

Period 5 Exercise Vocabulary and Dictation (90 Minutes)

Step 1. Review and Homework Assignment

1. Review: How to set an atmosphere by using various verbs?

2. Vocabulary Exercise

A. Let students finish the vocabulary exercise parts after class.

B. Check the answer together and add related knowledge at the same time.

Step 2. Dictation

Dictate twenty words and five phrases.

Step 3. Homework Assignment

Let the students finish the grammar exercise part.

教学后记

教学内容与组织安排

Period 6 Paraphrase, Exercise Grammar and Extension (90 Minutes)

Step 1. Grammar Exercise

1. Let students finish the grammar exercise parts after class.
2. Check the answer together and add related knowledge at the same time.
3. The Use of “except” and “except for”

Step 2. Translation in class and comment on their work

Step 3. Review and Homework Assignment

Step 4. Homework Assignment

Preview the next unit and look up the new words.

教学后记

