

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 次		授课时间	
授课章节	Lesson 11		
本（章）节 授课方式	课堂讲授（√） 实践课（ ）	教学时数	
授 课 要 点	本 （ 章 ） 节 教 学 目 标	<ul style="list-style-type: none"> • Learn about “soldier’s heart” • Think about the impact of war on soldiers and humans • Discuss whether “war is a permanent human condition” • Learn to use the new words and expressions • Learn to use different figures of speech • Learn to recognize parenthetical elements in a sentence 	
	教 学 重 点 和 难 点	<ul style="list-style-type: none"> • Think about the impact of war on soldiers and humans • Learn about “soldier’s heart” • Learn to recognize parenthetical elements in a sentence 	
思 考 题 或 作 业	<ul style="list-style-type: none"> • Translate the sentences on page 294 • Discuss whether “war is a permanent human condition” • What must be done if human beings wish to reject war as a solution to disputes once and for all? 		

教学内容与组织安排

EXPECTATIONS

- Learn about “soldier’s heart”
- Think about the impact of war on soldiers and humans
- Discuss whether “war is a permanent human condition”
- Learn to use the new words and expressions
- Learn to use different figures of speech
- Learn to recognize parenthetical elements in a sentence

STRATEGIES AND ACTIVITIES

HOME-WORK

- Translate the sentences on page 294
- Discuss whether “war is a permanent human condition”

TIME ALLOTMENT

Words analysis	90mins
Background and warm-up activities	45mins
Detailed text analysis	225mins
Exercises	135mins
Unit test	45mins

Teaching process

Word analysis: (90mins)

1. ammunition

n. [U] any means, material, or weapons used in a military conflict

Examples:

Soldiers had to meet the attack with very little ammunition in the battle.

The mistakes of the president provided very good ammunition for his rivals.

2. casualty

n. the loss in numbers in action against the enemy through injury, death or other causes

Examples:

Heavy casualties were reported in the highway car accident.

The house was the first casualty of the forest fire.

3. console

v. to cheer in time of grief, defeat, or trouble; to comfort

console sb. for/on sth.

Examples:

Peter consoled himself with the thought that it might have been worse.

Nothing could console her when her boyfriend left her.

4. controversy

controversial adj. controversialist n. controvert v. controvertible adj.

n. dispute (usually lengthy and public)

controversy about/over sth.

Examples:

The author's new novel aroused a lot of controversy.

The point in controversy is not whether we should do it, but whether we can do it.

5. convulse

v. to have irregular involuntary muscular contractions

Examples:

The American people cannot forget that the Civil War once convulsed the nation.

His face convulsed with laughter.

6. irremediable

adj. impossible to remedy, correct or repair

Examples:

irremediable errors in judgment

an irremediable loss

an irremediable mistake

ad.

irremediably

7. sanity

Antonym: insanity

n. [U] the condition of having sound mental health

Examples:

She questioned Jane's sanity.

We should try to bring some sanity into this difficult situation.

8. sly

adj. a. acting or done in a secret, often cunning way 狡猾的

b. suggesting that one knows 会心/意的

Examples:

It was sly of you not to tell me that you've been married.

He cast a sly glance at his brother when Jimmy came in.

9. sordid

adj. a. dirty; filthy

b. morally degraded

sordid shantytowns a

living in sordid poverty b

a sordid affair b

sordid motives a

破烂的棚户区

过着潦倒的生活

肮脏的勾当

卑鄙的动机

10. symptom

n. a. any departure from your normal function, sensation, or appearance that usually indicates a disease

b. sign of the existence of sth. bad

Examples:

He does not have the symptom of tuberculosis.

The demonstrations in the world are the symptom of discontent toward Japan among people.

11. terminate

v. to bring to an end

termination n. 终止; 结束; 终端

terminator n. 终结者

terminative adj. 结尾的; 结束的

terminal n. 终点站, 总站; 终端 adj. 终点的, 末端的

terminable adj. 有期限的, 可终止的

terminability n. 可终止性

12. traumatic n. trauma

adj. a. related to an emotional shock that creates substantial and lasting damage to the psychological development of the individual, usually leading to neurosis

b. distressing or unpleasant

Examples:

The effect of the accident on her was traumatic.

His journey home after the war was very traumatic.

13. waggle

v. to move (an attached part) with short and quick motions

Examples:

Can you waggle your ears?

The man waggled in a very strange way when he walked.

教学后记

教学内容与组织安排

Teaching process:

Background Information

Louis Simpson (1923—) was born in Jamaica, West Indies. He emigrated to the United States when he was 17 and went to study at Columbia University in New York City. He served in the Second World War on active duty in France, Holland, Belgium and Germany. When the war was over, he returned to Columbia University to finish his studies. Later he became a teacher at that school and then at the University of California, Berkeley, and the State University of New York. He has published 17 books of poetry and is widely acclaimed as a literary critic.

Listening: Anti-war Films □

Anti-War Films often _____ the horror and heartbreak of war, letting the actual combat fighting or conflict (against nations or humankind) provide the _____ plot or background for the action of the film.

Anti-War films can make _____ statements— unpopular wars (such as the Vietnam War and the Iraq War), have _____ critical films about the conflict, such as Michael Moore's _____. Themes explored in war films include combat, _____, tales of gallant sacrifice and struggle, studies of the futility and inhumanity of battle, the effects of war on society, and _____ the moral and human issues.

Some war films do balance the soul-searching, tragic consequences and inner _____ of combatants or characters with action-packed, dramatic spectacles, _____ illustrating the excitement and _____ of warfare. And some 'war' films concentrate on the homefront rather than on the conflict at the military war-front. But many of them provide _____ criticism of senseless warfare.

Warm-up question:

What did you anticipate about the content when you first saw the title?

Soldiers' determination and will-power?

Soldiers' patriotism and sense of responsibility?

Soldiers' sympathy for their fellow human beings?

What did it turn out to be?

a description of the physical and psychological scars that WWII left him with

What's the meaning of the title?

post traumatic stress disorder

Text theme

The author tells people why he keeps writing about his war experiences and his life after the war. Wars should be remembered because the people who have so bravely borne the hardships, sufferings and sacrifices of war should be remembered. These common people are people who deserve respect and admiration.

Text structure

Part 1--3 The author's description of his war memories in France in the summer of 1944.

Part 4--24 The soldier's experiences after the war

- A. His dim memories of university days after the war (4-5)
 - B. His hospitalization (6-11)
 - 1. His illness: combat fatigue (6-7)
 - 2. Hospital medical staff and guards (8-9)
 - 3. His treatment (10)
 - 4. One of his symptoms: hearing voices (11)
 - C. His experiences after hospitalization (12-19)
 - 1. aftereffects of his war experiences (12-13)
 - 2. His rejection by the university (14)
 - 3. His return to university after trying a few jobs (15-16)
 - 4. His recurrent dreams about his war experiences (17-19)
 - D. His purpose of writing about his experiences (20-24)
 - 1. His fear that people will forget about those who died(20-23)
 - 2. His hope that his experiences will help people face wars in the future(24)
- Part!!! Conclusion: the war and its aftermath on the soldier(25-27)
- A. Respect and affection for ordinary people (25)
 - B. Inspiration for writing (26-27)

Text analysis

Why do you think the author uses the present tense in the narration of the first three paragraphs? Is there any clue to what the author did in the summer of 1944?

If the sounds continue, the men will be seen scraping the surface of the earth with shovels and burying themselves in it until, like a species of animal, they vanish from sight. (Para. 1)

removing sth. from a surface

to disappear suddenly

Paraphrase: Obviously the soldiers are being bombarded. If the sound of planes does not stop, that is, if the planes do not drop their bombs, the men will be seen digging it until they disappear into the foxholes.

... they were spared a long engagement. (Para. 7)

to be spared sth.:

to be allowed not to experience sth. difficult or unpleasant

More examples

He was happy that he was spared the shame of having to appear in court.

I think she should be spared the pain of seeing her son's torn body.

engagement:

Although it was a short engagement, we destroyed a whole enemy division.

They tried in vain to engage our troops in a decisive battle.

Sentence Paraphrase: (technical) a battle between two armies or navies... they were lucky that they did not have to fight a long war. (The Gulf War started in January 1991 and ended in February the same year.)

I would tremble and sweat and, on occasion, pass out. (Para. 7)

sometimes, but not very often

to faint; to lose consciousness

These are some of the symptoms of the illness referred to as "soldier's heart".

教学后记

教学内容与组织安排

Once he waggled the stump under my face with a sly smile. (Para. 9)

to move sth. from side to side with short quick movements

the short part of one's arm, leg, or finger that remains after the rest of it is cut off

Once he waved what remained of his trigger finger under my nose with a smile that showed he was hiding something from other people.

This, he gave me to understand, was why he had been excused from military service. (Para. 9)

(fml.) to make sb. believe that sth. will happen or is true

More examples

to free sb. from sth.

1. The doctor gave me to understand that my father's days were numbered.

2. I was given to understand that the terms were negotiable.

Sentence Paraphrase: He made me believe that this (the cutting off of his trigger finger) was the reason why he was able to escape being drafted into the army.

I watched as the current passed through and the body convulsed. (Para. 10)

a flow of electricity through a wire or circuit; a steady and continuous flowing movement of the water in a river, lake, or sea

to shake violently and in an uncontrollable way

I watched when the flow of electricity ran through the body and the body shook violently.

Speaking only for myself, I think they brought me out of the fog in which I has been walking. (Para.10)

to express the thoughts, opinions, etc.

More examples

1. What others think I do not know, I can only speak for myself.

2. I believe I'm speaking for many others present at this meeting when I say that we will never forget the things you have done for us in the past two years.

metaphor: a state of mental confusion or unawareness

Sentence Paraphrase: As far as I'm concerned, I think the shock treatment was effective and it helped me to regain my senses and become normal.

I believe with Shakespeare that there are more things in heaven and earth than are dreamed of in the philosophy of those who serve the world, and who administer its institutions, and grow rich. (Para. 11)

I agree with what Shakespeare says, i.e. there are more important things in heaven and in the world,

things that are missing in the philosophy of the rich and powerful, things that these people have never dreamed of..

I didn't have the fascination with gossip that a reporter needs to have... (Para. 15)

great interest; obsession

trivial and idle talk or writing

I didn't have any interest in gossip. Therefore the job of a reporter did not suit me. The author obviously did not have much respect for reporters, who, in his opinion, are only good at gossip about politicians' scandals and nations' quarrels.

教 学 后 记

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Para. 16

slip: to move smoothly, secretly, or unnoticed, eg:

He slipped out before the lecture was over.

She slipped away without being seen.

to be particular about: to pay too much attention to or to be too concerned with

My wife is very particular about her shoes. She doesn't trust my taste.

I'm not very particular about food. I have no special preference.

Para. 18-19

range: the distance over which a particular weapon can hit the target, eg:

This is a long-range missile.

Hold your fire until the enemy soldiers are within range.

at close range: at a short distance; very near

Paraphrase:

“What have we to complain of who have only known ‘solder’s heart?’”

Compared with those who died or were seriously maimed in the war, we, who only suffered a “soldier’s heart” really have no right to complain.

What have we to complain of who have only known “soldier’s heart”? (Para. 21)

Compare with those who died or were seriously maimed in the war, we, who only suffered a “soldier’s heart” really have no right to complain.

Relative clause. It is separated from its antecedent we and placed at the end to avoid top-heaviness.

It was hell on earth, but the men who went through it consoled themselves with a thought... (Para. 21)

Although the situation was extremely unpleasant and hard to bear, the men who were suffering it tried to make themselves feel better with the thought...

Para. 22

to be pale in comparison: to seem small or unimportant compared to sb./sth. else

hollow: without substance or character; empty, shallow, and superficial

Paraphrase:

“The men and women I worked... filled with words.”

Compared to the people with whom I fought side by side during the war, the people I worked with in universities were pale and unreal. They talked a lot, but their words were empty and meaningless because they had not experienced real life.

Para. 23

breed: a particular kind of people or things

What is the author’s opinion about structuralism, post structuralism and deconstructionism?

The author clearly opposes the principles and methods of structuralism, post structuralism and deconstructionism, which were challenging the traditional approaches in linguistics, literature, psychology and anthropology in the 1960s.

Para. 25

as if: used to say that sth. is definitely not true, eg:

Let him go, as if I care!

Don’t listen to him, as if he knew everything!

stunning: strikingly attractive

specimen: an individual representative of a type or class; an example; a sample

at a good pace: at a satisfactory speed quite quickly

Paraphrase:

“As if any life were common!”

It is ridiculous to think that any life is common.

“And they weren’t stunning physical ... at a good pace.”

And they were not astonishingly strong or attractive either, although they could carry heavy things for mile at a pretty fast speed.

Even at the university there were very few who felt about things as I did. (Para. 26)

One would expect professors and students in universities to share my feelings. But I find that there are few people even in universities who feel about things as I do.

Para. 27

to hold sth/sb in contempt: to feel contempt for sb/sth; to despise

to be deaf to: to be unwilling to hear or listen, eg:

He was deaf to all advice.

They were deaf to people’s complaints.

Paraphrase:

“What is the only thing ... met with indifference?”

What if people should show contempt for my writing – the only thing I can do – or should simply pay no attention?

“They were dear to the music.”

My war experience gave me poetry and music. I would never get tired of writing about it. But they just didn't care to know what happened in the war.

教 学 后 记

教学内容与组织安排

课后作业讲解。

教 学 后 记

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填写说明：

- 1、教案封面和首页每门课程按授课学期填写，只填一页。
- 2、教案内容（第 3、4 页）按授课次数或周次填写，平行班教学教案只填写一份。
- 3、表中（ ）选项请打“√”；其中“授课方式”一栏可复选，即如果此门课程既有课堂讲授又有实践课时复选。
- 4、“指定参考书”栏，请依次列出参考书名称、编（著）者、出版社及出版时间。
- 5、请按照表格中所显示的字体格式填写，封面用“宋体，小三”，正文中文用“宋体，小四”，英文用 Times New Roman 字体。
- 6、表格间距可以调整，可另加附页。