

教 案（首页）

课程名称	英语精读	授课专业	翻译	班级	
授课方式	课堂讲授（√） 实践课（ ）		考核方式	考试（√） 考查（ ）	
课程类别	必修课	公共必修课（ ） 专业必修课（√）			
	选修课	公共选修课（ ） 专业限选课（ ） 专业任选课（ ）			
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》第三册			
	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 周, 第 次课	授课时间	年 月 日
授课章节	Lesson 3 groundless beliefs		
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 learn the background information about the text and the author. 2. To understand the five sources of groundless beliefs. 3. To get to know western thinking patterns and tradition 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. To learn and appreciate the logical analysis and other writing skills 2. To grasp the important words, phrases, word-formation, and grammatical structure. 3. To improve the student's ability of word-building 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. What is the author talking about here? Why do you think he wrote this article? 2. What is your overall impression of this essay? Do you find any points raised by the author particularly enlightening? 3. Do you agree that many of our beliefs are actually groundless? Think carefully and list at least 10 of your strongly-held convictions which, upon serious examination, must be classified as groundless. Try and analyze why now you think they are groundless. 		

教学内容与组织安排

Period 1 Vocabulary (90 Minutes)

(1). Familiarize Ss with the proper names and the pronunciation of some words(10mins)

(2). Analyze the words and let Ss practice using these phrases.(60mins)

1. attribute:

v. a. to relate to a particular cause or source;

b. to regard as the work of a specified agent or creator: 认为是...所为(所写/所做)

e.g. David attributed his company's success to the unity of all the staff and their persevering hard work.

a symphony attributed to Mozart

attribute: n. a quality or feature of sb./sth

e.g. Organizing ability is essential attribute for a good manager

Lightning bolts are an attribute of Zeus.

2. belittle:

to make sb. or sth. seem unimportant

e.g. A poor but honest man is not to be belittled.

The size of the office tower belittles the surrounding buildings.

3. bungle:

v. to do sth. badly or without skill; to fail at sth.

n. sth. that is done badly and that causes problems

e.g. He bungled the job.

a bungled robbery

c.f. blunder: v. to make a stupid or careless mistake

n. a stupid or careless mistake

adj. blundering; impatient and impetuous 浮躁的

4. conceive:

to form an idea, a plan, etc. in your mind; to imagine sth.; to become pregnant with

e.g. Ancient peoples conceived of the earth as flat.

She is unable to conceive.

our fathers brought forth upon this continent a new Nation, conceived in Liberty, dedicated to the proposition that all men are created equal. (Gettysburg Address, Lincoln)

5. dogma: n. a fixed belief or set of belief that people are expected to accept without question 教义;教条

e.g. The dogmas of the quiet past are inadequate to the stormy present. ---Abraham Lincoln

dogmatic: a. being certain that your beliefs are right and that others should accept them, without paying attention to evidence or other opinions 教条的;武断的;自以为是的

6. grudge: n. a feeling of anger or dislike towards sb. because of sth. bad they have done to you in the past 积怨;怨恨

syn: resentment

bear (a) grudge (against): have no resentment against

e.g. I bear him no grudge.

He has a grudge against the society

v. to think that sb. does not deserve to have sth.

syn: begrudge

e.g. I grudge having to pay so much tax.

He grudges the time he spends idling around.

adj. grudging: given or done unwillingly

syn: reluctant

7. headhunting: n. the practice of obtaining and preserving the heads of one's enemies 猎头

headhunt: v. to find sb. who is suitable for a senior job and persuade them to leave their present job 猎头

e.g. He was headhunted by a world 500 company.

8. improvident: a. not providing for the future; thriftless; incautious 不顾将来的;不节俭的;鲁莽的

e.g. He was constantly being warned to mend his improvident ways and begin to "save for a rainy day."

in the light of: after considering sth. 考虑到;鉴于

e.g. He rewrote the book in the light of further research.

他根据进一步的研究重写了那本书。

9. legitimate: for which there is a fair and acceptable reason; allowed and acceptable according to the law

e.g. legitimate consiceration/execuse/question

Is his business strictly legitimate

originate from/in sth.

10. originate from/with sb. : have sb/sth as a cause of beginning or as the creator or author of (sth)

e.g. All theories originate from / in practice and in turn serve practice.

The optic theory originated with Einstein.

originate a new style of dancing

polygamy n. 一夫多妻

rel. monogamy n. 一夫一妻

ant. polyandry n. 一妻多夫

More words on the vocabulary list and other word building.

Step 3. Check the pre-class work (20mins)

1. The teacher check the usage of some new words either by asking Ss to translate sentences or by asking them to make up sentences. (5mins)

2. check the sentence translation on Page 73 (10mins)

2. Review and Homework Assignment (5mins)

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 2 warm-up and background (90mins)

Step1 Warm-up (15mins)

One thing we all do every day is express our views, state our beliefs or discuss our ideas. We say to one another: I think, I believe, I'm convinced, I'm sure, It goes without saying, It's crystal clear, It's as simple as ABC, No doubt...,etc, every day and often many times a day. We may not be professional thinkers. But we all do thinking as a habit. We may not have reached the level of grade-one thinking. But we cannot avoid thinking, rightly or wrongly. However,

Do we really know what we are doing though

Do we really know what it means when we say we are thinking

Do we really think for ourselves Are our beliefs and ideas really well-grounded

Are we sure that all the beliefs we hold with intense conviction and accept without question are really true

What constitutes adequate grounds for beliefs

Step2 Check students' understanding of Text (15mins)

What is the author talking about in the text –beliefs, esp. groundless ones.

What is a groundless belief -- It is a belief which has no ground or foundation. It is not supported with proof or evidence.

Why do people hold groundless beliefs according to the author -- Because of early environment, parroting, taking sth as obvious truth, self-interest, one's desire, one's sentimental associations, or fashions.

What does the author mean by parroting, obvious truth, self-interest, desire, sentimental associations, and fashions

Why does the writer write such an article for us -wants us to find out how we come by our beliefs and know the bases or the grounds of our beliefs, to see all sides of a question, to test our beliefs and develop our critical thinking.

Step 3 background information (10mins)

Let Ss do the presentation about the author and the teacher give some complement

- **Books**
- ✓ Logic for the millions
- ✓ Clearer thinking (logic for everyman)
- ✓ The making of the Australians
- ✓ Our sham democracy
- ✓ Psychology for everyman (and woman)
- ✓ Clearer thinking; logic for everyday use
- ✓ Public enemy, the press
- ✓ Alarming Australia

Step 4 Text Appreciation (50mins)

1. Theme of the story: (5mins)

The article is meant to serve as a suggestive example of a curious, inquiring mind at work. It encourages us to find out how we came by our beliefs and manage to be bold enough to test our beliefs.

2. Structure of the text(10mins)

- I. The Introduction (para. 1): Prevalence of groundless beliefs
- II. The body (paras. 2–24): Types/Causes of groundless beliefs
 - 1. Result of environment in early life. (paras. 2–3)
 - 2. Parroting. (paras. 4–13)
 - 3. Self-interest (paras. 14–17)
 - 4. Sentimental associations (paras. 18–19)
 - 5. Fashion (paras. 20–24)
- III. The conclusion (para. 25): The writer's praise of rational thinkers

Lead-in: (1mins)

Question : According to the author, what are the five sources for many of our groundless beliefs

- 1. Result of early environment.
- 2. Parroting
- 3. Self-interest
- 4. Sentimental associations
- 5. Fashion

Text Analysis: Detailed Analysis

Part I: The Introduction (para.1): (7mins)

Prevalence of groundless beliefs

Main Idea

What does the author advocate in the first sentence?

Have you ever asked yourself these questions?

Can you give examples of groundless beliefs which rest upon “mere tradition” or somebody’s “bare assertion”?

details (15mins)

In future we are going to follow the practice-until it becomes a habit-of classifying propositions according to their grounds.

classify: to arrange or organize according to class or category

ground: (usu. pl.) the foundation/underlying condition for an argument, a belief, or an action; a cause or good reason for sth.

e.g. What were his grounds for wanting a divorce

Neither statement can be faulted on the grounds that it is inaccurate. (Lesson 3)

groundless: a. not based on reason or evidence

e.g. groundless optimism Our fears proved groundless

Probably we shall be astonished at the number of propositions met with in everyday life which we shall find it necessary to class as groundless

be astonished at: be very surprised at

met with: encountered; experienced

class as: classify as

to be astonished at; to be surprised at; to be alarmed at; to be amazed at; to be astounded at

to class as; to regard as; to describe as; to accept as; to view as; to conceive as; to recognize as
Paraphrase: Probably we will be surprised at the number of ideas we meet in everyday life because there are too many of them, and we will find that these ideas have no ground or foundation at all and it is necessary for us to classify them as "groundless".

They rest upon mere tradition, or on sb's bare assertion unsupported by even a shadow of proof
rest upon: to be based on; depend/rely on

bare assertion: strong statements without the support of proof
a shadow of: the slightest trace of

e.g. A shadow of a smile touched his mouth.

There is not a shadow of justification for your behavior.

She knew beyond a shadow of doubt that he was lying

Paraphrase: They are only based on tradition, or merely on somebody's assertion, but are not supported even by the least amount of proof.

bare: a. naked; not covered with or protected by anything; empty; just efficient, mere

e.g. bare arm/feet/wall/necessities/facts

the bare branches of winter trees

The fridge was completely bare.

Phrases:

with your bare hands: without weapons or tools

bare your soul: to tell your deepest and most private feelings

bare your teeth: to show your teeth in a fierce and threatening way

barefaced: a. showing that you do not care about offending sb. or about behaving badly

e.g. a barefaced lie

Key words and phrases in this paragraph (2mins)

class come across meet with rest upon(on) a shadow of

Translate the following sentences into English, using words in the brackets. (8mins)

如今，在他们生活的城市，农民工很少被当成市民看待。(class)

Yet few of migrant workers are even classed as citizens of the city where they live.

一个国家的实力不只是取决于经济发展；它至少在相同的程度上有赖于其教育水平。(rest upon)

The strength of a country does not rest upon economic development alone; it rests upon education, at least to the same extent.

我们明确地知道，人的生命从何时开始。(a shadow of...)

We know, without a shadow of a doubt, when human life begins.

Review the key words and phrases (2mins)

教学后记

教学内容与组织安排

Period 3 Detailed Analysis of the Text (90 Minutes)

Teaching Procedures:

Review paragraph 1 (5mins)

Paragraph 2-7 (79mins)

Paragraph 2:

Perhaps it was way back in our early childhood

way back in: a long time ago

e.g. I first met him way back in the 60s.

Many of strongest convictions were established then.

conviction: a strong opinion or belief

established: formulated

Paraphrase: Many of our strongest beliefs were formulated at that time

conviction could also mean the judgment of a jury or judge that a person is guilty of a crime as charged

e.g. He has six previous convictions for theft.

Paragraph 3:

But if the staunchest Roman Catholic and the staunchest Presbyterian had been exchanged when infants, and if they had been brought up with home and all other influences reversed, we can have little doubt what the result would have been.

when infants: elliptical sentence: when they were infants

with home and all other influences reversed: by exchanging all kinds of influence they've got from home or other sources

Paraphrase: But if they were exchanged when they were infants and brought up in different homes and under different influences, then the staunchest Roman Catholic would be the staunchest Presbyterian, and vice versa.

Presbyterian(长老教信徒): a member of the Presbyterian Church, a Protestant denomination

Roman Catholic: a member of the Roman Catholic Church

It is consistent with all our knowledge of psychology to conclude that each would have grown up holding exactly the opposite beliefs to those he holds now

be consistent with: be in agreement with

conclude: to draw a conclusion; to arrive at a conclusion

e.g. The results are entirely consistent with our earlier research.

Paraphrase: We can conclude based on all our knowledge of psychology, that each would have grown up having exactly the opposite beliefs to what they have now.

The same thing is true, of course, of many beliefs other than those of a religious nature.

be true of: can apply to

e.g. The proverb "it is never too old to learn" is true of everyone.

other than: here means apart from; the traditional meaning is except

e.g. I don't know any French people other than you.

adopt: to take into one's family through legal means and raise as one's own child ; to start to use or to accept

e.g. to adopt a child

adopt a different approach

adopt a name/title/language

Q: Here the author says that some of our convictions are strong because they have been in our mind for a long time, because they were imprinted on our mind when we were little children when we could not judge for ourselves, or because they were passed on to us during our most formative years and often by people we trusted and loved, do you agree with the author Can you give some specific examples of this kind of conviction(s)

Note:

formative: having an important and lasting influence on the development of sth. or sb.'s character

e.g. the formative years of childhood

formative education

Paragraph 4:

Of course we do not cease to adopt new beliefs on mere suggestions to take only the most striking examples, the enormous influence of newspapers and the effectiveness of skilful advertising.

cease to: stop to do

e.g. You never cease to amaze me!

striking: attractive; noticeable

Paraphrase: Of course it does not mean that when we grow up we no longer have these mistaken beliefs. We still do. We are still easy and often willing victims of newspapers and advertising.

Phrases and expressions:

wonders will never cease: (spoken, usu. ironic) to express surprise and pleasure at sth.

Much of what passes as such is not, strictly, thinking at all. It is the mere "parrotting" of ideas picked up by chance and adopted as our own without question. Most people, most of the time, are mere parrots.

what passes as such: what people take as thinking

pass as=pass for: be accepted as

e.g. He speaks the language so well he could easily pass as/for German.

parrot: n. 鸚鵡; one who imitates the words or actions of another, especially without understanding them

v. to repeat what sb. else has said without thinking about what it means

Paraphrase: Most people, most of the time, are mere parrots. They simply echo, or repeat others' ideas without question.

But as we leave childhood, we tend to accept only such new ideas as fit in with the ideas we already hold;

fit in with: to say the same thing or follow the same principle; to agree with

Comment: If we tend to accept such new ideas as fit in with the ideas we already hold, they are, strictly speaking, no longer new ideas. Therefore it is often the case that when we say we are thinking, we are really rearranging our deeply-rooted prejudices.

Possible psychological reasons: force of inertia; fear of the unknown; fear of losing face; fear of loss of interest, etc.

Can you give some examples

e.g. climb/jump on the bandwagon: (infml, disapproving) to join others in doing sth. that is becoming fashionable because you hope to become popular or successful yourself

Paragraph 5:

But we should fully face the fact that beliefs which are merely inherited from the past must have originated at a time when men knew much less than they know today. So the fact that a belief is "old" is no

argument in its favour.

in its favour: in its support

Paraphrase: But we should admit that the beliefs passed on to us by our ancestors are based on the limited knowledge of the old time. Their beliefs must be lack of strong supports since it is certain that we know much more than our ancestors did. Therefore, we should not adopt a belief just because it is old.

Paragraph 6:

We need especially to be on our guard when we come across propositions which seem to be "obviously" true.

be on our guard: to be very careful

Paragraph 7:

When we find ourselves entertaining an opinion about which there is a feeling that even to enquire into it would be absurd, unnecessary, undesirable or wicked--- we may know that opinion is a non-rational one.

find ourselves entertaining: to realize that one is unconsciously doing sth

enquire into: to find out more information about; to investigate

wicked: morally bad; evil; in Spoken English it can mean mischievous

Paraphrase: When we find that we have the very feeling that our certain opinion is sure to be true and that we should not question its validity and that if we do so it would seem very ridiculous, needless, objectionable, or even evil of us, we should come to the conclusion that this opinion is not a rational one since a rational opinion is one that is open to question and challenge.

entertain: to extend hospitality toward; to interest and amuse sb. in order to please them; here (formal.) to consider or contemplate

e.g. to entertain a doubt/suspicion 持怀疑态度

entertain an idea 考虑一个主意

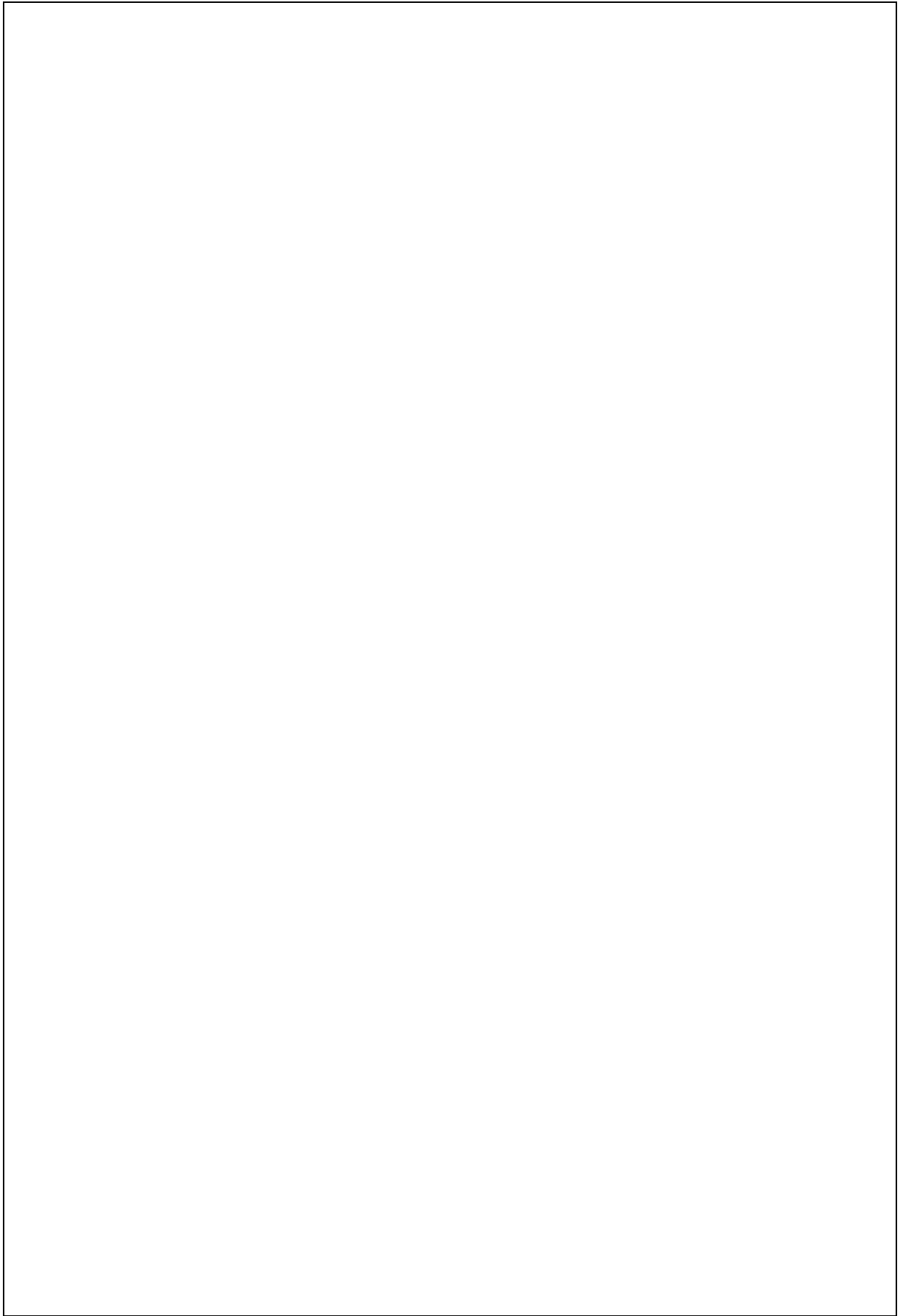
entertain few illusions 几乎不抱幻想

review the key words and phrases in these paragraphs (5mins)

Assignment (1min)

Comment on the text.

教 学 后 记



教学内容与组织安排

Period 4 Text Appreciation (90 Minutes)

Teaching Procedures:

Check the homework (7mins)

Ask 3-5 students to do the presentation about their comment on the text we have learned towards the beliefs mentioned in the text.

Text Analysis (78mins)

Paragraph 8:

..., we should remember that the whole history of the development of human thought has been full of cases of such "obvious truths" breaking down when examined in the light of increasing knowledge and reason.

break down: to cease to be useful; to fail to function; to stop being acceptable

in the light of: in consideration of; as a result of

Examples of such cases:

We used to regard the following as obvious truth: that the sun moves round the earth; the earth is flat; the air is weightless; there is always a king; men are always stronger than women; etc.

Paragraph 9:

The age-long struggle of the greatest intellects in the world to shake off that assumption is one of the marvels of history.

intellect: person of great intellectual ability

shake off: get rid of

Paraphrase: It took many scientists of greatest learning hundreds of years to struggle against the assumption that the planets moved in circles. The success of getting rid of that assumption is one of the miracles in human history.

The struggle between the Roman Catholic Church and 17th-century Italian physicist and astronomer Galileo has become symbolic of the clash between authority and intellectual freedom. Galileo refused to obey orders from Rome to cease discussions of his theories and was sentenced to life imprisonment. It was not until 1992 that a papal commission acknowledged that the church was wrong.

that the church had made a mistake in condemning Galileo.

suggested reading: *Retrying Galileo, 1633-1992* ---Maurice A. Finocchiaro

Paragraph 10:

Many modern persons find it very difficult to credit the fact that men can ever have supposed otherwise. Yet-they did.

credit the fact: believe the fact

otherwise: differently

Paraphrase: Many modern people are hard to believe that for some time men had ever thought they were thinking with their hearts. Yet it is true that the ancient people really thought in that way.

Paragraph 12:

An assumed or dogmatic proposition which had been universally accepted as "obvious"; and which, when challenged, was supported by reference to a dogma of Aristotle. Until Galileo actually demonstrated the

contrary, nothing could have seemed more beyond possibility or doubt.

demonstrate the contrary: to prove that the contrary is true by means of a demonstration

beyond possibility or doubt: be impossible or unquestionable

Paraphrase: It was a proposition that had been universally accepted as an obvious truth. Whenever it was challenged, it would be proved true with the strong support of Aristotle's theory, one of the most firmly held dogmas. It would never be questioned or doubted if there was no Galileo who proved that the contrary was true by means of a demonstration.

Paragraph 13:

Progress in human thought seems to consist mainly in getting rid of such ideas.

Compare:

consist of: to be made of or composed of

consist in: to have a basis in; to lie in; to be found in

e.g. Happiness consists in appreciating what you have.

True education does not consist in simply being taught facts.

The committee consists of ten members.

Their diet consisted largely of vegetables.

Para 14: Self-interest (and modern psychology)

a general rule: the person concerned is about the last person in the world to be able to recognize this in himself

Para 15: Explanation of "self-interest" in its general sense.

Para 16: Explanation of "self-interest" in its broad sense: our attitude toward our opinion

Para 17: a similar case: desire to justify (finding excuses)

leave no room for doubt: to make it impossible for people to doubt

cling to: to be unwilling to get rid of sth., or stop doing sth

e.g. Throughout the trial she had clung to the belief that he was innocent.

He had one last hope to cling on to.

pay sb to do sth: to bring benefit or advantage to sb to do sth

e.g. It pays to tell people the truth.

It pays to forgive others.

It doesn't pay to work too hard at the expense of your health.

is about the last person to do sth: is the least possible person to do sth

attributed to: result as resulting from

to extend the term: to extend the meaning of the word; to understand the word in a broader sense.

to be somebody in some circle: to be an important person in a certain group of people who know each other

sour grapes

e.g. He said he didn't want the job anyway, but that's just sour grapes.

Para 18: Sentimental association (definition)

One's thought is associated with memories of particular persons who held similar opinions, (illustration)

e.g. a man who was hostile to his father in childhood, other examples

Para 19: Its influence on people's thought

recollection: memory; a thing that you remember from the past

e.g. have a vivid/vague recollection of sth.

I have no recollection of meeting her before.

To the best of my recollection I was not present at that meeting.

recollect: v. to remember sth., esp. by making an effort to remember it

e.g. I don't recollect what she said then.

antagonism: hostility; dislike; resentment

keen satisfaction: strong satisfaction

keen: eager; enthusiastic about;

e.g. He is very keen to help.

She is one of the keenest supporters of that team.

keen is also often used before noun, it could mean quick to understand, strong or deep, or very sensitive or sharp

e.g. a keen mind/intellect

keen interest/satisfaction

keen sense of smell

My friend has a keen eye for a bargain.

dispose sb to do sth: to make sb more likely to feel or think a particular way about sth

dispose of sb./sth.: to get rid of; to deal with (P178)

Para 20: Fashion (illustration)

Para 21: Its influence on people's thought (sooner or later our thought become fixed)

Para 22: We tend to have fixed thinking habit (thought pattern)

Para 23: Illustration: people with fixed thoughts are quite common in everyday life.

Para 24: How it functions to our thought and changes us to Old Fogeys.

Para 25: Purpose of this essay: be inquisitive, critical, rational...

well worn: old because it has been used for a long time

brain-centre (BrE) = nerve centre (AmE) 神经中枢

connect up: join two or more things together

e.g. connect up these computers

stock anecdotes: stories about your personal experiences that you keep telling people whenever you can think of nothing else to tell

e.g. "No comment" is entertainers' stock response.

go to the dogs: to get into a very bad state

e.g. This firm has gone to the dogs since the new management took over.

Phrases and expressions:

every dog has his/its day

raining cats and dogs

sick as a dog

let sleeping dogs lie: to avoid mentioning a subject or sth. that happened in the past in order to avoid any problems or arguments

straight can mean honestly and directly

e.g. I told him straight that I didn't like him.

Are you playing straight with me

Review and Homework Assignment (5 Min.)

1. Review: How to develop a paragraph? (4 Min.)

2. Homework Assignment (1 Min.)

Ask Ss to review the Text Appreciation and finish Exercise, and prepare for the dictation

教学后记

教学内容与组织安排

Period 5 Vocabulary Exercise and Dictation (90 Minutes)

Step 1. Dictation (20mins)

Dictate twenty words and 2 sentence paraphrases.

Review the missing words in the dictation. (4 Min.)

Step 2. Vocabulary Exercise (65mins)

Focus should be put on the translation part as well as the phrases part.

Step 3. Homework Assignment (1min)

Review the key phrases in the text as well as our translation part, prepare for the unit text.

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教学内容与组织安排

Period 6 Grammar Exercise and Extension (90 Minutes)

Step 1. Grammar Exercise (45mins)

Learn to use abbreviated adverbial clauses.

when they (the staunchest roman catholic and the staunchest Presbyterian) were infants

when they (such “obvious truths”) are examined

when it (an assumed or dogmatic proposition) was challenged

if he was told

while we are doing something repetitive

while he (this young man) was attending college

as if he (this beanpole with hair on top) wanted to say

when you are in rome

though they (nuclear plants) are cheap to operate

in the above ten sentences:

1. only when the subject of the clause and that of the sentence are one and the same can the clause be shortened
2. adverbial clauses of time, condition, concession, manner, and comparison can be reduced to
 - a. conjunction + participles
 - b. conjunction + adjectives
 - c. conjunction + prepositional phrases or adverbs
 - d. conjunction + noun phrases
 - e. conjunction + infinitive phrases

Step 2. unit text (45mins)

To finish the unit text within 45 minutes.

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