



四川外国语学院成都学院

教 案

XX ~ XX 学年第 1 学期

系 英语外事管理系

教研室(组) 大三高英

课程名称 高级英语

授课年级 三年级

授课教师

职 称

四川外国语学院成都学院教务处制

XX 年 X 至 X 月

教 案（首页）

课程名称	高级英语	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	72		周学时	4	
学时分配	课堂讲授 62 学时；实践课 10 学时				
教学目标	<p>(一) 扩大学生的知识范围及认知领域、更广泛地接触多学科、多门类的非语言类的知识领域，提升学生的学习兴趣。</p> <p>(二) 扩大词汇量，以期达到《英语专业本科教学大纲》中所规定掌握的词汇。</p> <p>(三) 从理论与实践的结合上学习英语修辞学，强化学生在阅读与写作过程中的审美意识。</p> <p>(四) 传授英语四种基本文体的写作理论与基本构架，从而提高学生的英语写作水平，为今后的外语实践打下坚实的基础。</p>				
使用教材	教材名称	《高级英语》第一册（修订本）			
	编（著）者	张汉熙，王立礼			
	出版社及出版时间	外语教学与研究出版社，1995年			
指定参考书	<p>《高级英语教师用书》（梅毅仁、王立礼编，外语教学与研究出版社，1995年）</p> <p>《高级英语精读精解》（姚兰著，西南交通大学出版社，2004年）</p> <p>《高级英语理解与应用辅导》（姚念赓、胡英坤编，东北财经大学出版社，1998年）</p>				

教 案

周 次	第 周, 第次课	授课时间	年 月 日
授课章节	Unit 2 Hiroshima---the “Liveliest” City in Japan		
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	1. Help the students to know about Hiroshima Atomic bomb event in World War Two and the explosion of the atomic bomb; 2. Help the students to get to know the techniques of the development of this narration; 3. Instruct the students to enhance some English basic knowledge.	
	教 学 重 点 和 难 点	1. The knowledge of a narration; 2. The implication of the “liveliest” 3. The explanation and analysis of the suspense and conflicts in part I; 4. The study of some rhetorical devices such as “pun”, “metaphor”, “rhetorical question”, “symbolism”, etc.	
思 考 题 或 作 业	Questions: 1. Why is the “liveliest” quoted? 2. How about the structure of the text? 3. How is the text developed from Paragraph 1? How about the coherence between Part I and Part II? 4. Why was this interview a greater adventure for him? 5. What about the mental outlook of the Hiroshima people outside the railway station and of the cab driver?		

教学内容与组织安排

1st and 2nd classes

The cultural background knowledge and the general view of the text

Outline

1. Warm-up
2. The cultural background knowledge (group work)
 - 1) Japan ('Nippon' in Japanese)
 - 2) Hiroshima
 - 3) Atomic Bomb
3. The general view of the text
 - 1) The title study (group work)
 - 2) The structure analysis
 - (1) An narration
 - (2) The overview of the text
4. The summary:
5. The homework

1. Warm-up:

As third-year college students, how many of you have chosen Japanese as a second foreign language? Will you please tell us what you know about Japan and Hiroshima of Japan?

2. The cultural background knowledge (group work)

1) Japan ('Nippon' in Japanese)

Geographic position:

an island country in the Pacific Ocean; the most densely populated countries; volcano eruption and earthquakes

Located in the Pacific Ocean, Japan lies to the east of China. Japan is an island country with over 3,000 islands, most of which are mountainous and many suffer from volcano eruption and earthquakes. Since most of the country is forested, mountainous, and unsuitable for farming and living, a great high population gathers in the inhabitable coastal areas. Japan is thus one of the most densely populated countries in the world. Most of its raw materials rely on import.

Japan in the World War II :

In 1937, launched the Chinese-Japanese War; joined the Axis powers; attacked the Pearl Harbor; In 1945, atomic bombings in Hiroshima and Nagasaki; on August 15, 1945, unconditional surrender

During World War I, Japan expanded its territory by invasion. After World War I, Japan continued its expansionist policy by occupying Manchuria (now Northeast of China) in 1931 and joined the Axis powers in 1941. In 1937, Japan invaded other parts of China, launching the Chinese-Japanese War (1937–1945). On December 7, 1941, Japan attacked the United States naval base in Pearl Harbor and declared the Pacific War on the United States, the United Kingdom, the Netherlands, Thailand, and the United States in World War II.

materials. Its main import partners are China (20.5%), U.S.(12.0%), the European Union(10.3%), Saudi Arabia (6.4%), etc.(for 2006). Overall, Japan's largest trading partners are China and the United States.

2) Hiroshima

Strategic post during World War II:

headquarter ; military supplies; center for shipping; Aug.6, 1945, atomic bomb ;

70,000 people – ashes; 50,000 people -- died of the effect of the radiation;

90,000-140,000 -- dying of leukemia (白血病), pernicious anemia (恶性贫血症)

3) Atomic Bomb

the nucleus of a heavy atom – split; energy – release -- 100 million times larger per atom than in a chemical reaction; air pressure -- 35 tons per square meter; shock wave -- 440 meters per second; thrown through the air; crushed ; shattered windows -- glass fragments -- penetrated into the victim bodies; three main types of effects: blast, thermal radiation, and nuclear radiation

The Atomic Bomb is a weapon whose explosive power originates from the fission of atomic nuclei. When the nucleus of a heavy atom, such as uranium-235, is split, a certain amount of mass disappears and an equivalent amount of energy is released. This is the energy that powers an atom bomb. The energy released can be about 100 million times larger per atom than in a chemical reaction.

The devastation of the atomic bomb results from three main types of effects: blast, thermal radiation, and nuclear radiation.

Blast :

The blast effect of an atomic bomb is similar to that of a conventional explosive but much more intense and far-reaching. At the instance of the explosion over Hiroshima, a super-high air pressure was created at the hypocenter, generated a powerful shock wave. The air pressure at the hypocenter was 35 tons per square meter. The wind blew at 440 meters per second. Thousands of people were killed or injured when they were thrown through the air or crushed under their collapsed houses. The blast also shattered windows, filling the air with glass fragments that penetrated into the victim bodies

High temperatures:

the temperature on the ground -- 5,000 centigrade; turned into ash; melted glass and metal; nothing but a completely burned plain

At the instance of the explosion over Hiroshima, an enormous fireball was created in the air. The fireball fast grows to its maximum diameter of 280 meters. The temperature on the ground reached 5,000 centigrade. Anyone within 1.2 kilometers who was directly exposed suddenly turned into ash. The extreme heat melted glass and metal. When the flames died away, the city was nothing but a completely burned plain stretching out in all directions.

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

3. The general view of the text

1) The title study (group work)

How about Hiroshima?---the “liveliest”

Irony---expresses the opposite of what is meant by the term.

e.g. When people are in trouble we must leave them alone and not bother them. That’s my idea of friendship and I am sure I am right.

“Liveliest” --- “lifeless”

Pun --- is a play on words which may have the same or similar sound or spelling but usually conveys various meanings.

e.g. Waitress: “You’re not eating your fish. Anything wrong with it?”

Man: “Long time no sea.”

c.f. “long time no see”

2) The structure analysis

(1) An narration

This text is generally a narration, though embedded in some description. Simply defined, an narration is telling a story and is concerned with the processes of activities, actions and events. An narration replies to “what”, revealing moving pictures, objects and the rolling life. It revolves around people in some kind of **conflict**. As the conflict develops, **suspense** increases until the highest point (**the climax**). After climax, the story moves to the **end** where everything comes out and the significance of the activities is achieved.

Common model of a narration

Over 2000 years ago, Aristotle divided a tragedy into three parts: beginning---developing---ending. This classification is now still considered as a common model of a narration.

The beginning of an activity is often unsteady. It will introduce the time, the place, the character and the activity. It will bring about changes and development of the activity. Developing is a set of processes including complex relations, suspense, conflicts, climax, etc. Ending does not only mean the end of an action, but explores the theme and constructs a new idea which is revealed directly or indirectly in the action.

Other items of a narration

Order

A complete activity may be a combination of a set of events. Each event processes in time order or in the order of occurrence. Sometimes for the sake of suspense, character creation, theme construction, etc., the natural order may be changed. For example, a single event may develop in the natural order from A to E while the whole activity may be presented in the order of B—A—C—E—D.

Topic correlativity and direct correlativity

Topic correlativity denotes that the details should correlate to the topics. It highlights the main idea and makes the theme prominent. Direct correlativity suggests that the details should be correlative to the true facts. It increases the realistic imagination. Both mutually serve the topic.

The Author’s attitude

The author’s attitude is usually hidden in the narration of the activity. Sometimes the

author borrows the character's opinion to express his, but sometimes the two do not agree with each other.

(2) The overview of the text

The text revolves around the people in post-war Hiroshima from the angle of an American reporter to give prominence to the "liveliest" city and its people. The text is developed in conflicts and suspense according to the time order.

At the beginning part, as stepping on the very site, the author was overwhelmed with preoccupations and expectation of a seriously injured city and people. Yet, the harmonious conflicts between kimonos and miniskirts, the friendly greetings with constant bows, the market consciousness and working enthusiasm of the taxi drivers and the quick living pace of the citizens, all these present a peaceful, modern and lively city. The author had expected to interview about the Bomb event on the very spot, yet the meeting place was a floating boat-house on the sea and the mayor's talking topic was "oysters".

Then why didn't the author catch any trace of the Bomb event? Would he fail in this reportorial assignment? The increasing suspense, step by step, leads the reader closer to the other side of the city which was hidden behind its peace and prosperity.

As the interview was going on, the author penetrated the inner part of the people. The conflicts of the two schools of thought reveal that the great hurt of the atomic cataclysm so deeply impressed upon the people of Hiroshima that they would never mention anything concerned with that crime. The interview with an old fisherman in atomic section of a hospital leads the narration to the climax. From the patient the author got something hopeful and hopeless, something strong and weak, and something sad and gay. He suddenly realized everything was clear now. The post-war Hiroshima people, hiding great wounds in their bottom hearts, were building up a peaceful and lively modern Hiroshima with strong will and high spirits.

4. The summary:

1. The disaster on Hiroshima
2. The over view of the text as a narration

5. The homework

Prep-work:

1. The composition of the text
2. How is the text developed from Paragraph 1? How about the coherence between Part I and Part II?
3. Why was this interview a greater adventure for him?
4. What about the mental outlook of the Hiroshima people outside the railway station and of the cab driver?

教 案

周 次	第 周, 第次课	授课时间	年 月 日
授课章节	Unit 2 Hiroshima---the “Liveliest” City in Japan		
本(章)节 授课方式	课堂讲授 () 实践课 ()	教学时数	
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思 考 题 或 作 业	<p>Questions:</p> <ol style="list-style-type: none"> 1. Why is the “liveliest” quoted? 2. How about the structure of the text? 3. How is the text developed from Paragraph 1? How about the coherence between Part I and Part II? 4. Why was this interview a greater adventure for him? 5. What about the mental outlook of the Hiroshima people outside the railway station and of the cab driver? 		

3rd and 4th classes

Text study (1) ---Part I and Part II

Outline

1. Warm-up
2. Text study-- Part I and Part II
 - (1) The composition of the text
 - (2) Comprehension questions
 - (3) Detailed study of the text
3. The summary
4. The homework

1. Warm-up: How about the techniques of the development of this narration? And the composition of the text? (group discussion)

2. Text study

(1) The composition of the text

Part I (Para. 1) The author's preoccupations as he stepped onto the land of Hiroshima

Part II (Pa.2—7) A newly-established modern city with some conflicts between the old and new

Part III (Pa.8—27) : the interview with the mayor and a small Japanese

Part IV (Pa.28—38): the interview with the patients in the atomic section

Part V (Pa.39) The ending of the interview and the construction of the theme

(2) Comprehension questions:

What is the purpose of the interview? Why was this interview a greater adventure for him?

How did he feel? Why?

Can we get the unsteady factor and suspense in paragraph 1?

(3) Detailed study of the text

Part I (Pa. 1)

--The author's preoccupations as he stepped onto the land of Hiroshima

1. must : very probably (in an affirmative sentence)

(strong probability of the present situation)

e.g. She's absent today. She must be ill.

e.g. I think they must have left early.

(strong probability of the past situation)

c.f. Can he still be alive after the earthquake? (doubt about the present possibility)

I don't believe that. It **can not** be true. (improbability of the present situation)

He was familiar with the topography of that area. He **couldn't have lost** his way.
(improbability of the past situation)

c.f. That **was** what the man in the Japanese stationmaster's uniform shouted.
(certainty of the fact)

c.f. When I asked if she thought she would win, she replied, a'well, I **can but** try."

c.f. When the country needs you, you **cannot but** go.

2. special usages of "in"

e.g. in the stationmaster's uniform; in red;

shout in Japanese / in a harsh voice;

He's been in politics/ marketing / power for fifteen years.

One in every ten children suffers the separation from the parents.

The children are only allowed to write in pencil, not in ink.

The situation is rather complicated in that we have many competitors.

3. on one's mind / in one's mind

on one's mind: (worries, anxiety, etc.) occupying one's thought

e.g. You look worried. Is there something on your mind?

in one's mind: remembering a fact or a piece of information

e.g. After that, his name is kept in my mind.

c.f. be all in one's mind : only in one's imagination

e.g. These problems are all in your mind, you know.

c.f. be in two minds about something: being hesitant

c.f. be of one / the same mind about somebody or something

4. very (only before a noun to emphasize a noun)

e.g. He died in this very room.

e.g. The cab driver popped open the door of his car at the very sight of the traveler.

5. soil; earth

soil: a) (of this text) a place or a country

e.g. The crime was committed on American soil.

b) the top ground of the earth in which plants grow

e.g. This kind of plant needs an area of rich soil.

earth : substance that plants, trees etc. grow in

e.g. When I was young I could carry four basketful of earth at a time.

6. Was I not at the scene of the crime?

A negative question usually functions as a **rhetorical question** for effect, without any need to be answered.

e.g. Is not that a challenge to us? Is it not true that into our education have come slackness and softness?

e.g. "If Winter comes, can Spring be far behind?"

e.g. "Who is here so vile that will not love his country? If any, speak; for him have I offended.

Part II (Pa.2—7)

---By describing the peaceful normal life of the Hiroshima people and the traveling by taxi from the outside of the station to the meeting place, the author presents to the reader a

newly-established modern city with some conflicts between the old and the new.

questions

(1) How about the mental outlook of the Hiroshima people the author found outside the railway station? (calm, normal, harmonious relationship, modern awareness)

(2) How about the mental outlook of the cab driver? (active, enthusiastic, market awareness)

(3) What kind of city is Hiroshima we can see from the writer's experience before he got to the very meeting place? (From the harmonious conflicts between kimonos and miniskirts, the friendly greetings with constant bows, the market consciousness and working enthusiasm of the taxi drivers and the quick living pace of the citizens, a peaceful, modern, lively and greatly changed city is presented.)

7. appear, seem, look

Appear implies that the opinion is based on a visual impression. It sometimes suggests a twisted impression produced by visual illusion, a restricted point of view, etc.

a) It appears+ that clause

e.g. It appears that we'll have fine weather today.

b) somebody / something appears (to be)...

c) there appears to be...

Seem suggests a personal opinion based on evidence that satisfies the judgment.

e.g. There seems to be every hope that the business will get better.

The common patterns with "seem" are the same as those with "appear" (see appear").

Look focuses on the visual-based impression.

e.g. She looks to be the very person for the job.

The common patterns with "look":

a) somebody / something looks (to be)...

e.g. He looks (to be) very strong.

b) somebody / something looks like + n.

e.g. The intruder was holding what looked like a shotgun.

c) It looks + as if clause

e.g. The cause of death seems clear—it looks as if he was poisoned.

8. elderly, old, elder, older

elderly: getting near old age or past middle age

old: having lived for a long time to show signs of age

elder: (of people, esp. in a family) born earlier(seldom to be predictive or post-modifier)

older: (comparative degree)

Ex. Error correction

1. Susan is elder. She is two years older than Jane.

2. My father is getting older now and can't walk very fast.

3. Their knowledge, custom and memories were handed down by the older of the race.

9. kimonos---western dress (symbolic means)

Symbolism is the use of symbols to represent things such as ideas and emotions. A symbol is something that represents something else.

e.g. A red octagon may stand for "STOP". The hammer and sickle is a symbol of the communist movement. The hammer stands for the industrial working class while the sickle

represents the agricultural workers; together the hammer and sickle represents the unity of these two groups. All language consists of symbols. The word "cat" is not a cat, but represents the idea of a cat.

The culture:

influences from China--‘Shodo’(书道), ‘Sumi-e’ (墨绘), ‘sculpture’, etc.)

typical Japanese culture--manga (漫画), Ikebana (插花), Kimono (和服), Sumo (相扑) and tatami(榻榻米)

Followed by a heavy importation of Culture of China, Japanese culture combines influences from China, such as ‘Shodo’(书道) --‘the way of writing’, Sumi-e’ (墨绘) --‘ink painting’; and sculpture. Nevertheless, the Japanese culture still has its own unique culture. For example, manga (漫画), Ikebana (插花), Kimono (和服), Sumo (相扑) and tatami(榻榻米) represent typical Japanese culture.

Manga is the Japanese word for comics and print cartoons typically in black-and-white. In Japan, manga are widely read by people of all ages. They cover a broad range of subjects and topics including almost everything.

Ikebana is the Japanese art of flower arrangement. It has gained international fame for its focus on harmony, color use, rhythm, and elegantly simple design. Traditionally, Japanese women who have learned the art of Ikebana are considered to be a more appealing and well-rounded ladies when they are entering into marriage. Today Ikebana is widely practiced in Japan, as well as around the world.

The Japanese word kimono means "something one wears". It is the traditional garment of Japan that is still worn today on special occasions by women, men, and children. Formal kimono is typically worn in various layers, sleeve lengths and choice of patterns, which are dictated by social status and the occasion for which the kimono is worn.

The most traditional Japanese sport is Sumo (相扑) which is considered as a modern Japanese martial art:現代武道). Sumo originated in Japan, the only country where it is practiced professionally.

Tatami mats are a traditional type of Japanese flooring made of woven soft rush straw. Tatami were originally a luxury item for the wealthy, and are now popularized in the homes of common people.

10. ... to rub shoulders with ...: (informal) to meet and mix with (people)

e.g. He loves teaching by which he can rub shoulders with young people and make himself return to his college life.

“Rub shoulders with...” --- a pun:

1) People walked shoulder by shoulder in the crowded streets

2) The Japanese traditional style and the western style exist side by side in modern Hiroshima.

Kimonos and western dress: a piece of traditional Japanese clothing like a long coat and a very short western style skirt, Here are used symbolically to denote the Japanese traditional style and the western style .

11. grin / smile / laugh

grin: to smile widely with the teeth shown, sometimes denoting an expression of suffering or foolishness.

smile: to show a pleased usually voiceless looking.

e.g. Joanna was smiling at me in a friendly way.

laugh: is to express amusement, happiness, careless disrespect, etc. by making explosive sounds with voice.

e.g. Jonathan kept pulling funny faces at me, and I couldn't keep laughing.

12. The analysis of the sentence structure: “As in Tokyo, taxi driver...will not admit..., and will accept...”

13. this intermezzo-- a metaphor

The puzzling traveling by taxi between the railway station and the City Hall is compared to a short piece of music played between the main parts of a concert, opera, etc.

14. musical sigh-- a metaphor The usher's sigh is compared to a piece of music.

15. The analysis of the sentence: “The ...spectacle of...is the very symbol...”

little old Japan adrift amid beige concrete skyscrapers (synecdoche)

Synecdoche emphasizes the substitution of the part for the whole, or the whole for the part.

e.g. 1) He has many *mouths* to feed in his family.

2) *Australia* beat *Canada* in the basketball match.

3) Nearly 4.8 million *vehicles* rolled off the assembly lines, 2000 more than in 1988.

Summary: normal; peaceful; modern; harmonious; conflicts; lively

3. The summary

(1) The development of the text is based on the suspense and conflicts.

(2) The visual impression of Hiroshima the writer got: peaceful and modern with conflicts between the traditional Japanese culture and the western culture.

4. The homework

1. Prep-work:

(1) What topic of the interview the writer had prepared? How do you know?

(2) Why did the mayor never mention the “bomb” but the oysters?

2. Ex. II (P.19); EX. II (P.20) 1)—3)

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	L.2 Hiroshima---the “Liveliest” City in Japan		
本（章）节 授课方式	课堂讲授（4） 实践课（ ）	教学时数	4
授 课 要 点	本 （ 章 ） 节 教 学 目 标	<ol style="list-style-type: none"> 1. Detailed study of the text from Paragraph 9—the end; 2. Help the students to explore the inner side of Hiroshima people. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Analyse and explain the spiritual world of Hiroshima people; 2. Some language points; 3. Detailed study of Paragraph 38. 	
思 考 题 或 作 业	<p>Prep-work:</p> <ol style="list-style-type: none"> 1. What did the mayor say about Hiroshima? Why didn't he mention the atomic event? 2. Where does the narration reach to its climax? <p>Ex. 1. Read the “Notes”;</p> <p style="padding-left: 20px;">2. Ex. II 4)—8); Ex. VI</p>		

教学内容与组织安排

5th and 6th classes

Text study (2)—Part III

Outline

1. Warm-up
2. Text study (2)—Part III
 - (1) Reading comprehension
 - (2) Detailed study
3. The summary
4. The homework

1. Warm-up: In Part I and Part II, can we get what visual impression of Hiroshima the author got? Do you think it is really Hiroshima all over? If not, what different side we can get about Hiroshima?

2. Text study (2)—Part III

Part III (Pa.8—27) : the interview with the mayor and a small Japanese

(1) Reading comprehension

1. What topic of the interview the writer had prepared? How do you know?
 - 1) From the author's feeling: (Pa.8—10)
a stunning, porcelain-faced woman asked me...;
This done,...treading cautiously on ...tatami...;
a twinge of embarrassment at the prospect of...
 - 2) From the author's reaction to the mayor's speech:
when...sank in [... is fully understood], jolting me out of my sad reverie
The summary: lacking self-respect (guilty); upset and uneasy; surprised; puzzled
2. Why did the mayor never mention the "bomb" but the oysters? What's the function of the dash "—" in "...throughout the world for its—oysters." (group discussion)

(2) Detailed study

1. The analysis of the sentence structure: " This done, I entered one of the...rooms..., treading ...on the soft tatami...and experiencing..."

2. cautiously / carefully

cautious suggests a carefully holding back from action until all possibilities have been considered to avoid failure or danger.

careful implies that attention is cast to details with efforts.

e.g. The students watched the teacher carefully and then followed the suit

3. be familiar to somebody

e.g. His face is familiar to me, but I can't recall his name.

cf. be familiar with something

e.g. Are you familiar with these technical terms?

4. a town known throughout the world for its—oysters (anti-climax)

The fame of Hiroshima is stated in a descending order : world famous—common oysters, from bigger to smaller, weightier to lighter.

5. sink in: to be fully understood

jointing me out of my sad reverie: shaking me awake from my sad dreamy feeling.

6. confess/ admit

confess: to acknowledge one's fault or evil, strongest in tone, implying regret or making a clear breast of one's crime.

e.g. As the offender had confessed his crime, he was not dealt with so strictly.

Admit: to agree to the truth of..., often owing to the press from the outside or the self-blame.

e.g. (Pa.4) Taxi driver in Hiroshima often know little of their city, but to avoid loss of face before foreigners, will not admit their ignorance.

e.g. The atomic bomb destroyed the whole city of Hiroshima.

3. The summary

The increasing suspense, step by step, leads the reader closer to the other side of the city which was hidden behind its peace and prosperity. As the interview was going on, the author penetrated the inner part of the people from the mayor's speech and the small Japanese talk.

4. The Homework

1. Prep-work: Detailed study of Paragraph 38—what does “free me from earthly cares mean? What was hidden at the bottom heart of the patient?

2. Ex. III. 1) 5) Ex. V, VII

7th and 8th classes

Text study (3)—Part IV and V

Outline

1. Warm-up
2. Revision: Some useful expressions
3. Text study (3)—Part IV and V
4. The summary
5. The homework

1. Warm-up: Check the homework and make the feedback

2. Revision: Some useful expressions

1. must / can (strong probability)
2. very: (adj.) just itself and nothing else (used to emphasize a noun)
e.g. The very sight of the atomic section would send shivers down the spine of any visitor.
3. appear / seem / look
appear— visual; twisted; restricted point of view
seem—evidence; look— visual-based
 - a) It appears+ that clause
 - b) somebody / something appears (to be)...
 - c) there appears to be...
 - d) it looks like / as if
 - e) look + adj.
4. elderly / old / elder / older
5. be oblivious of / to : to be unaware of
6. rub shoulders with ...: (informal) meet and mix with (people)

3. Text study (3)—Part IV and V

Part IV (Pa.28—38): the interview with the patients in the atomic section

The body suffering : (Pa. 31); Genetic damage passes from generation to generation and causes genetic diseases such as leukemia (白血病), pernicious anemia (恶性贫血症) ; no offsprings, unhealthy children, etc.

The spiritual suffering: (Pa.34) humiliating to survive; encounter prejudice on the part of those...; commit suicide

(better death than living)

Great suffering and great struggle against the fate (Pa. 38)

1. genetic damage: the damage which can be passed down from parent to child in the cells of the body. People who are suffering from genetic damage may not be able to produce offspring or may give birth to deformed or unhealthy children.

2. gaze / stare

gaze: to look steadily for a long or short period of time, often with the indication of wonder, admiration, fascination, etc.

stare: to look fixedly with eyes wide open, as in wonder, fear, amazement or deep thought.

e.g. He stood still, staring with astonishment.

3. Detailed study of Paragraph 38 and the paraphrase

4. earthly cares: the concern from the authentic life on the earth; figuratively, the suffering of sorrow, pain and the threat of death from the present life

5. improve my character : to purify my soul and make myself brave and calm facing the coming death

Part V (Pa.39) The ending of the interview and the construction of the theme

4. The summary

The interview with an old fisherman in atomic section of a hospital leads the narration to the climax. From the patient the author got something hopeful and hopeless, something strong and weak, and something sad and gay. He suddenly realized everything was clear now. The post-war Hiroshima people, hiding great wounds in their bottom hearts, were building up a peaceful and lively modern Hiroshima with strong will and high spirits.

5. The homework

1. Group discussion: 1) Is Hiroshima a liveliest city? Please explain.
2) Please find out the writing characteristics of the text.
2. Ex. VII, IV
3. Get ready for the dictation.

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	L.2 Hiroshima---the “Liveliest” City in Japan		
本(章)节 授课方式	课堂讲授(4) 实践课()	教学时数	4
授 课 要 点	本 (章) 节 教 学 目 标	1. Explore the author’s view and construct the theme of the text; 2. Summarize the writing techniques; 3. Enhance the students’ English basic knowledge.	
	教 学 重 点 和 难 点	1. The theme of the text; 2. The writing characteristics of the text; 3. The paraphrase	
思 考 题 或 作 业	1. Dictation 2. Ex. VIII, IX 3. The quiz The prep-work of Lesson 4: 1. Read and then retell the story; 2. Think about the narration order and classify the text into sections; 3. Comment on the three major characters, finding out their characteristics; 4. Study the title and think about what “the everyday use for your grandmama” symbolizes		

教学内容与组织安排

9th and 10th classes

Comments on the text and the Exercises

Outline

1. Warm-up: Questions (for group discussion)
2. Writing techniques
3. Exercises
4. The Quiz and the Comments
5. Prep-work of Lesson 4: Everyday use for your grandmama

1. Warm-up: Questions (for group discussion)

- 1) What answer do you think the writer could read in every eye of the Hiroshima people?
- 2) Hiroshima is a liveliest city in Japan? How about your answer?

The “liveliest”:

- 1) the physical world of Hiroshima city: lively, prosperous and modern;
- 2) the spiritual world of the Hiroshima people: brave, vigorous, yet with deeply hidden wounds and sadness, and something hopeful and hopeless, something strong and weak, and something sad and gay

The construction of the theme: The post-war Hiroshima people, hiding great wounds in their bottom hearts, were building up a peaceful and lively modern Hiroshima with strong will and high spirits. Human beings must keep peace and fight against war.

Class Discussion:

What was the answer the author read in every eye?

What does the quoted word of the title imply? Can you explain its implied meaning with some supporting facts from the text?

The teacher’s feedback

2. Writing techniques

1) From the angle of the first person “I”, the author draws himself closer to the reader and makes his narration more authentic. The description of “I”’s psychological work increases the effect of the writing and thus deepens the theme.

2). The combination of topic correlativity and direct correlativity of the details increases the authenticity of the description and highlights the significance of the narration.

details correlating to the topic: Pa.2 / 3 / 28 / 34

details correlating to the authentic facts: 2 / 5 / 8

3). The rhetorical devices play an important role of emphasis and attraction.

(1) Pun (双关语) (the title)

(2) Anti-climax (突降) states one’s thought or certain phenomenon in a descending order of significance or intensity, from stronger to weaker, weightier to lighter.

e.g. (Pa.17) “...a town known throughout the world for its---oysters”

e.g. He spent all his large fortune endowing a college or a cat.

e.g. Reading makes a full man; conference a ready man; and writing an exact man. (the heightening order: full---ready---exact)

(4) Symbolic means -- represents a person, idea, value, etc. with a sign, shape, object etc.

3. Exercises

(1) Fill in the blanks with appropriate words given.

(can, must, will)

1) She ---- (not) be forty years old. She---- be quite young.

2) Peter ---come with us tonight, but he isn't very sure yet.

(soil, earth)

3) 1) The crime was committed on American----. [a place or a country]

2) This kind of plant needs an area of rich ----.

[the top ground of the earth in which plants grow]

4) When I was young I could carry four basketful of ---- at a time.

(appear, seem, look)

5) Mr. Gilmore is one of those men who---- to be friendly, however, it is very hard to deal with him.

He ----not to have grasped what she really meant.

6) It never ----to have occurred to him that he got the first prize of the scholarship.

7) The cause of death ----clear—it ----as if he was poisoned.

(demolish, destroy)

8) The atomic bomb ----the whole city of Hiroshima.

9) They are going to ----that old building and put up a new one.

(carefully, cautiously)

10) The students watched the teacher ----and then followed the suit

11) She opened the door ----- so as not to wake the baby.

(2) Recite Pa. 38 and 39

(3) Dictation

1) preoccupation

2) the ritual formula of gratitude

3) the facades of grocery stores

4) the martyred city

5) in response to

6) screeched to halt

7) intermezzo

8) sketch a pam

9) the canal embankment

10) barge

11) arresting spectacle

12) incessant struggle

13) at the prospect

14) a twinge of embarrassment

15) to die in slow agony

16) the spinal column

17) heinous crime

18) demolish

19) a handful of

20) humiliating

(4) Translate the following Chinese into English, using the words and expressions given.

(1) 马克.吐温在文学界成名以前以当印刷工为生。(by trade)

(2) 老师通常在学生回答之前给他们留出几秒钟时间。(spare)

(3) 他学习很专注, 没有理会周围的一切。(be oblivious of)

(4) 中国的抗日战争跟第二次世界大战紧密相联。(have...to do with)

(5) 儿子被大学录取, 但高昂的学费却使父母忧心忡忡。(on one's mind)

- (6) 姐妹俩长的很相似，有时难以区别。(very much like; much the same as)
(7) 教师往往看起来年轻，因为他们常与青年学生交往。(rub shoulders with)
(8) 虽然很专注，几分钟以后他才领悟演讲者的含意。(sink in)
(9)出租车司机一看见乘客就砰的一声打开车门。(at the very sight of)
(10) 这儿一个人都没有，会议一定改地方了。(must)

4. The Quiz and the Comments

5. Prep-work of Lesson 4: Everyday use for your grandmama

1. Read and then retell the story;
2. Think about the narration order and classify the text into sections;
3. Comment on the three major characters, finding out their characteristics;
4. Study the title and think about what “the everyday use for your grandmama” symbolizes.

