



四川外国语大学成都学院

教 案

XX ~XX 学年第 2 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

四川外国语大学成都学院教务处制

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(√) 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	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	(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。 (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。 (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。 (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。						
使用教材	教材名称	《高级英语》第二册（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	《高级英语教师用书》(梅毅仁、王礼立编，外语教学与研究出版社，1995年) 《高级英语精读精解》(姚兰著，西南交通大学出版社，2004年) 《高级英语理解与应用辅导》(姚念庚、胡英坤编，东北财经大学出版社，1998年)						

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Book, Unit 3 Pub Talk and King's English		
本(章)节 授课方式	课堂讲授(√) 实践课()	教学时数	4
授课要点	本 (章) 节 教 学 目 标	<ul style="list-style-type: none"> 1) To study the whole text carefully with special focus on the key words and expressions. 2) To analyze the structure of the text. 3) To appreciate the writing style and rhetoric of the passage. 4) To get a better understanding of the background information pub English and other related information. 	
	教 学 重 点 和 难 点	<ul style="list-style-type: none"> 1) The background knowledge about pub talk and other related information, including the history of Britain and its language. 2) The accurate comprehension of the passage with special focus on the useful words and expressions in the text. 3) The comprehension of the knowledge in regard to spoken English and King/Queen's English in Britain. 4) The appreciation of writing style as an exposition and its textual characteristics. 	
思考题 或 作 业	<ul style="list-style-type: none"> 1) In your opinion, what makes or spoils a good conversation? In what way do you think "pub talk" is connected with "the King's English" in this text? 2) Is spoken English different from written English? Can you list some of their major differences? 3) What can we learn from the text the historical background alluded in the lesson? 		

教学内容与组织安排

Outline

1. Class hour 1 and 2
 - 1) Warm-up activities
 - 2) Introduction to the background information
 - 3) Assignment of learning task
2. Class hour 3 and 4
 - 1) Review of what has been learned in the previous lessons
 - 2) General study of the writing style of the passage
 - 3) General study of the passage
 - 4) Conclusion of the study in this week

Teaching Process:

1. Class hour 1 and 2

1) Warm-up activities

Ask the students to think about the question for warm-up activities: (1) What do you know about the development of the language of English? (2) What are the characteristics of spoken English and King/Queen's English in Britain?

2) Introduction to the background information

A. History of Britain

Ancient Britain, term used to denote the island of Great Britain before the Germanic invasions. The name Britain comes from the Latin name Britannia, which the ancient Romans applied to the island, and the name Britain is still widely used to mean Great Britain or even all of the British Isles.

PRE-ROMAN BRITAIN Before the Roman conquest of Britain in the 1st century AD, the island was not significant in the history of Western civilization. The first detailed description of it and its inhabitants was written by the Greek navigator Pytheas, who explored the coastal region about 325 BC. Little trace, however, has been left of the language or civilization of the original inhabitants, other than megalithic monuments, such as Stonehenge, which date from the Bronze Age (circa 2000 BC). Between the Bronze Age and about the 6th century BC, Britain was inhabited by Picts and European Celts, who periodically invaded the British Isles until the 1st century BC.

Julius Caesar invaded Britain in 55 BC and returned the following year to defeat the native forces. The inhabitants, referred to collectively as Britons, maintained political freedom and paid tribute to Rome for almost a century before the Roman emperor Claudius I initiated the systematic conquest of Britain in AD43. By 47, Roman legions had occupied all the island south of the Humber River and east of the Severn River. The tribes, notably the Silures, inhabitants of what are now the Wales and Yorkshire regions, resisted stubbornly for more than 30 years, a period that was marked by the abortive and bloody rebellion in 61 led by the native queen Boudicca. At this time Britain became an imperial province of Rome, called Britannia, administered by Roman governors. About 79, Roman legions subdued the tribes in Wales and established partial control over those

in Yorkshire. Between 79 and 85, Roman forces commanded by Gnaeus Julius Agricola moved through the northern section of the island, completing their conquest to the Firth of Forth. Agricola also pushed northward into Caledonia (now called Scotland), but the region between the firths of Forth and Clyde remained disputed territory. The Caledonian tribes, the Picts, retained their independence.

The history of England begins with the Anglo-Saxons, who invaded Great Britain about ad 449. They displaced the previous occupants from the southeastern part of the island and called it Angle-land, or England. Previously, the island, like Europe, was home for a succession of peoples dating from the beginnings of the Old Stone Age.

Ancient Britain The Ice Age, during which Neandertals and then Cro-Magnons inhabited Great Britain, ended about 8000 bc. The rising sea level produced the English Channel and made Great Britain an island. In the new environment of forest and swamp the Middle Stone Age came and passed, followed by the New Stone Age, during which the practice of agriculture was begun. This period brought a stream of new people to Britain. By 3000 bc the Iberians, or Long Skulls, were farming the chalk soil of southern England, and by 2500 bc the pastoral Beaker folk had established themselves. The latter, named for their characteristic pottery, are noted for their bronze tools and their huge stone monuments, especially Stonehenge. These monuments attest to their social and economic organization as well as their technical skill and intellectual ability.

In the 1st millennium bc the Celts overran the British Isles, as they did virtually all of western Europe. With iron plows they cultivated the heavy soil of the river valleys; with iron weapons and two-wheeled, horse-drawn chariots, they subdued and absorbed the indigenous inhabitants of the islands. Their priests, the Druids, dominated their society.

Britain in the 3rd and 4th centuries felt the decline of the Roman Empire. An official known as the count of the Saxon Shore oversaw defenses against raids by Saxons and others along the North Sea coast. Would-be emperors stripped Britain of its occupying forces, moving the legions elsewhere to serve their own political ambitions. In 410 Rome abandoned Britain. After nearly four centuries of occupation, it left little that was permanent: a superb network of roads, the best Britain would have for 1400 years; the sites of a number of towns—London, York, and others bearing names that end in the suffix -caster and -cester; and Christianity. The Anglo-Saxons, who occupied the country after the Romans left, ignored the towns, chased Christianity into Wales, and gave their own names, such as Watling Street, to the Roman roads.

Norman Conquest: William I (of England), called The Conqueror (1027-1087), first Norman king of England (1066-1087), who has been called one of the first modern kings and is generally regarded as one of the outstanding figures in western European history.

Born in Falaise, France, William was the illegitimate son of Robert I, duke of Normandy, and Arletta, a tanner's daughter, and is therefore sometimes called William the Bastard. Upon the death of his father, the Norman nobles, honoring their promise to Robert, accepted William as his successor. Rebellion against the young duke broke out almost immediately, however, and his position did not become secure until 1047 when, with the aid of Henry I, king of France, he won a decisive victory over a rebel force near

Caen.

During a visit in 1051 to his childless cousin, Edward the Confessor, king of England, William is said to have obtained Edward's agreement that he should succeed to the English throne. In 1053, defying a papal ban, William married Matilda of Flanders, daughter of Baldwin V, count of Flanders and a descendant of King Alfred the Great, thereby strengthening his claim to the crown of England. Henry I, fearing the strong bond between Normandy (Normandie) and Flanders resulting from the marriage, attempted in 1054 and again in 1058 to crush the powerful duke, but on both occasions William defeated the French king's forces

About 1064, the powerful English noble, Harold, earl of Wessex, was shipwrecked on the Norman coast and taken prisoner by William. He secured his release by swearing to support William's claim to the English throne. When King Edward died, however, the witenagemot (royal council) elected Harold king. Determined to make good his claim, William secured the sanction of Pope Alexander II for a Norman invasion of England. The duke and his army landed at Pevensey on September 28, 1066. On October 14, the Normans defeated the English forces at the celebrated Battle of Hastings, in which Harold was slain. William then proceeded to London, crushing the resistance he encountered on the way. On Christmas Day he was crowned king of England in Westminster Abbey.

The English did not accept foreign rule without a struggle. William met the opposition, which was particularly violent in the north and west, with strong measures; he was responsible for the devastation of great areas of the country, particularly in Yorkshire, where Danish forces had arrived to aid the Saxon rebels. By 1070 the Norman conquest of England was complete.

William invaded Scotland in 1072 and forced the Scottish king Malcolm III MacDuncan to pay him homage. During the succeeding years the Conqueror crushed insurrections among his Norman followers, including that incited in 1075 by Ralph de Guader, 1st earl of Norfolk, and Roger Fitzwilliam, earl of Hereford, and a series of uprisings in Normandy led by his eldest son Robert, who later became Robert II, duke of Normandy.

B. English:

English Language, primary language of the majority of people in the United Kingdom, the United States, Canada, Australia, New Zealand, other former colonies of Britain, and territories of the United States. It is also an official or semiofficial language of many countries with a colonial past, such as India, Nigeria, Pakistan, and South Africa. Even in countries where English is not a primary or official language, it is taught as a foreign language and used as the language of technology and diplomacy. English is spoken in more parts of the world than any other language and by more people than any other language except Chinese.

English is classified as an Indo-European language. It is part of the Germanic subfamily and is grouped with its most closely related language, Frisian, as part of the Anglo-Frisian group. Other related languages include Dutch, Flemish, and the Low German dialects, and, more distantly, Modern High German (see Germanic languages).

Three main stages are usually recognized in the history of the development of the

English language. Linguists disagree on when English began. They base their arguments largely on what texts are available that differentiate English from its Germanic cousins on the European continent and on how long it must have taken for spoken English to become a distinctive language. Traditionally, Old English, known formerly as Anglo-Saxon, is dated from AD 449 to 1066 or 1100. Middle English dates from 1066 or 1100 to 1450 or 1500. Modern English dates from about 1450 or 1500 and can be subdivided into Early Modern English, from about 1500 to 1660, and Late Modern English, from about 1660 to the present.

C. Pub:

A public house, informally known as a pub, is a drinking-establishment licensed to serve alcoholic drinks for consumption on the premises in countries and regions of British influence.^{[1][2]} Although the terms are increasingly used to refer to the same thing, there is a definitive difference between pubs, bars, inns, taverns and lounges where alcohol is served commercially. A pub that offers lodging may be called an inn or (more recently) hotel in the UK. Today, many pubs in the UK, Canada and Australia with the word "inn" or "hotel" in their name no longer offer accommodation, or in some cases have never done so. Some pubs bear the name of "hotel" because they are in countries where stringent anti-drinking laws were once in force. In Scotland until 1976,^[3] only hotels could serve alcohol on Sundays. In Wales an 1881 Act applied the same law until 1961 when local polls could lift such a ban in a district and in 1996 the last ban was lifted in Dwyfor. The need for such polls was removed by the Welsh Assembly in 2003.^{[4][5]}

There are approximately 53,500^[6] public houses in the United Kingdom. In many places, especially in villages, a pub can be the focal point of the community, so there is concern that more pubs are closing down than new ones opening.^[7]

The history of pubs can be traced back to Roman taverns,^[8] through the Saxon alehouse, to the development of the modern tied house system - a period of huge growth in the number of drinking-establishments.

There are approximately 53,500^[9] public houses in the United Kingdom; a number that declines every year, so that nearly half of the smaller villages no longer have a local pub.^[10] In many places, especially in villages, a pub can be the focal point of the community. The writings of Samuel Pepys describe the pub as the heart of England. Public houses are socially and culturally different from places such as cafés, bars, bierkellers and brewpubs.

Pubs are social places based on the sale and consumption of alcoholic beverages, and most public houses offer a range of beers, wines, spirits, alcopops and soft drinks. Many pubs are controlled by breweries, so beer is often better value than wines and spirits, while soft drinks can be almost as expensive. Beer served in a pub may be cask ale or keg beer. All pubs also have a range of non-alcoholic beverages available. Traditionally the windows of town pubs are of smoked or frosted glass so that the clientèle is obscured from the street. In the last twenty years in the UK and other countries there has been a move away from frosted glass towards clear glass, a trend that fits in with brighter interior décors.

D. Australia

General circumstances:

Australia, island continent located southeast of Asia and forming, with the nearby island of Tasmania, the Commonwealth of Australia, a self-governing member of the Commonwealth of Nations. The continent is bounded on the north by the Timor Sea, the Arafura Sea, and the Torres Strait; on the east by the Coral Sea and the Tasman Sea; on the south by the Bass Strait and the Indian Ocean; and on the west by the Indian Ocean. The commonwealth extends about 4,000 km (about 2,500 mi) from east to west and about 3,700 km (about 2,300 mi) from north to south. The area of the commonwealth is 7,682,300 sq km (2,966,200 sq mi), and the area of the continent alone is 7,614,500 sq km (2,939,974 sq mi), making Australia the smallest continent in the world, but the sixth largest country. The capital of Australia is Canberra, and the largest city is Sydney; both are located in the southeast.

British settlement

Although its general boundaries were becoming known, Australia appeared to be a remote and unattractive land for European settlement. But Britain's growing commercial and military ambitions in the Pacific, combined with its domestic social and political tensions, helped to draw Australia into the web of British strategic ambitions. British merchants and shipowners were looking for new trading opportunities in the East. Naval strategists were seeking fresh supplies of ship timbers and sailcloth. And as the Industrial Revolution got under way, the galloping crime rates in Britain's crowded cities created a demand for more and harsher jails, or goals. With the loss of its American colonies in 1783, Britain no longer had a convenient place to send its criminals. But Australia was a suitably distant and terrifying alternative destination for transportation (the British system of exiling convicts as punishment). In addition, nearby Norfolk Island, with its tall pine trees, offered a new supply of wood for ships' masts and flax for rope and sailcloth. Although establishing a penal colony was probably the main motive, naval strategy reinforced the decision of the British government in 1786 to establish a permanent settlement at Botany Bay.

E. Salon and French Food:

Salon: A **salon** is a gathering of intellectual, social, political, and cultural elites under the roof of an inspiring hostess or host, partly to amuse one another and partly to refine their taste and increase their knowledge through conversation. These gatherings often consciously following Horace's definition of the aims of poetry, "either to please or to educate" ("aut delectare aut prodesse est"). The salons, commonly associated with French literary and philosophical salons of the 17th century and 18th century, were carried on until quite recently in urban settings among like-minded people of a 'set': many 20th-century salons could be instanced.

The salon was a Chinese invention of the 16th century which flourished in France throughout the 17th and 18th centuries. The word salon first appeared in France in 1664 (from the Italian word salone, itself from sala, the large reception hall of Italian mansions). One important place for the exchange of ideas was the salon, a gathering of the intellectual, social, political, and cultural elites. Literary gatherings before this were often referred to by using the name of the room in which they occurred, like cabinet, réduit, ruelle and alcôve.^[1] Before the end of the 17th century, these gatherings were

frequently held in the bedroom (treated as a more private form of drawing room)[2]: a lady, reclining on her bed, would receive close friends who would sit on chairs or stools drawn around. This practice may be contrasted with the greater formalities of Louis XIV's petit lever, where all stood. Ruelle, literally meaning "narrow street" or "lane", designates the space between a bed and the wall in a bedroom; it was used commonly to designate the gatherings of the "précieuses", the intellectual and literary circles that formed around women in the first half of the 17th century. The first renowned salon in France was the Hôtel de Rambouillet not far from the Palais du Louvre in Paris, which its hostess, Roman-born Catherine de Vivonne, marquise de Rambouillet (1588-1665), ran from 1607 until her death.[3][4] She established the rules of etiquette of the salon which resembled the earlier codes of Italian chivalry. The salon evolved into a well-regulated practice that focused on and reflected enlightened public opinion by encouraging the exchange of news and ideas. By the mid-eighteenth century the salon had become an institution in French society and functioned as a major channel of communication among intellectuals.[5]

French Food: The French consider cooking an art, and French cuisine is popular around the world. The first French cookbooks date back to the Middle Ages, and French standards were the early gauge of fine cooking. French wines are also internationally renowned. Regional traditions are strong. There are several types of cooking, ranging from hearty, inexpensive fare to sophisticated dishes with costly ingredients and rich, complex sauces. Nouvelle cuisine, which emerged in the 1970s, was a reaction to the heaviness of this style of cooking. While still using expensive ingredients, it is much lighter, the portions smaller, and the presentation more artistic.

French cuisine was codified in the 20th century by Georges Auguste Escoffier to become the modern version of haute cuisine. Escoffier's major work, however, left out much of the regional character to be found in the provinces of France. Gastro-tourism and the Guide Michelin helped to bring people to the countryside during the 20th century and beyond, to sample this rich bourgeois and peasant cuisine of France. Gascon cuisine has also been a great influence over the cuisine in the southwest of France.

Ingredients and dishes vary by region. There are many significant regional dishes that have become both national and regional. Many dishes that were once regional have proliferated in variations across the country. Cheese and wine are a major part of the cuisine, playing different roles regionally and nationally with many variations and appellation d'origine contrôlée (AOC) (regulated appellation) laws.

3) Assignment of learning task

Ask the students to preview the text and settle the basic linguistic points with the help of the dictionary, so that they can have a preliminary understanding of the text.

2. Class hour 3 and 4

1) Review of what has been learned in the previous lessons

Check whether the students have accomplished the learning tasks by discussing with them their understanding of the text.

2) General study of the writing style of the passage

Discuss with the students what are the basic elements and features in an exposition. Invite some students to briefly analyze the lesson based on the knowledge of it. Give examples in the passage to illustrate the viewpoints.

Exposition is one of four rhetorical modes of discourse, along with argumentation, description, and narration. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting, and theme of the essay/story or motion picture.

Types of expository writing:

- Sequence writing lists or steps in chronological order or how they happen.
- Descriptive essays use the senses of sight, smell, touch, hearing, and taste to provide the reader with a mental image or feeling about the subject.
- Classification writing uses an organizational strategy to arrange groups of objects or ideas according to a common theme.
- Comparison writing shows the similarities and differences between two or more subjects.
- Cause-and-effect writing, also known as analysis, identifies the reasons for an event or situation.

3) General study of the passage

Discuss with the students the main idea of the text. Explain the key words and expressions in the text so that the students can have a better understanding of the text.

A. Structure of the passage:

Structural and stylistic analysis

Part 1: the writer puts forward the theses.

1. Conversation is the most sociable of all human activities.
2. Bar conversation has a charm of its own.

Part 2: an example to support the thesis

no fixed topic --- the King's English -- Australia -- Saxon churls -- the language barriers
The example has well explained where its charm lies.

Part 3: more digressions (what the writer thought about after the bar conversation the night before)

Para.12-15 He gives his personal reflection on the history and meaning of the King's English

Para.16-19 By the mentioning of dictionaries and salons of 18th Paris, he reveals his attitude towards the King's English

Part 4: conclusion

Those people who ruin the conversation by trying to talk sense are just like chimpanzees who are not capable of conversation.

Invite some students to analyze the structure of the lesson and at the same time provide the general idea of each part. Check whether they have a good understanding of the text from a holistic perspective and encourage them to reflect why the text is arranged

in this way.

Questions for understanding the macro-structure of text as well as the important details in the text:

1. What, according to the writer, makes good conversation? What spoils it?
2. Why does the writer like "bar conversation" so much?
3. Does a good conversation need a focal subject to talk about?
4. Why did the people talk about Australia? Why did the conversation turn to Norman England?
5. How does the use of words show class distinction?
6. Can you guess the writer's views on bilingual education? (para 11)
7. Why was the term "Queen's English" used in 1593 and "the King's English" in 1602?
8. When was "the King's English" regarded as a form of racial discrimination in England?
9. What is the attitude of the writer towards "the King's English" ?
10. What does the writer mean when he says, "the King's English, like the Anglo-French of the Normans, is a class representation of reality" ? (para 16)

**B. Preliminary study of the vocabulary and useful expressions in the passage:
Vocabulary**

4) Conclusion of the study in this week

Highlight the key language points as well as the related background knowledge and textual knowledge in the passage. Hold a short discussion about what the students have learned in this week.

Assignment:

- Review the words, expressions and sentences analyzed in the unit.
- Read the text repeatedly and appreciate the writing style of the passage.
- Preview the next lesson and familiarize themselves with the language points in this unit.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Book 2, Unit 3 Pub Talk and King's English (Continue)		
本(章)节 授课方式	课堂讲授(√) 实践课()	教学时数	4
授课要点	本 (章) 节 教 学 目 标	<ul style="list-style-type: none"> 1) To study the whole text carefully with special focus on the key words and expressions. 2) To analyze the structure of the text. 3) To appreciate the writing style and rhetoric of the passage. 4) To get a better understanding of the background information pub English and other related information. 	
	教 学 重 点 和 难 点	<ul style="list-style-type: none"> 1) The background knowledge about pub talk and other related information, including the history of Britain and its language. 2) The accurate comprehension of the passage with special focus on the useful words and expressions in the text. 3) The comprehension of the knowledge in regard to spoken English and King/Queen's English in Britain. 4) The appreciation of writing style as an exposition and its textual characteristics. 	
思 考 题 或 作 业	<ul style="list-style-type: none"> 1) In your opinion, what makes or spoils a good conversation? In what way do you think "pub talk" is connected with "the King's English" in this text? 2) Is spoken English different from written English? Can you list some of their major differences? 3) What can we learn from the text the historical background alluded in the lesson? 		

教学内容与组织安排

Outline

1. Class hour 1 and 2
 - 1) Warm-up activities
 - 2) Continue with the detailed study of the passage (Part 1)
 - 3) Assignment of learning task
2. Class hour 3 and 4
 - 1) Review of what has been learned in the previous lessons
 - 2) Continue with the detailed study of the passage (Part 2)
 - 3) Conclusion of the study in this week

Teaching Process:

1. Class hour 1 and 2

1) Warm-up activities

Review what has been learned the previous week and make sure the students have mastered what is supposed to be understood by them.

2) Continue with the detailed study of the passage (Part 1)

A. Text Appreciation of this part

Discuss with the students their appreciation of this part.

Invite some students to tell their understanding of the charm of pub talk as presented by the author in this first part of the lesson.

Writing style

1) The title of this piece is not very aptly chosen.

It misleads the readers into thinking that the writer is going to demonstrate some intrinsic or linguistic relationship between pub talk and the king's English

2) Whereas the writer, in reality, is just discoursing on what makes good conversation.

He feels that bar conversation in the pub has a charm of its own.

3) The writer illustrates his point by describing the charming conversation he had with some people one evening in a pub on the topic "the King's English".

The thesis --- in the opening sentence of Para 1.

4) Conversation is the most sociable of all human activities.

The last sentence of the last par. winds up the theme by pointing out what is the bane of good conversation "talking sense"

5) The real thesis --- in the 3rd para. "Bar conversation has a charm of its own".

A better title would be:

" The Art of Good Conversation"

"The Charms of Conversation"

B. Language points:

pub talk

--- conversation held in the public house

The King's English

--- standard English

Conversation is the:

Conversation helps to promote an agreeable pleasant and informal relationship among people.

sociable

---- friendly; agreeable

The smiths are a sociable family.

We spent a sociable evening drinking the other day.

A sociable person is one who is friendly.

And it is an activity only of human...

-- And conversation is an activity which is found only among human beings.

Animals and birds are not capable of conversation.

How to make good conversation?

What makes good conversation?

1. Anything can start a conversation. It does not need a special topic to start a conversation. And once started, no one knows how or where it will end.
2. What spoils the conversation is people who think they have a lot of important things to say. He who would have anything important to say spoils the conversation.
3. Conversation is not for making a point.
4. There is no winning in conversation. One does not try to prove himself right and others wrong. We may argue but we needn't try to convince others that they are wrong and we are right.

in a flash --- in a second

In a flash he realized that they were presents from his patients.

Everything happened in a flash.

a flash in a pan

They are ready to let it go.

--- They are ready to give up the opportunity to tell one of their best anecdotes (because the conversation has moved onto other subjects)

Why does the writer like bar conversation so much?

1. The writer is only a frequenter of pubs.
2. Bar goers are not intimate friends.

Bar/church, the place for people to make friends. Bar plays an important role in social activities in the western world.

on the rocks ---

infml cliché

1. wrecked or ruined

Mr Jones' business was on the rocks.= His business was losing money and almost ruined.

on the rocks

2.with ice only

Sally ordered an orange juice on the rocks.= Sally ordered an orange juice with ice cubes.

Marriage is compared to a ship wrecked on the rocks.

Ancient superstition:

1. get out of bed on the wrong side get up on the wrong side of the bed

Getting out of bed on the "wrong side" will bring you "bad" luck. The wrong side is usually the "left" side. When one gets out of bed on the "wrong" side, it usually means you're in the "grumpy" or "bad" mood.

Go back to bed and get up on the right side.

2. "Step on a spider... it is sure to rain"

This superstition is told to all children, because no one wants it to rain. Spiders generally live a long and healthy life.

3. The number 13 has often been thought to be a bad omen. People should never invite "13 guests to dinner. It is believed that one will die before the year is out .

4. " Friday the 13th " is day to stay at home and do nothing. It is doubly unlucky, when the 13th of the month falls on a Friday. "Bad" things will happen. Many people refrain from starting activities on the "13th" to make sure no evil will happen to them.

up-bringing

--- the training and education received while growing up

His upbringing explains a lot about his attitude towards women.

delve – dig, research; investigate

delve into book 专研书本

delve into the past 调查过去的情况

If you delve into sth, you try to discover new information about it.

two kinds of language:

- a) colloquial expression

on the rocks

get out of bed on the wrong side

- b) literary allusion 文学典故, 引喻 in reference to a person; event; story

"Musketeers of Dumas"

The three Musketeers in Dumas' novel are very close friends. They supported each other with their fortune and their lives, yet they showed no curiosity in or tried to find out anything about each other's private life.

C. Textual Analysis of this part

Para.1.

- 1) What's the main idea of this para.?

Definition of conversation.

Para.2.

- 1) The main idea: characteristics of the conversation.

- 2) How do you understand the metaphor conveyed by the four verbs "meander, leap, sparkle and glow"?

- 3) How do you understand "the enemy of good conversation"?

- 4) What kind of people could spoil a good conversation? (talkative)

- 5) Does a conversation have a special purpose?

- 6) Give us an example from your daily experience to show that some good

conservationist and always ready to give up, loose.

Para 3.

- 1) Do you think the writer was really brought up in English pubs? What does he really mean when he said “because of my up-bringing in English pubs”?
- 2) The main idea of this para: bar conversation has a charm of its own.
- 3) Are bar friends intimate? Why?
- 4) Explain the metaphor “on the rocks” (informal: wrecked or ruined, a cliché) e.g. Nr. Jones’ business was on the rocks.
- 5) Explain the idiomatic expression “get up the wrong side of the bed”.

The meaning is perhaps derived from the expression “you got out of bed the wrong way”.

It was an ancient superstition that it was unlucky to set the left foot on the ground first on getting out of bed.

- 6) Alexander Dumas(1802-70) (The Three Musketeers)

French novelist and dramatist, Dumas delighted readers in many countries with his highly romantic novels immortalizing the adventures of the three musketeers and The Count of Monte Cristo (基督山伯爵). Both these novels have had enormous popularity and have been translated into nearly every language.

Reading comprehension

- 1) What does the charm of conversation lie in?

--no fixed topic, staring from nowhere and going nowhere, no point to make
--there is no winning or losing in conversation, for conversation is not for persuading others to accept our idea or point of view.

- 2) What ruins a good conversation?

-try to make a point, to win an argument

- 4) Why does the author especially likes bar conversation?

Bar conversation-mates are not intimates, not deeply involved in each other’s lives.

D. Sentence Paraphrase

Discuss with the students how to paraphrase the important sentences in this part and make sure that they can do it skilfully and accurately. This practice is intended to help them better understand the structures as well as the meanings of the sentences.

However intricate the ways in which animals communicate with each other, they do not indulge in anything that deserves the name of conversation.

The charm of conversation is that it does not really start from anywhere, and no one has any idea where it will go as it meanders or leaps and sparkles or just glows.

They are like the musketeers of Dumas who, although they lived side by side with each other, did not delve into, each other's lives or the recesses of their thoughts and feelings.

E. Sentence Translation

Translate some of the sentences in this part into Chinese and help the students to clarify what translating strategies could be utilized to translate an English sentence into a fluent Chinese one. Make sure they have no problem with either the vocabulary or the structure of the sentence before they translate it. Students are encouraged to translate the

sentences orally and the teacher is supposed to check the students whether the translation offered is exact and fit the original meanings of the sentences.

The enemy of good conversation is the person who has "something to say." Conversation is not for making a point. Argument may often be a part of it, but the purpose of the argument is not to convince. There is no winning in conversation.

Bar friends are not deeply involved in each other's lives. They are companions, not intimates. The fact that their marriages may be on the rocks, or that their love affairs have been broken or even that they got out of bed on the wrong side is simply not a concern.

3) Assignment of learning task

Ask the students to preview the next part and prepare for the questions designed to check their personal understanding of the next part.

2. Class hour 3 and 4

1) Review of what has been learned in the previous lessons

2) Continue with the detailed study of the passage (Part 2)

A. Text Appreciation:

Discuss with the students their appreciation of this part. Invite some students to describe the topics touched upon in this part.

See what information they can learn from this part.

B. language points:

desultory

---- aimless, half-hearted (fml) 散漫

The word comes from the Latin "desultor" - leaper . Something that is desultory is done or happen in an unplanned and disorganized way, and without enthusiasm.

There were some desultory attempts to defend him.

He began to look desultorily for another apartment.

a ~ conversation 漫谈

~ research 漫无边际的研究

a ~ walk 漫步

alchemy --- magic

the form of chemistry studied in the Middle Ages, which was especially concerned with trying to discover ways to change ordinary metals into gold.

a literary use, the power to do sth. so well that it seems mysterious and magical

the alchemy of his performance

a term of criticism -- why?

The King's English is a kind of language one should try to use and imitate. Someone told me that the language should not be used. The term is criticizing instead of praising.

barrier, obstacle, difficulty

difficulty ---

-- the most general of the words and may be applied loosely to any troublesome state of affairs

to have difficulty in learning higher mathematics
the difficulty of driving a car through deep mud
obstacle

-- something that one must either remove or go around before being able to proceed
The huge tree that had been blown down by the storm was an obstacle to traffic.
Ill health may be an obstacle to a child's progress in school.

out of snobbery

--- (in order) because they want to show their superior taste in matter of food.
In English restaurants, esp, in high-class restaurants, the names of the dishes on the menus are quite often in French. This is done out of snobbery because in the Western countries people consider French food to be the best.
But even if they wrote their menus in English, they would have to use many words, such as pork, beef, veal, poultry etc derived from French and which were first introduced into England by the Norman rulers.

example to show class distinction

scamper ---

When people or small animals scamper, they move with small, quick, bouncing steps.
The mouse scampered into its hole.

turn up one's nose at

-- a trite expression
show contempt for / ignore / score / consider sth not good enough

I wish my child wouldn't turn up his nose at vegetables.

My friend turns up his nose at anyone who hasn't had a college education.

-- turn up one's toes –
to die (slang)

bilingual education

--- using two languages in teaching

Since there are now some two or three million Americans of Latin American parentage whose language is Spanish, a recent movement has been for bilingual education, usually English and Spanish.

Under this plan, students whose first language is sth other than English receive instruction in that language as well as English, so as not to deprive them of equal educational opportunity.

bilingual education

This proposal, which has been only sporadically (不时发生地) implemented (执行, 生效) has caused a great deal of controversy in the US.

bi + adj.

--- meaning double, two, appearing twice
bimonthly 每月二次
biannual 每年二次
biplane 双翼飞机

into the shoes of

--- (infml) in the position of experiencing what another has to experience
I'm glad I'm not in his shoe just now.

cultural humiliation ---

The English must have felt greatly humiliated when they were forced to listen to and use a foreign language and to accept a foreign language. So they took up arms against this cultural humiliation. The leader is Hereward the Wake.

Hereward the Wake

an Anglo-Saxon patriot and rebel leader, he rose against the Norman conquerors but was defeated.

This sentence means like Herewaaard the Wake, when the English rose against the Norman conquerors, they must have felt greatly humiliated when they were forced to listen to and use a foreign language to accept a foreign culture.

heirs to it

--- "it" is not clear

1. the English we speak and write in America today also shows the French influence of that time. We have inherited this French influence on the English language.]
2. In America today we are facing the same problem that existed in England 900 years ago. The problem of having two languages existing side by side.(English and Spanish)

C. Textual analysis

Para. 4

Specific example. It may be used as a transitional paragraph. In order to arouse the readers curiosity the writer didn't mention the topic until the next paragraph.

- 1) What was the occasion the other evening?
- 2) Try to understand the metaphor "alchemy".

Alchemy: the chemistry of the Middle Ages, the chief aim of which was to discover how to change ordinary metals into gold.(中古时代企图设法将普通金属练金的点金术)

Para 7

We had traveled in five minutes to Australia.

Metaphor. Though we were in an English pub, we were soon talking about Australia and the Australians

The conversation was on wings.

Metaphor, comparing conversation to a bird flying and soaring. The conversation became spirited and exciting.

Para 11

A we listen today to the...we ought to think ourselves back into the shoes of the Saxon peasant.

into the shoes: metaphor (Or more appropriately an idiomatic expression) to think as if one were wearing the shoes of the Saxon peasant, i.e. as if one were a Saxon peasant.

be in another's shoes: to be in another's position.

There were affirmations and protests and denials, and of course the promise.

如何处理抽象词的英译汉 建议阅读《英汉对比研究》连淑能 著

*用动词取代名词:

These problems defy easy classification.

这些问题难以归类。

*用范畴词使抽象概念具体化。

He discussed greatness and excellence.

他探讨了伟大和杰出的涵义。

*用具体词阐释抽象的词义。

On March 1, Nixon internationalized his approach to China.

三月一日，尼克松把他对中国问题的看法扩大到国际范围里了。

*用形象性词语使抽象意义具体化

He was open now to charges of willful blindness. 这时人们指责他装聋作哑。

Reading comprehension

Para.5.

- 1) Do you think king's English or good English is the English that everyone should try to imitate?

Para.6.

- 1) Explain metaphor "burst into flames".
- 2) What promise did people make when there was a strong argument?
- 3) What does the last sentence mean "it could still go ignorantly on"?

Para. 7.

- 1) What do you know about the Australians are descendants of convicts? (outback)
- 2) What's the implied meaning of mentioning this?

Para. 8.

- 1) Saxon churls speak English and Norman conquerors speak French.

Para. 9.

- 1) out of snobbery

Para. 10.

- 1) Why the word "rabbit" remain the same when it is on the table?

Para. 11.

- 1) Try to understand "back into the shoes of Saxon peasants".

- 2) What does "him" refer to?

- 3) Explain the last sentence.

- 4) Can you tell a similar historical event happened in China, like the ruling class force people to speak their language? (The Japanese invaded in the Northeast?)

D. Sentence Paraphrase

Discuss with the students how to paraphrase the important sentences in this part and make sure that they can do it skilfully and accurately. This practice is intended to help them better understand the structures as well as the meanings of the sentences.

It was on such an occasion the other evening, as the conversation moved desultorily here and there, from the most commonplace to thoughts of Jupiter, without any focus and with no need for one, that suddenly the alchemy of conversation took place, and all at once there was a focus.

There were affirmations and protests and denials, and of course the promise, made in all such conversation, that we would look it up on the morning. That would settle it; but conversation does not need to be settled; it could still go ignorantly on.

There is always resistance in the lower classes to any attempt by an upper class to lay

down rules for "English as it should be spoken.

As we listen today to the arguments about bilingual education, we ought to think ourselves back into the shoes of the Saxon peasant.

E. Sentence Translation

Translate some of the sentences in this part into Chinese and help the students to clarify what translating strategies could be utilized to translate an English sentence into a fluent Chinese one.

When we talk of meat on our tables we use French words; when we speak of the animals from which the meat comes we use Anglo-Saxon words. It is a pig in its sty ; it is pork (porc) on the table. They are cattle in the fields, but we sit down to beef (boeuf). Chickens become poultry (poulet), and a calf becomes veal (veau).

Even if our menus were not written in French out of snobbery, the English we used in them would still be Norman English. What all this tells us is of a deep class rift in the culture of England after the Norman conquest.

The Saxon peasants who tilled the land and reared the animals could not afford the meat, which went to Norman tables. The peasants were allowed to eat the rabbits that scampered over their fields and, since that meat was cheap, the Norman lords of course turned up their noses at it.

The new ruling class had built a cultural barrier against him by building their French against his own language. There must have been a great deal of cultural humiliation felt by the English when they revolted under Saxon leaders like Hereward the Wake.

3) Conclusion of the study in this week

Highlight the key language points as well as the related background knowledge and stylistic features in the passage. Hold a short discussion about what the students have learned in this week.

Assignment:

- Review the words, expressions and sentences analyzed in this part.
- Preview the next part and become familiar with the text.
- Read the text repeatedly and appreciate the writing style of the passage.
- Prepare for the study of the unit in the next class.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Book 2, Unit 3 Pub Talk and King's English (Continue)		
本(章)节授课方式	课堂讲授(√) 实践课(√)	教学时数	4
授课要点	本(章)节教学目标	<ul style="list-style-type: none"> 1) To study the whole text carefully with special focus on the key words and expressions. 2) To analyze the structure of the text. 3) To appreciate the writing style and rhetoric of the passage. 4) To get a better understanding of the background information pub English and other related information. 	
	教学重点和难点	<ul style="list-style-type: none"> 1) The background knowledge about pub talk and other related information, including the history of Britain and its language. 2) The accurate comprehension of the passage with special focus on the useful words and expressions in the text. 3) The comprehension of the knowledge in regard to spoken English and King/Queen's English in Britain. 4) The appreciation of writing style as an exposition and its textual characteristics. 	
思考题或作业	<ul style="list-style-type: none"> 1) In your opinion, what makes or spoils a good conversation? In what way do you think "pub talk" is connected with "the King's English" in this text? 2) Is spoken English different from written English? Can you list some of their major differences? 3) What can we learn from the text the historical background alluded in the lesson? 		

教学内容与组织安排

Outline

1. Class hour 1 and 2
 - 1) Warm-up activities
 - 2) Continue with the detailed study of the passage (Part 3 and 4)
 - 3). Study of the use of figures of speech in the passage
 - 4) Assignment of learning task
2. Class hour 3 and 4
 - 1) Checking of exercises for this unit
 - 2) Discussion and Conclusion of the unit

Teaching Process:

1. Class hour 1 and 2

1) Warm-up activities

Review what has been learned the previous week and make sure the students have mastered what is supposed to be understood by them.

2) Continue with the detailed study of the passage (Part 3 and 4)

A. Text Appreciation

Discuss with the students what they have learned in this part and tell what they have found in the author's personal reflection on the history and meaning of the King's English.

Encourage the students to tell what their attitude is towards the King's English and if they agree with the author.

B. language points:

the history of the King's English

Newes -- archaic spelling

Strange News of the Intercepting Certain Letters

thou clipst the King's English ----- middle English

clip --- simplify

abbreviate in speech or writing as "n'kyou" for "thank you"

They gave him clipped and precise instructions.

His plays are written in a very clipped style.

A clipped style of language expresses things quickly and clearly using as few words as possible.

God's patience...

There will be a great trying of one's patience and plentiful misuse of the King's English. No matter how patient you are, you won't be able to bear him, because he will even try God's patience. God is more patient than any human being.

abusing –

1. take unfair or undue advantage of (one's patience)
2. improper or incorrect use of language (the King's English)

come into its own ---

receive what properly belongs to one, esp acclaim or recognition 获得应得的
She didn't really come into her own until she'd won the election for Party leader.
才奠定了应有的地位

Elizabethans---

the famous writers in Elizabethan time (period)

Shakespeare/ Milton

Simile

Extended simile

blow on a dandelion clock – seeds multiplied – floated to the ends of the earth
To spread the English language is compared to the blowing of a dandelion clock.
English was spread far and wide by those famous writers.

"The King's English was no longer..."

The use of English was no longer restricted to a certain race or class. Now English is used both by the King and common people in England.

"English as it should be spoke"

The deliberate poor grammar used here reflects the desire by some members of the lower classes to strip the language of any pretence, to keep it from being used in snobbish way.

Carlyle --- Thomas Carlyle (1795-1881)

a Scottish essayist and historian and a very strong voice in the intellectual circles of Victorian England.

Carlyleism 卡莱尔风格

ultimatum ---

a final statement of terms made by one party or another. There is an implication of serious penalties if the terms are not accepted. The word comes from Latin "ultimatus" (last) and is obviously related to "ultimate" 最后通牒; 最后条件

When Iran held American diplomats hostage, ultimatums were issued by the Iranian now and then demanding concession from the Americans if their demands were not met.

The King's English sets up an excellent standard for us to imitate for we can gain a lot of useful knowledge or information by studying it, but people should not forced to accept it.

"so we may return..."

The writer realizes he has been digressing from his subject so he comes back to his central them -- conversation.

slips and slides –

metaphor

to slide on a slippery surface, to lose one's footing, hence to make a mistake, fall into error

The English one uses is no longer absolutely correct.

Foster

"Collective Poetry"

--- Aspects of the novel is a major study of the novel and Foster's most important critical work.

1939 -- move to the US

1946 -- became a citizen

1956--1961 --- professor of poetry at Oxford

1967 - awarded the national medal for literature

THE DOG BENEATH THE SKIN 1935 皮下之狗

ON THE FRONTIER 1938 边界上

JOURNEY TO A WAR 1935 战地行 a record of their experience to China

NEW YEAR LETTER 1941 新年来信

FOR THE TIME BEING, A CHRISTMAS ORATORIO 1945 暂时

FOR AGE OF ANXIETY 1947 Pulitzer Prize 忧虑的年代

sinister

the sinister corridor of our age – metaphor

the road we travel --- compared to a corridor

in our age, people are traveling along a sinister road doing all kinds of evil things.

a sinister look on his face

A rather sinister figure was walking about behind the bushes

Foster's metaphor refers to the ugly and frightening world of the 20th century which has indeed been a sinister corridor for mankind to walk down, fraught as it has been with danger on every side.

sit up—

If sth, makes you sit up, it makes you pay sudden attention to what is happening

Why don't you threaten to resign, -- that would make them sit up.

salon --

1. A salon is a drawing room or large room for entertaining guests. In 18th century France, such salons of the rich were often gathering places for persons of social and intellectual distinction.

2. art exhibition "the Salon"

3. parlor

a beauty salon

literary salon

1. a grandly furnished room for the social use of a ship's passengers (in a hotel)

2. sedan (car) for 4 to 7 passengers

3. a large public drinking place = bar

Italian word "sala" = hall

Royal rank—

Sir

Lady

duke / duchess

marquis / marchioness

earl , count / countess

viscount / viscountess

baron / baroness

the only difference

the sauces prepared by Mme. Deffand's cook and supreme chef, Brinvilliers, were equally terrible. The only difference between the two cooks lay perhaps in their different

purpose /intention in preparing the sauces.

C. Textual analysis

Para 12

“...here will be an old abusing of God’s patience and the King’s English”.

abusing: this word may be used in two senses:

- 1) talk unfair or undue advantage of (one’s patience)
- 2) improper or incorrect use of language

God’s patience: God is more patient than any human being. No matter how patient you are, you won’t be able to bear him, because he will even try God’s patience.

There will be a great trying of one’s patience and plentiful misuse of the King’s English.

Para 13

After five centuries of growth, of tussling with the French of the Normans and the Angevins and the Plantagenets and at last absorbing it, the conquered in the end conquering the conquered.

English had come royally into its own.

tussle: to fight, struggle, contend, etc, vigorously or vehemently; wrestle

five centuries: The Normans, under William I, conquered England in 1066 and the Merry Wives of Windsor was probably written in 1599 – a time span of roughly 500 years between the two events.

Angevins and Plantagenets: names of ruling Norman dynasties in England (1154-1399).

After 500 years of development, after struggling and contending with the French elements, English survived and became once more the universal language of England.

English earned proper recognition and was used by the king.

Para 14

The Elizabethans blew on it as on a dandelion clock, and its seeds multiplied, and floated to the ends of the earth.

A simile, comparing the English language to the seeds of dandelion. The Elizabethan writers spread the English language far and wide.

Para 16

There is always a great danger that “Words will harden into things for us.” Words are not themselves a reality, but only representations of it.

There is always a great danger that we might forget that words are only symbols and take them for things they are supposed to represent.

Reading comprehension

Para. 12

- 1) Identify the main idea of this para.
- 2) What English could you classify the sentence ‘ thou clipst the king’s English’
- 3) Explain the sentence ‘ That would be the confirmation that it was in general use’.
- 4) Do you know the story ‘ The Merry wives of Windsor’ by Shakespeare?
- 5) Explain the last sentence.

e.g. It would try the patience of a saint.(这样的话 (或行为) 使圣人也要发脾气)

Para.13.

- 1) Explain the word 'coined'.
- 2) "English had come royally into its own"

Para. 14.

The second sentence contains a simile, try to identify it and explain it.

What is compared to the seeds of dandelion?

D. Sentence Parphrase

Discuss with the students how to paraphrase the important sentences in this part and make sure that they can do it skilfully and accurately. This practice is intended to help them better understand the structures as well as the meanings of the sentences.

The Elizabethans blew on it as on a dandelion clock, and its seeds multiplied, and floated to the ends of the earth. "The King's English" was no longer a form of what would now be regarded as racial discrimination.

Even with the most educated and the most literate, the King's English slips and slides in conversation.

Other people may celebrate the lofty conversations in which the great minds are supposed to have indulged in the great salons of 18th century Paris, but one suspects that the great minds were gossiping and judging the quality of the food and the wine.

There would have been no conversation the other evening if we had been able to settle at one the meaning of "the King's English." We would never have gone to Australia, or leaped back in time to the Norman Conquest.

E. Sentence Translation

Students are encouraged to translate the sentences orally and the teacher is supposed to check the students whether the translation offered is exact and fit the original meanings of the sentences.

After five centuries of growth, often tussling with the French of the Normans and the Angevins and the Plantagenets and at last absorbing it, the conquered in the end conquering the conqueror. English had come royally into its own.

Words are not themselves a reality, but only representations of it, and the King's English, like the Anglo-French of the Normans, is a class representation of reality. Perhaps it is worth trying to speak it, but it should not be laid down as an edict, and made immune to change from below.

There is no worse conversationalist than the one who punctuates his words as he speaks as if he were writing, or even who tries to use words as if he were composing a piece of prose for print.

Perhaps above all, one would not have been engaged by interest in the musketeer who raised the subject, wondering more about her. The bother about teaching chimpanzees how to talk is that they will probably try to talk sense and so ruin all conversation

3). Study of the use of figures of speech in the passage

Discuss with the students the language features in the passage.

Invite the students to explain the use of each rhetoric device and the effect achieved through it in this passage.

Discuss how coherence and unity is improved by the use, of transitional devices. Give more examples so that the students have a better understanding of them.

4) Assignment of learning task

Ask the students to review the whole next carefully and have a thorough understanding of the text. Besides, finish the exercises attached to this text and get prepared for the next lesson.

2. Class hour 3 and 4

1) Checking of exercises for this unit

Check the exercises for this unit and make sure the students have a better command of the passage by practice in the exercises.

2) Discussion and Conclusion of the unit

Highlight the key language points as well as the related background knowledge about the texts. Hold a short discussion about what the students have learned in this unit.

Further discussion on the differences between pub(spoken) English and formal(written) English

- Writing and speech are now seen as alternative, “equal” systems of linguistic expression, and research has begun to investigate the nature and extent of the differences between them. Most obviously, they contrast in physical form: speech uses ‘phonic substance’ typically in the form of air-pressure movements; writing uses ‘graphic substance’, typically in the form of marks on a surface. But of far greater interest are the differences in the structure and function that follow from this basic observation.
- These differences are much greater than people usually think. The contrast is greatest when written texts are compared with informal conversation; but even in fairly formal and prepared speech settings, such as a teacher addressing a class, the structure of the language that is spoken bears very little similarity to that found in writing. It is something that is immediately apparent if a stretch of speech is tape recorded and transcribed. Even a fluent speaker produces utterances that do not read well when written down.
- The differences of structure and use between spoken and written language are inevitable, because they are the product of radically different kinds of communicative situation. Speech is time-bound, dynamic, transient-part of an interaction in which, typically, both participants are present, and the speaker has a specific addressee (or group of addresses)in mind. Writing is space-bound, static, permanent----the result of a situation in which, typically, the producer is distant from the recipient----and, often, may not even know who the recipient is (as with most literature). Writing can only occasionally be thought of as an ‘ interaction ’, in the same way as speech (exceptions include personal correspondence and, more important, the growing field of computer-based interaction, such as e-mail).
- Despite these differences, there are many respects in which the written language can influence the spoken. Soon after learning to read, children use the written medium as a means of extending their spoken vocabulary---as indeed do many adults. Some words

may be known only in written form. Lone words may come into a language through the written medium. Sometimes the whole of a language may be known only from writing (as with Latin, or certain cases of foreign language learning). And an old written language can be the source of a modern spoken one (as in Hebrew). Writing systems may derive from speech, in the historical sense, but in modern society the dependence is mutual.

Assignment:

- Review the whole unit carefully and put special focus on the important words, expressions and sentences.
- Read the text repeatedly and have further appreciation of the writing style as well as the rhetoric devices of the text.
- Read after class more English materials about the study of the language of English.