



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)	大四高英
课程名称	高级英语
授课年级	四年级
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	2*20		周学时	2 课时	
学时分配	课堂讲授		学时；	实践课	学时
教学目标	<p>通过听说读写四种技能的综合训练，提高学生听觉能力，即席发言、连贯表达、辩论、演讲的技巧与能力，使学生掌握阅读技巧，提高阅读速度、扩大词汇量、培养词义辨析能力；提高归纳、总结主题与写作能力，使学生具有较熟练的交际能力。尤其是阅读理解、语法修辞与写作能力的课程。课程通过阅读和分析内容广泛的材料，包括涉及政治、经济、社会、语言、文学、教育、哲学等方面的名家作品，扩大学生知识面，加深学生对社会和人生的理解，培养学生对名篇的分析和欣赏能力、逻辑思维与独立思考的能力，巩固和提高学生英语语言技能。</p>				
使用教材	教材名称	《高级英语》(修订本)			
	编(著)者	张汉熙 主编、王立礼 编			
	出版社及出版时间	外语教学与研究出版社 1995			
指定参考书	<p>《高级英语教师用书》，梅毅仁、王立礼，外语教学与研究出版社，1995 《高级英语学习指南》，张鑫友，湖北人民出版社，2003 《高级英语精读精解》，姚兰，西南交通大学出版社，2004 《高级英语理解与应用辅导》，姚念赓、胡英坤，东北财经大学出版社，1998</p>				

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson 7 The Libido for the Ugly		
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	To understand and appreciate the text To check the Students' understanding of the lesson	
	教 学 重 点 和 难 点	figures of speech discuss about the well-known writers	
思 考 题 或 作 业	How do you understand the title? What are some of the features of impressionistic writing?		

教学内容与组织安排

Outline

1. Pre-reading questions
2. Background knowledge
 - 1) About the author—Henry Louis Mencken
 - 2) Parthenon:
 - A. Historical Setting
 - B. Architectural Features
 - C. The Orders
 - D. Doric Capital Ionic Capital Corinthian Capital
 - E. The Metopes
 - F. The Pedimental Sculptures
 - G. The Frieze
3. Type of Writing
4. Thesis
5. Detailed Study of the text
 - 1) Structure of the text
 - 2) Main idea of each paragraph
 - 3) Study of Para. 1.
 - (1) Reading comprehension
 - (2) Words and Expressions (Para 1)

1. Pre-reading questions

- 1) How do you understand the title?
- 2) What are some of the features of impressionistic writing?

2. Background knowledge

- 1) About the author—Henry Louis Mencken

The most prominent newspaperman, book reviewer, and political commentator of his day, Henry Louis Mencken was a libertarian before the word came into usage. His prose is as clear as an azure sky, and his rhetoric as deadly as a rifle shot. Frequent targets of his lance were Franklin Roosevelt and New Deal politics, Comstocks, hygenists, "uplifters", social reformers of any stripe, boobs & quacks, and the insatiable American appetite for nonsense and gaudy sham. But his life was not defined by negativity. He was positively enthusiastic about the writings of Twain and Conrad, the music of Brahms, Beethoven and Bach, and the victuals offered up by Chesapeake Bay.

Mencken's writing is endearing because of its wit, its crisp style, and the obvious delight he takes in it. The Introduction to *The Impossible H.L. Mencken: A Collection of His Best Newspaper Stories*, edited by Marion Elizabeth Rodgers which relates Mencken's manner while reporting on the presidential conventions: No other entertainment gave him greater pleasure than reporting from the conventions; nor did anyone appreciate his efforts more than Mencken himself. One reporter, peering through Mencken's window late at night after one rally, recalled watching him at work alone in his hotel room, pounding out copy on a typewriter propped on a desk. He would type a few sentences, read them, slap his thigh, toss his head back, and roar with laughter. Then he would type some more lines, guffaw, and so on until the end of the article.

A cigar jammed in the side of Mencken's mouth completes the image. Rare is the picture of him without one in a hand, his mouth, or a nearby ashtray. (His father was the owner of Baltimore's Mencken Cigar Company, which provided Mencken his first gainful employment, which he ditched not long after his father's death to become a cub reporter.) Here's Mencken's assessment of life in the United States: We live in a land of abounding quackeries, and if we do not learn how to laugh we succumb to the melancholy disease which afflicts the race of viewers-with-alarm... In no other country known to me is life as safe and agreeable, taking one day with another, as it is in These States. Even in a great Depression few if any starve, and even in a great war the number who suffer by it is vastly surpassed by the number who fatten on it and enjoy it. Thus my view of my country is predominantly tolerant and amiable. I do not believe in democracy, but I am perfectly willing to admit that it provides the only really amusing form of government ever endured by mankind.

Mencken's Creed:

I believe that religion, generally speaking, has been a curse to mankind - that its modest and greatly overestimated services on the ethical side have been more than overcome by the damage it has done to clear and honest thinking.

I believe that no discovery of fact, however trivial, can be wholly useless to the race, and that no trumpeting of falsehood, however virtuous in intent, can be anything but vicious.

I believe that no discovery of fact, however trivial, can be wholly useless to the race, and that no trumpeting of falsehood, however virtuous in intent, can be anything but vicious.

I believe that all government is evil, in that all government must necessarily make war upon liberty...

I believe that the evidence for immortality is no better than the evidence of witches, and deserves no more respect.

I believe in the complete freedom of thought and speech...

I believe in the capacity of man to conquer his world, and to find out what it is made of, and how it is run.

I believe in the reality of progress.

I - But the whole thing, after all, may be put very simply. I believe that it is better to tell the truth than to lie. I believe that it is better to be free than to be a slave. And I believe that it is better to know than be ignorant.

2) Parthenon

A. Historical Setting

When work began on the Parthenon in 447 BC, the Athenian Empire was at the height of its power. Work on the temple continued until 432; the Parthenon, then, represents the tangible and visible efflorescence of Athenian imperial power, unencumbered by the depredations of the Peloponnesian War. Likewise, it symbolizes the power and influence of the Athenian politician, Perikles, who championed its construction. Some historians believe that Athens concluded a peace treaty with Persia in 449, two years before work began on the Parthenon. The significance of this would be that the Delian League/Athenian Empire continued to exist, even after the reason for its existence (a mutual defense league against the Persians) had ceased to be valid. In other words it was now openly acknowledged that Athens was not just the head of the Greek defense league but actually an imperial master over other Greek states. The decision by the Athenians in 454 BC to move the League treasury from the Panhellenic sanctuary at Delos to the Athenian acropolis points in the same direction. Because the Parthenon was built with League funds, the building may be read as an expression of the confidence of the Athenians in this newly naked imperialism. But the piety of this undertaking should not be underestimated; the Persians had sacked the temples on the Athenian acropolis in 480, and rebuilding them fulfilled, in Bury's words, the Athenians' "debt of gratitude to heaven for the defeat of the Mede."

B. Architectural Features

The Parthenon is a Doric peripteral temple, which means that it consists of a rectangular floor plan with a series of low steps on every side, and a colonnade (8 x 17) of Doric columns extending around the periphery of the entire structure. Each entrance has an additional six columns in front of it. The larger of the two interior rooms, the **naos**, housed the cult statue. The smaller room (the **opisthodomos**) was used as a treasury. Here is a plan of the temple:

It was built to replace two earlier temples of Athena on the Acropolis. One of these, of which almost no trace remains today, stood south of the Parthenon (between the Parthenon and the Erechtheum). The other, which was still being built at the time of the Persian sack in 480, was on the same spot as the Parthenon. We know the names of the architects (Iktinos and Kallikrates) and also of the sculptor (Pheidias) who made the massive chryselephantine cult statue of the goddess.

C. The Orders

The three main types of columns used in Greek temples and other public buildings are Doric, Ionic, and Corinthian. The truest and most basic difference among the orders has to do with proportions (Doric columns, for example, being thicker and shorter, Ionic columns taller and slimmer). As a shortcut, the orders may be distinguished most easily by their capitals (the tops of the columns). As you can see from the following examples, the Doric capital has the simplest design; the Ionic has the curlicues called volutes, and the Corinthian has the acanthus leaves:

D. Doric Capital Ionic Capital Corinthian Capital

Doric is not only a type of column, but an "order"; this means that temples of the Doric order not only have this type of column, but also have a certain structure at the upper levels. The different types of orders (column plus entablature) are illustrated by these diagrams, from Perseus: **Doric order**, and **Ionic order**.

The Doric order is characterized by the series of triglyphs and metopes on the entablature. Each metope was occupied by a panel of relief sculpture.

The Parthenon combines elements of the Doric and Ionic orders. Basically a Doric peripteral temple, it features a continuous sculpted frieze borrowed from the Ionic order, as well as four Ionic columns supporting the roof of the **opisthodomos**.

E. The Metopes

The metopes of the Parthenon all represented various instances of the struggle between the forces of order and justice, on the one hand, and criminal chaos on the other. On the west side, the mythical battle against the Amazons (Amazonomachy); on the south, the battle between the Lapiths and the Centaurs (Centauromachy); on the east, the battle between the gods and the giants (Gigantomachy); on the north, the Greeks versus the Trojans. Of the panels the best preserved are those showing the Centauromachy. Here are South Metope 31 and 30 (compare the discussion in Pollitt, *Art & Experience*, 82-83): For a complete catalogue, with images and descriptions of all the Parthenon metopes, see Perseus' Parthenon Metope Page (photos will be available only if you are on a Reed computer or a computer on another campus which has enhanced access to the Perseus photos by license agreement), and the Australian National University collection (photos, but no text).

F. The Pedimental Sculptures

These relief sculptures, larger than those of the metopes, occupied the triangular space above the triglyphs and metopes. Those at the west end of the temple depicted the contest between Poseidon and Athena for the right to be the patron deity of Athens (Athena's gift of the olive tree was preferred over Poseidon's spring). The eastern pedimental group showed the birth of Athena from Zeus' head. The pedimental sculpture suffered badly when the Parthenon was hit by a Venetian shell in 1687 and the powder magazine inside exploded. This reclining god (probably Dionysus) from the east pediment gives some sense of the quality of the sculpture:

G. The Frieze

The Parthenon frieze runs around the upper edge of the temple wall. Its relatively small size (3 feet 5 inches tall) and placement (inside from the triglyphs and metopes) made it fairly hard to see from the ground. Unlike the metopes, the frieze has a single subject on all four sides. On three sides (north, west, and south) it depicts a procession of horsemen, musicians, sacrificial animals, and other figures with various ritual functions. On the east side there is a scene centered on a child handing a folded cloth to an older man. On one side of them seated gods and goddess are in attendance; on the other, two girls are carrying something. Although the state of preservation is poor, the interpretation of the subject has hotly debated. Most scholars agree that it represents the Panathenaic procession, but some think it is a mythical, "original" procession, while others believe that it is the procession which took place in the same period as the temple was built, and that this illustrates the (over-)confident spirit of the Athenians, who dared to put themselves where ordinarily only gods and heroes might be found.

Recently the debate has taken a new turn with the publication of a radical original theory by Joan B. Connelly. Here is a detailed **summary** of Connelly's ideas and some questions about them. Connelly's theory depends on a reinterpretation of this scene from the east frieze:

3. Type of Writing

This is a piece of subjective, impressionistic or emotional description. Description conveys the sensations, emotion, place, object or idea. In this piece, the writer describes what he sees, hears, smells, feels or tastes, and it often included his emotional reactions to the physical sensations of the experience. In describing, a writer paints a verbal picture of some place, thing or person. In order to enable to perceive the reality of the original, he reproduces an image and invokes that reality essentially by specific and concrete words that appeal to the reader's sense of sight, smell, sound, taste and touch.

Description is usually organized and developed by space order. He first establishes a point of view, that is, he takes a fixed position in space or a moving position through space and describes what he sees. He may also establish a mental attitude toward his subject as part of his point of view. He describe details in some kind of logical order; he may concentrate on a dominant impression and then move on the other features; he may move from a distance to chose up, from close up to a distance, from left to right, from right to left, etc.

Whether general or specific, description may be (1) objective, realistic or expository or (2)

Type of writing

Description

--- person

--- place

--- object

--- idea

Description is organized usually by space order.

--- from a fixed position to moving position

--- from close up to distance

--- from general to specific

--- from subjective to objective

4.Thesis

By revealing the ugliness of Westmoreland,

the author attacks the whole American race--- a race that loves ugliness for its own sake, that lusts to make the world intolerable; a race which hates beauty as it hates truth.

5. Detailed Study of the text

1) Structure of the text

Part I (para 1-5)

Description of the ugliness: coverage, design, color; conclusion-championship in ugliness

Part II (para 6-9)

Analysis of the source of the ugliness—the libido for the ugliness

2) Main idea of each paragraph

Para 1--- The writer contrasts the great wealth of this region with the abominable human habitations seen everywhere.

Para 2 ---The writer describes the coverage of the ugliness in the county.

Para 3 ---The writer describes the ugliness of the house design

Para 4 ---The writer describes the ugliness of the color of the bricks

Para 5 ---The writer evaluates the ugliness of this region as the top one in the world.

Para 6 ---The writer tries to trace the source of the ugliness from the foreigners

Para 7 ---The writer speculates on a solution for the puzzle: libido for the ugly

Para 8 ---The writer shows evidence to prove himself right

Para 9 ---The writer finally gives an answer.

3) Study of Para.1.

(1) Reading comprehension

- 1) Where was the writer heading to on a winter day?
- 2) What kind of place was Westmoreland country?
- 3) Was he familiar with the country?
- 4) How did he feel this time when traveling through this region?
- 5) What center was it?
- 6) What was it like in the majority of Americans' eyes?
- 7) Was it a place that the writer felt proud of? How did he feel/
- 8) Pick out the words that the writer used in this para. To describe the ugliness?
- 9) Paraphrase "and was...joke".
- 10) How do you understand "and here was wealth...alley cats"?
- 11) Sum up para.1 in your own words?

(2) Words and Expressions (Para 1)

libido -concept originated by Sigmund Freud to signify the instinctual physiological or psychic energy associated with sexual urges and, in his later writings, with all constructive human activity. In the text, it means psychic energy generally; specifically, a basic form of psychic energy, comprising the positive, loving instincts manifested variously at different stages of personality development. Drive, desire. 欲望
appalling: horrifying, shocking, 令人震惊的

roll: to travel in a wheeled vehicle

lucrative: producing wealth or profit; profitable; 有利可图的

hideous: horrible to see, hear, etc; very ugly or revolting; dreadful 非常丑陋的,

bleak: cheerless, gloomy, desolate, depressing 荒凉的

forlorn: in pitiful condition; wretched; miserable 悲惨的, 不幸的

aspiration: strong desire or ambition, as for advancement, honor 热望,渴望

macabre: gruesome; grim and horrible; ghastly 令人毛骨悚然的

abominable: nasty and disgusting; vile; loathsome 讨厌的

alley: a narrow street or walk; especially, a lane behind a row of buildings or between two rows of buildings that face the adjacent streets. 胡同

教 案

周 次	第 7 周, 第 1 次课	授课时间	年 月 日
授课章节	Unit 7 The Libido for the Ugly		
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	To acquaint students with subjective description writing. To help students to understand the author's real intention behind the description. To help students to compare the style with that of Unit Two "Marrakech". To make students to learn all the expressions concerning ugliness	
	教 学 重 点 和 难 点	The background knowledge Learn some striking words that are used to describe objects and subjective feelings Identifying figures of speech embedded in the text	
思 考 题 或 作 业	some exercises following the text and a quiz for the lesson		

教学内容与组织安排

Outline

1. Review

2. The detailed study of Lesson 7

1) Study of Para.2.

(1) Reading comprehension

(2) Words and Expressions (Para 2)

2) Study of Para.3

(1) Reading comprehension

(2) Words and Expressions (Para 3)

(3) A Brief Introduction to Litotes

3) Study of Para.4.

(1) Reading comprehension

(2) Words and Expressions (Para 4)

3. Homework

1. Review

2. The detailed study of Lesson 7

1) Study of Para.2.

(1) Reading comprehension

Para.2.

- 1) What do people usually expect steel towns to be like?
- 2) Paraphrase “What I allude to is...insight”.
- 3) What’s the impression the writer had got about the houses in sight?
- 4) Identify the figure of speech in “one blinked before them as one blinks before a man with his face shot away”? What does the writer emphasize?
- 5) Translate the sentence “ a crazy church...leprous hill.”

(2) Words and Expressions (Para 2)

filth: disgustingly offensive dirt, garbage, etc.

lacerate: tear jaggedly; mangle (something soft, as flesh) wound or hurt (one’s feelings, etc.) deeply;
distress

monstrousness: strange shape

agonize—vt./ vi. (cause) pain.痛苦, 难受

He agonized for months over the thought of his son's death.

Martin bent over him, agonized to see how burning was his skin.

agony. n. (u) (c) deep pain, extreme suffering or tiredness

This country must not again go through the agony of war.

The agony of the injured man was dreadful to see.

Thousands upon thousands die in slow agony.

He suffered agonies from his broken arm

revolt—vi. Rebel against

The people revolted against their ruler.

revolt. ---v.t / vi. (cause) (feel) hatred or sickness of ...

The very thought of working in the basement revolted me.

The violence in the movie revolted my parents.

My soul revolted against this way of doing business.

His whole nature revolts at/from/against such a crime.

There is a revolting smell in the seafood market.

pretentious—seem important or significant, used to show disapproval

(自命不凡,爱夸耀的,虚饰的,野心勃勃的)

e.g. He was a talented but pretentious writer.

This pub was of a very different type, smaller, less pretentious.

pretension--noun (claim to be, claim to deserve)

e.g. I make no pretension(s) to skill as an artist, but for enjoying it.

The young prince has pretensions to the crown.

-- boasting, vanity (u)

She talked of her rich friends with great pretension.

Pretension is his worst fault.

shabby--- poor-looking, mean, unfair

e.g. The beggar's clothes were shabby.

The mental patients received shabby treatment.

What a shabby trick, leaving me to walk home alone.

sheer –absolute, complete

eg. She fainted from sheer weariness.

He won by sheer luck.

a sheer waste of money, by sheer chance, Sheer alcohol will burn the lining of the throat.

2) Study of Para.3

(1) Reading comprehension

Para.3.

- 1) What's the geographical feature of the place?
- 2) Explain "It is thickly settled, but not noticeably overcrowded."
- 3) What does it mean "few solid blocks"?
- 4) According to Mencken, what kind of houses should have been built? In what place?
- 5) How do the houses that were built look like?
- 6) The writer created a abominable image/
- 7) The last sentence contained a metaphor, explain it in non=figurative language.
- 8) Explain the metaphor in the last sentence.
- 9) Sum up this para.

(2) Words and Expressions (Para 3)

uncomely: having unpleasant appearance

grime: dirt, esp. sooty dirt, rubbed into or covering a surface as of the skin

gully: a channel or hollow worn by running water; small narrow ravine 狭沟

chalet: a type of Swiss house, built of wood with balconies and overhanging eaves (瑞士的木造)山上小舍

highpitched: steep in slope side of roofs

dingy: dirty-colored; not bright or clean, grimy

clapboard: a thin, narrow board with one edge thicker than the other, used as siding 护墙板, 隔墙

preposterous: so contrary to nature, reason, or common sense as to be laughable; absurd; ridiculous 反常的, 十分荒谬的

pier: a heavy column, usually square, used to support weight, as at the end of an arch 支柱

perpendicular: exactly upright; vertical, straight up and down 垂直的

precarious: uncertain; insecure; risky 不安全的

eczematous: of itching skin disease 湿疹的

(3) A Brief Introduction to Litotes

not uncomely—quite pleasant, beautiful

Litotes 曲言法(正话反说), 是(understatement) 低调陈述中的一种表现形式. 主要是用 no, not, none, never 以及否定词缀等否定词或否定表达法来表述肯定的内容.

e.g. The face wasn't a bad one; it had what they called charm.

The man is no fool.

It was no small skill to putting a knife into the mouth without getting hurt.

(understatement) 低调陈述的另一种表现手法是弱说代替强说.

常用 sort of, something of, rather, hardly, scarcely, almost 之类的词

e.g. "Money," she says with quiet understatement, "is kind of tight.. But I manage."

Her score is far from being satisfactory.

Her score leaves much to be desired

Mr. Li is something of a professor

A Comparison of Sarcasm(讽刺), ridicule(嘲弄), irony(反讽),

- Sarcasm: a bitter or wounding remark, 主要用于伤人感情的那一类幽默,常运用嘲笑或讽刺性反语

e.g. Obviously, if there were architects of any professional sense of dignity in the region, they would have perfected a chalet to hug the hillsides.

...having chosen it, they let in mellow into its present shocking depravity.

- Sarcasm and irony

e.g. I award this championship only after laborious research and incessant prayer.

It is incredible that mere ignorance should have achieved such masterpieces of horror.

- Ridicule- make fun of, deride, laugh at. Make ridiculous

e.g. ...a steel stadium like a huge rat-trap somewhere further down the line.

...they made it perfect in their own sight by putting a completely impossible penthouse.

- irony (saying one thing and meaning the opposite)

Stylistic Features

- 1) A piece of subjective, impressionistic or emotional description (Contrary to Unit Two)

- 2) Excessive use of strong language, words bordering upon the abusive

e.g ugliness described on all levels:

adj.: hideous, abominable

nouns: abominations, horrors, monstrousness

adv + adj: dreadfully hideous; intolerably bleak

-ing + n.: revolting monstrousness

phrases: like a fat woman with black eye

clauses: as one blinked before a face shot away

3) Profuse use of hyperboles, metaphors, similes

4) Images of diseases: leprosy, eczemas, uremia to create the impression of US. Being very sick.

■ Drawbacks:

The excessive use of strong language is self-defeating. On the one hand, all the force of diction, structure and figures only to batter his readers into insensitivity; on the other hand, the average reader begins to doubt the objectivity and fairness or even the honesty of the writer.

A Comparison of Synaesthesia, Empathy and Transferred epithet

■ Synaesthesia (通感)—sensation felt in one part of the body when another part is stimulated.

sweet voice 味觉与听觉相联 *sour remark* 味觉与听觉

icy look 触觉与视觉 *sharp cry* 触觉与听觉

■ Empathy 移情---把表达人的感情的词转类用于物,实际上是寓情于景,借此抒怀

Lazy clouds drifted across the sky.

He was humiliated by his humble scores at the examination.

■ Transferred epithet – also known as *hypallage*, a figure of speech in which the epithet is transferred from the appropriate noun to modify another to which it does not really belong.

e.g. sleepless night, forgetful snow

The sailors swarmed into a laughing and cheering ring around the two men.

The American society saw a gnawing poverty during the Great Depression.

Darrow walked slowly round the baking court.

区别: 移就因涉及的面广,泛泛论之,凡修饰语移位都算是移就,一涉及到听-触-嗅-味-视觉,我们就叫这种感官相通的“移就”为“通感”

e.g. A loud perfume cried.

In this admirable fable the ant spends a laborious summer.

3) Study of Para.4.

(1) Reading comprehension

Para.4.

- 1) What's the main image the writer wants to create?
- 2) What's the difference between the color of the new bricks and the old ones?
- 3) Paraphrase “it is the color of an egg long past all hope or caring”.
- 4) Explain the sentence ‘...ages with some dignity.’
- 5) What did the writer think of the towns and villages in Westmoreland.

(2) Words and Expressions (Para 4)

downright---adj. straightforward, frank

e.g. Her downright answer startled us present.

He is a downright sort of person.

---adj. complete

e.g. You are a downright cheat.

She told a downright lie.

downright ---adv. Absolutely, 彻头彻尾的

e.g. He was downright rude to us.

It makes me downright angry to see food thrown away.

loathe ---vt. feel hatred, dislike

e.g. You know how I loath typing and shorthand.

She likes her job though she loathes getting up early to go to work.

loathing. ---n. (u)

They look at them with loathing.

I have a great loathing for geometry.

loathsome---adj. to be disgusting, hated

e.g. Some people think snakes are loathsome creatures while others think otherwise.

The villain of the play was completely loathsome.

3. Homework

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 7 The Libido for the Ugly		
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	<p>To help students to understand the author's real intention behind the description.</p> <p>To make students to learn all the expressions concerning ugliness</p>	
	教 学 重 点 和 难 点	<p>Learn some striking words that are used to describe objects and subjective feelings</p> <p>Identifying figures of speech embedded in the text</p>	
思考题 或 作 业	<p>some exercises follow</p> <p>ing the text and a quiz for the lesson</p>		

教学内容与组织安排

Outline

1. Review
2. The detailed study of Lesson 7
 - 1) Study of Para.5
 - (1) Reading comprehension
 - (2) A Comparison of Sarcasm(讽刺), ridicule(嘲弄), irony(反讽)
 - (3) Words and Expressions (Para 5)
 - 2) Study of Para.6.
 - (1) Reading comprehension
 - (2) Words and Expressions (Para 6)
 - 3) Study of Para.7
 - (1) Reading comprehension
 - (2) Words and Expressions (Para 7)
3. Homework

1. Review

2. The detailed study of Lesson 7

1) Study of Para.5

(1) Reading comprehension

Para.5

- 1) What figure of speech does the writer use in the first sentence?
- 2) Where could you find the most uncomely towns of the world?
- 3) What's the metaphorical meaning of 'decomposing'?
- 4) What do you think a desert town would be like?
- 5) How do you understand 'back street'?
- 6) Why did the writer mention all those places that he had visited?
- 7) Do you think there is any figures of speech used in the sentence 'They are incomparable in color, and they are incomparable in design.'
- 8) Explain 'It is as if some titanic and...to the making of them'.
- 9) Try to understand "They show grotesqueries of ugliness...".
- 10) What does the last sentence mean?
- 11) Sum up this para.

(2) A Comparison of Sarcasm(讽刺), ridicule(嘲弄), irony(反讽)

Sarcasm: a bitter or wounding remark, 主要用于伤人感情的那一类幽默,常运用嘲笑或讽刺性反语
e.g. Obviously, if there were architects of any professional sense of dignity in the region, they would have perfected a chalet to hug the hillsides.

...having chosen it, they let in mellow into its present shocking depravity.

Sarcasm and irony

e.g. I award this championship only after laborious research and incessant prayer.

It is incredible that mere ignorance should have achieved such masterpieces of horror.

Ridicule- make fun of, deride, laugh at. Make ridiculous

e.g. ...a steel stadium like a huge rat-trap somewhere further down the line.

...they made it perfect in their own sight by putting a completely impossible penthouse.

irony (saying one thing and meaning the opposite)

(3) Words and Expressions (Para 5)

laborious: involving much hard work; difficult; industrious; hard-working

decompose: break up or separate into basic components or parts; rot

malarious: of fever conveyed by mosquitoes

forsake: give up; renounce (a habit, idea, etc.)

hamlet: a very small village

aberrant: turning away from what is right, true, etc; deviating from what is normal or typical

uncompromising: not yielding; firm; inflexible; determined

inimical: like an enemy; hostile; unfriendly; adverse; unfavorable

ingenuity: cleverness, originality, skill, etc.

grotesquery: the quality or state of being grotesque

diabolical: of the devil or devils; fiendish

concoct: devise, invent, or plan

2) Study of Para.6.

(1) Reading comprehension

Para.6.

- 1) What's the main idea of this para.?
- 2) What does the writer indicate by saying "the pull is always toward ugliness"?
- 3) Paraphrase 'it has been yielded to...upon passion'.
- 4) What kind of tone does the writer use in the last sentence?

(2) Words and Expressions & Paraphrasing (Para 6)

Are they so frightful because the valley is full of foreigners—dull, insensate brutes, with no love of beauty in them?

insensate: not feeling, or not capable of feeling

Rhetoric question for effect. Are the houses so frightfully ugly because the valley is inhabited by a lot of foreigners who are stupid and unfeeling like animals and who have no love of beauty in them?

—saving perhaps in the more putrid parts of England.

putrid: decomposing; rotten and foul-smelling

you won't find any abominable houses in Europe, except in some rotten and decaying areas in England.

But in the American village and small town the pull is always toward ugliness, and in that Westmoreland valley it has been yielded to with an eagerness bordering upon passion.

pull: drawing force, appeal

border upon: to be like, almost be

sarcasm. But in the American village and small town, the appeal is always towards ugliness, and in that Westmoreland valley people have given in to this appeal eagerly or almost passionately.

It is incredible ... achieved such masterpieces of horror.

sarcasm and irony. It is hard to believe that people built such horrible houses just because they did not know what beautiful houses were like.

3) Study of Para.7.

(1) Reading comprehension

Para.7.

1. Identify the antithesis in the first sentence
2. In the first sentence, the writer listed two levels (social groups), what are they? What's his implied meaning?
3. Paraphrase "it is impossible to put down... of the manufactures."
4. According to the writer, such ghastly designs of the house satisfy certain demands, what are they?
5. According to the writer, is it understandable or reasonable to appreciate or love such ugly houses?

(2) Words and Expressions & Paraphrasing (Para 7)

There seems to be a positive libido for the ugly, as on other and less Christian levels there is a libido for the beautiful

antithesis. People in certain strata of American society seem definitely to hunger after ugly things; while in other less Christian strata, people seem to long for things beautiful
it is impossible to put down the wallpaper that defaces the average American home of the lower middle class to mere inadvertence, or to the obscene humor of the manufacturers.

put down (to) attribute (to)

deface: spoil the appearance of ; disfigure; mar 损坏外表

inadvertence: the quality of being inadvertent; oversight, 粗心大意, 疏忽

obscene: offensive to one's feelings, or to prevailing notions of modesty of decency; lewd; disgusting
猥亵的, 可憎的

They meet, in some unfathomable way, its obscure and unintelligible demands.

unfathomable: which cannot be understood; which cannot be reached.

These ugly designs, in some way that people cannot understand, satisfy the hidden and unintelligible demands of this type of mind.

3. Homework

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 7 The Libido for the Ugly		
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	To help students to understand the author's real intention behind the description. To make students to learn all the expressions concerning ugliness	
	教 学 重 点 和 难 点	Learn some striking words that are used to describe objects and subjective feelings Identifying figures of speech embedded in the text	
思考题 或 作 业	some exercises following the text and a quiz for the lesson		

教学内容与组织安排

Outline

1. Warm-up
2. Review
3. The detailed study of Lesson 7
 - 1) Study of Para.8
 - (1) Reading comprehension
 - (2) Words and Expressions (Para 8)
 - 2) Study of Para.9
 - (1) Reading comprehension
 - (2) Words and Expressions (Para 9)
4. Rhetorical Devices
5. Follow-up discussion

1. Warm-up

2. Review

3. The detailed study of Lesson 7

1) Study of Para.8.

(1) Reading comprehension

Para.8

1. How does Mencken try to emphasize the fact that why the people in Westmoreland love the house they live in?
2. Mencken gives us an example, the headquarters of the veterans, were they forced to choose that horrible edifice as their headquarters?
3. Paraphrase “they let it mellow into its present shocking depravity”.
4. Why does the writer mention of Parthenon? What is it?
5. Identify the figures of speech in the last sentence. What’s the metaphorical meaning?

(2) Words and Expressions & Paraphrasing (Para 8)

But they chose that clapboarded horror with their eyes open, and having chosen it, they let it mellow into its present shocking depravity.

with eyes open: with full understanding of what is involved

mellow: to make full, rich, soft, gentle. Mencken uses this word ironically to mean “to let it deteriorate, to let it go from bad to worse”

depravity: a depraved condition; corruption; wickedness

They chose, fully understanding what they were doing, this horrible house made of

clapboard and then let it deteriorate to this present shocking, sinful condition

They like it as it is: beside it, the Parthenon would no doubt offend them.

sarcasm. If one were to put a beautiful building like the Parthenon there, they

would be offended.

After ... they made it perfect in their own sight by putting a completely impossible

penthouse, painted a staring yellow, on top of it.

impossible: not capable of being endured, used, agreed to; hard to tolerate

ridicule. They put a penthouse on top of it, painted in a bright, conspicuous

yellow color and thought it looked perfect but they only managed to make it

absolutely intolerable.

The effect is that of a fat woman with a black eye. ...of a Presbyterian grinning.

metaphors, comparing the ugliness to a woman and a Presbyterian grin

2) Study of Para.9.

(1) Reading comprehension

Para.9.(In this para, the writer restated the reasons that Americans love ugliness, makes his writing sound scientific: psychological madness, abnormal state of mind)

1. What's referred to as 'melting pot'?
2. Paraphrase 'it arises... as a mere act of God.'
3. In the last sentence, the writer leaves the problems to some university professors. Is it a psychological problem or social problem?

(2) Words and Expressions& Paraphrasing (Para 9)

etiology: the assignment of a cause, or the cause assignment 病源学

in obedience to: according to

pathological: of pathology; of or concerned with diseases 病理学的

Out of the melting pot emerges a race which hates beauty as it hates truth.

melting pot: a country, place, etc. in which immigrants of various nationalities and races are assimilated.

From the intermingling of different nationalities and races in the United States emerges the American race which hates beauty as strongly as it hates truth.

It arises and flourishes in obedience to biological laws, and not as a mere act of God.

The birth and development of this madness is governed by the scientific laws of biology and not due to some supernatural act of God.

Let some honest Privat Dozent in pathological sociology apply himself to the problem.

Privat Dozent: in German universities, an unsalaried letterer paid only by his students' fees.

apply: to concentrate one's faculties on; employ oneself diligently

Let some lecturer in pathological sociology work diligently on this problem

4. Rhetorical Devices

hyperboles

sarcasm

ridicule

irony

Metaphor

Simile

5. Follow-up discussion

1) Why does the writer use the uncommon word libido in his title?

2) Does Mencken achieve or defeat his own purpose by using so many striking metaphors and hyperboles?

3) Sum up the main views of the writer and comment on how they are organized and presented.

教 案

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授课章节	Unit 7 The Libido for the Ugly		
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	教 学 重 点 和 难 点	Learn some striking words that are used to describe objects and subjective feelings Identifying figures of speech embedded in the text
思考题 或 作 业		some exercises following the text and a quiz for the lesson

教学内容与组织安排

Outline

1. Warm-up
2. Review
3. The detailed study of Lesson 7 (exercise)
4. Quiz—making sentences with the given hints

1) 这种行为简直是愚蠢.

Such behavior was sheer foolishness.

2) 不要将所有的不幸都归因于命运.

Don't put down all your misfortunes to fate.

3) 回想起来, 他所作的一切都是为了让我们全家过上像样的日子.

In retrospect, he did everything so that our family could live a decent life.

4) 他没有指名道姓,但我们都明白他是在讲我.

He did not mention a name, yet we all knew that he alluded to me.

5) 他那副自命不凡的德行真让人感到恶心.

His pretentious manner revolted me.

5. Dictation

1. appalling desolation 2. lucrative activity 3. macabre joke

4. agonizing ugliness 5. leprous hill 6. eczematous patches

7. preposterous 8. perpendicular 9. precariously

10. streaked in grime 11. aberrant genius 12. grotesqueries

13. diabolical 14. insensate brutes 15. putrid parts

16. unfathomable 17. enigmatic 18. inadvertence

19. shocking depravity 20. pathological sociology 21. dogmatic

22. libido 23. lacerate 24. laborious

25. uncompromisingly inimical

Writing task

Write a composition of about 300 words on the following topic (use impressionistic method)

An unforgettable building you ever seen

