

大学英语第一册第一单元

教学目的:

1. 通过学习使学生对英语发展史有个初步了解, 认识到“语言是不断发展的”这一重要概念。
2. 掌握一些语言知识, 如生字, 词组, 句型等。
3. 通过练习巩固语言知识。
4. 帮助学生纠正语音和语调。

语言要点:

1. 本课生字可参看课本中“Words and Expressions”(P3-4)。
2. 本课的短语及重要句型可参看课本中“Notes”(P4-5)。
3. 对课文的理解可参看课本中“Understanding the text”(P5-6)。回答这些问题可以帮助学生意识到“理解”不仅意味着理解语言更意味着理解含义。
4. resistance
eg. An aircraft has to overcome the resistance of the air.
5. to dismiss
eg. The teacher dismissed his class when the bell rang.
6. to persist vi
eg. She persists in wearing that old-fashioned hat.
persistence n.
eg. The persistence of high temperature in the patient puzzled the doctor.
persistent adj. persistently adv.
7. to linger
eg. The custom lingers on.
lingering adj. lingeringly adv.
8. to spill
eg. The ink has spilled on the desk.
The horse shied and we were all spilt.
9. dominant adj.
eg. the dominant partner in a business
dominance n. dominantly adv.
to dominate v.
eg. A great man can dominate (over) others by force of character.
Love and duty struggled to dominate his mind.
10. spectacle n.
eg. The sunrise as seen from the top of the mountain was a fine spectacle.
The poor drunken man was sad spectacle.
11. participatory
participate v.
eg. participate in sb's suffering
participant n. participation n.

大学英语第一册第二单元

教学目的:

1. 在学习课文的过程中了解一些动物的习性, 知道动物是有一定智力水平的。
2. 掌握一些语言知识。
3. 帮助学生纠正语音和语调。

语言要点:

1. 本课词汇部分可参看课本 “Words and Expressions” (P17-18)。
2. 本课短语及应该注意的句型可参看课本 “Notes” (P18-20)。
3. 对课文的理解可参看课本 “Understanding the Text” (P20)。
4. crucial adj.
eg. the crucial test at the crucial moment
5. converse vi.
eg. converse with sb. converse on (about) sth.
conversation n.
6. to evoke
eg. to evoke memories of the past
evocative adj. evocation n.
7. elaborate vt.
eg. Please elaborate your proposals a little.
elaboration n.
elaborate adj.
eg. an elaborate design elaborate plans
elaborately adv. elaborateness n.
8. to attribute to
eg. He attributes his success to hard work.
He attributes wisdom to his teachers.
9. assertion n.
eg. make an assertion
assert v.
eg. assert sth. to be true
assert one's innocence
10. facility n.
eg. have great facility in learning languages
play the piano with facility
facilities for travel
facilitate v.
eg. Modern inventions have facilitated housework.
11. appropriate adj.
eg. Thick woolen clothes are not appropriate for hot summer days.
appropriate vt.

- eg. He often appropriates my ideas.
appropriation n.
12. comparative adj.
eg. the comparative method of study
comparatively adv.
13. remarkable adj.
eg. a boy who is remarkable for his stupidity
remark v.
eg. Did you remark the similarity between them?
14. subsequent adj.
eg. subsequent events
subsequently adv.
15. hesitate v.
eg. He hesitates at nothing.
He hesitated (about) what to do next.
(un)hesitatingly adv.
hesitation n.
eg. There is no room for hesitation.
His doubts and hesitations were tiresome.

时间安排及教学步骤：本单元计划使用 15 小时

1. “Warming-up Activities” 用 1 小时。
2. 课文讲解用 5 小时。
3. 课文理解用 2 小时。
4. 课后练习用 6 小时。
5. 补充课文用 1 小时。

检测手段/作业：

1. 从词汇表中选些单词听写。
2. 督促检查预习及复习情况。
3. 讨论题：Tell us a story about you and an animal.
4. 段落听写：

Years ago, travelling from Shenzhen to Guangzhou during Lunar New Year meant a headache for many people, but now they dismiss it as a problem.

The convenience enjoyed by people in Shenzhen, Guangzhou and Hong Kong is brought about by one word --- competition.

Last year, high-speed coaches from three companies started to run to and from Guangzhou. The higher frequency and lower charge they offered lured many former train-takers to their luxurious buses. The companies were soon followed by new investors who also saw profit in the trade. So far, there are altogether 115 coaches competing in the sector.

大学英语第一册第三单元

教学目的:

1. 引导学生学会从不同的角度研究问题,使他们意识到“非此即彼”这种认识问题的方法的不足之处。
2. 引导学生学习对行为和感觉进行详细的描述。
3. 让学生掌握描述复杂感情的词汇。
4. 继续训练学生的语音语调。

语言要点:

1. to search for...
e.g. They went around the farm, searching for the lost cows.
2. in vain
e.g. They tried in vain to persuade the stubborn old man.
3. to start off on...
e.g. The students started off on the excursion before the sun rose.
4. Distinguish the following words: look, stare, gaze, peep, peer
5. to come upon ...
e.g. I came upon an old friend while I was doing shopping.
6. go out to...
e.g. Our sympathy went all out to her on the death of her husband.
7. swarm (n. & v.)
e.g. They came to town in swarms.
The garden was swarmed with bees.
8. deliberation: consideration
e.g. The decision was made without due deliberation.
9. to be aware of...
e.g. They are not aware of the coming danger.
10. to make for...
e.g. She made for the nearest shelter when it started to rain.
11. to weigh on..
e.g. The failure weighed heavily on him.
12. to be stupefied with...
e.g. He stood at the curb, stupefied with horror.

时间安排及教学步骤: 本单元计划使用 6 小时

1. 热身练习: 1 小时
2. 课文讲解: 3 小时
3. 相关练习: 2 小时

检测手段/作业:

1. 词汇(正确的拼写)
2. 听写:

Social insects live in integrated communities which in some ways are similar to human communities. In both types of community, there is division of labour. In insect societies certain insects are responsible for reproduction; the workers collect food while the soldiers defend the colony. In the same way human groups such as farmers and shopkeepers have specialized functions in producing goods and providing services to the community.

Insect and human societies are also alike in that individual members of the community work together. Ants coordinate their efforts to build nests. Similarly, in human societies engineers, architects, town planners and construction workers unite to build cities.

The nests of social insects are as complex as a man-made city. In some insect nests special accommodation is provided for the young and for food storage. Many nests also have devices for regulating the temperature. So insect nests are as functional as human houses.

3. 句子翻译

- 为找到藏宝图,他们在宅院里搜索了整整一天,却一无所获。
- 汤姆还稀里糊涂的,厄运就降临到他头上了。
- 一想到他躺在地上大出血的样子,我就心痛不已。
- 市政府划出一块地,作新的信息产业基地。
- 一员久经沙场的老将败在了新手之下,让我们对他十分同情。

4. 短文写作: The excursion (500 字)

大学英语第一册第四单元

教学目的:

1. 引导学生简单地了解西方思想传统, 如独立思考、批判精神、对大众传媒的态度, 等等。
2. 帮助学生了解演讲中的语言技巧。
3. 继续训练学生的语音语调。

语言要点:

1. the effect of alliteration: plain, pungent, purifying, preservative.
2. the effect of paralleling structures in speeches
3. Understand the analogy between “you” and “salt”.
4. to lay emphasis on...
e.g. The government lays particular emphasis on the protection of the environment.
5. to pass for...
e.g. It is strange that such a man should pass for a great scholar.
6. under false pretenses
e.g. He obtained a huge sum of money under false pretenses.
7. to be to do
e.g. The prime minister is to make a statement tomorrow. (planned)
You are to deliver the parcel before 10:00. (order)
8. to bring out
e.g. The panic of the ants brought out his pity.
The publishing house has brought out a new series of children's novels.
9. to bear upon
e.g. The price rise bore most severely upon people with fixed income.
10. to put to...
e.g. The loss of the bike put me to great inconvenience.
11. to consist in ...
e.g. The true wealth does not consist in what we have, but in what we are.
12. to be bound to do...
e.g. The project is bound to fail without the financial support of the government.
13. to plead for...
e.g. When the rent was due, I pleaded for more time.

14. in regard to...

e.g. He made a few more remarks in regard to the present policy.

时间安排及教学步骤: 本单元计划使用 6 小时

1. 热身练习: 1 小时
2. 课文讲解: 3 小时
3. 相关练习: 2 小时

检测手段/作业:

1. 词汇(正确的拼写)
2. 听写:

The colleges and universities of the 21st century are faced with great challenges. They need to be able to work effectively in an interdependent society having a world-wide scope. They will be less inward looking and more connected to issues outside that involve problems plaguing society. They will be more collaborative with corporations, other universities and among faculty across units within the institution. There will be more emphasis on the student's experience in learning, seeking knowledge through different methods, in addition to the lecture, and developing skills through experience. Finally, the university will be more dependent on technology in the students learning experience as well as the operation of all aspects of the activities within the institution. We will see students taking classes together and working on collaborative projects in universities that may be hundreds and ; possibly thousands of miles apart. That's where the future of colleges and universities lies.

3 句子翻译:

- 有时候艰难困苦会激发出一个人最优秀的品质。
- 我们所取得的伟大成就应归功于对外开放的政策。
- 他怎么会被当成一个正直的人了呢? 我再也不会替一个靠欺诈取信的人辩解了。
- 这项工程所花的一切都是值得的, 因为它会对中国二十一世纪的经济生活产生巨大的影响。
- 我来帮忙不是为了要报酬, 我做这事是因为我欠你一份情。

4. 课堂讨论:

- What Is an Educated Man?
- The Responsibility of the Educated People

《北大英语精读》第5单元

一、 教学目的:

- 1、 引导学生领会西方主流知识分子对宗教、道德、人性、精英文化和大众文化等问题的看法。
- 2、 探讨用一种陌生视角来表述一个熟悉主题的写作技巧。本文作者 C·S·Lewis 与《盐》的作者 Van Dyke 拥有很多相似的观点, 比如他们都认为理性、道德和信仰属于人的较为高级的官能, 物欲则属于较为低级的官能, 而“思考着的人”(thinking men) 是日益走向物质化的现代社会中的有效的制衡力量。但 Lewis 的观点是借魔鬼 Screwtape 之口以反讽的方式表达出来的, 与 Van Dyke 言辞铿锵的布道相比更容易被人接受。
- 3、 掌握有关的词汇、短语和用法。

二、 语言要点:

1、 词汇:

materialist	incompatible	jargon
stark	convention	doctrine
atheist	aberration	foresee
fiend	ally	overhear
fuddle	propaganda	academic
abominable	affectionate	ultimate
presumably	positively	totter

2、 短语:

thanks to	lose one's head
all but	press (home) upon/on
what with	be accustomed to
brighten up	dabble at/in
pick up	in sb.'s favor
a narrow escape	into/out of the clutches

三、 时间安排及教学步骤: 本单元计划使用 12—14 小时

- 1、 由于课文较为晦涩、学生对西方宗教了解不多, 可以先问他们一些问题作为铺垫, 比如, 基督教对人性的基本判断是什么? 如果人被看成是等待救赎的罪人/病人, 那么谁在和上帝/耶稣争夺人类?
- 2、 组织学生讨论 Screwtape 认为“教化”人类最有效的武器是什么(“practical propaganda”), 让他们比较 Screwtape 关于 jargon 和 newspaper 的观点与 Van Dyke 关于 knowledge, ignorance, news 和 newspaper 的观点。
- 3、 让学生讨论 Screwtape 为什么告诫 Wormwood 切勿用科学来抵制信仰、切勿用 argument 和 reasoning 来规训他的病人。
- 4、 讲解课文中出现的重点词汇和短语。
- 5、 要求学生练习用“陌生”的视角来阐述一个熟悉的道理, 比如把前一课《盐》中的观点以魔鬼之口讲出, 把本课中魔鬼的观点以牧师之口表达。

四、检测手段和作业:

- 1、 课后的全部练习及补充阅读, 其中做第 IX 题时可以让学 生讨论 C·S·Lewis 关于人不愿遵守道德戒律的观点与他在主课文中借魔鬼之口道出的人性的 诸多弱点之间的联系。
- 2、 Translating the following sentences into English, using the expressions and patterns given below:

brighten up, a narrow escape, all but, thanks to, pick up, dabble in/at, press (home) on/upon

- (1) 他差一点被一颗从他耳边掠过的子弹击中。
He had a narrow escape from a bullet sweeping by his ear.
He was all but killed by a bullet sweeping by his ear.
- (2) 她的英文讲得如此之好以致我几乎把她当成了一个以英语为母语的人。 我不知道她是在哪里学的。
Her English was so good that I all but took her as a native speaker. I wonder where she picked it up.
- (3) 他把那个溺水的女孩抓在手中、奋力向岸边游去。当他确信他们已经安全时, 他的脸上露出了高兴的神色。
Grasping the drowning girl in his hand, he struggled towards the bank. When he realized they were safe, his face brightened up.
- (4) 他搞过一点绘画, 但很快又放弃了。我希望我能让他明白刻苦努力的重要性。
He dabbled at painting but soon gave it up. I wish I could press home on him the importance to make great efforts.
- (5) 由于有了报纸、广播和电视, 我们得以很快了解世界上发生的事。
Thanks to newspapers, radio and television, we get to learn quickly what's happening around the world.
- (6) 由于连续下雨、旅馆又糟糕, 我们的假期过得不怎么愉快。
What with continuous rain and a bad hotel, we didn't enjoy our holiday much.

《大学英语》第一册第六单元教案

一、教学目的:

1. 让学生掌握本课应该掌握的语言知识, 包括: 语法、词汇、短语、乃至写作技巧等。
2. 学生不仅仅要掌握表面上的语言知识, 更重要的是要让学生用所学的知识去探讨课文文章的深层内容及与文章相关的话题、知识及领域, 真正作到学以至用。
3. 英文课不仅仅是学英文, 教员要根据所学不同的内容, 培养学生的各方面能力, 如在学习本课的过程中, 教员可以引导学生培养分析、区别事物之间好坏、差别的能力。具体见讨论题。

二、语言要点:

1. 词汇及短语 (见课文后的 Words and Expressions 及 Notes)
词汇短语过多时, 要根据不同侧重点将其分摊到各个教学环节中去 (见教学步骤)。
2. 语法 (重点句子结构)
 - A. $\left\{ \begin{array}{l} A \text{ is to B what C is to D} \\ A \text{ to B is what C is to D} \end{array} \right.$
 - B. That's why, what, where, how...
3. 技巧
 - A. A prolonged metaphor: Business campaign is compared to a battle.
 - B. Style of diary entry: informal with loose structures.
 - C. Speaking (through discussion).

三、时间安排及教学步骤: 本单元计划使用约 14—15 小时

1. Warming-up: 5-10 minutes.
2. Words and expressions: about 1.5 hrs, focusing on word-formation.
3. Text: 5 hrs. (see Teaching Notes), focusing on the content of the text and some key expressions and structures.
4. Exercises: about 4 hrs, concentrating on using and practising what has been learnt, and some extra points can be introduced here.
5. Discussion and other activities: about 2 hrs, practising speaking in pairs or groups.
Questions to be asked (for reference):
What are the advantages of the case method? Any disadvantages? Is it applicable to every course? What courses is it particularly applicable to?
6. Supplementary reading and extra exercise: about 2 hrs.

四、检测手段/作业:

1. 课文后练习;
2. 补充练习 (主要是翻译: E-C or C-E), some sentences for reference:
 - A. The Leaning Tower is to Pisa what the Great Wall is to Beijing.

- B. Christmas is to the Americans what the Spring Festival is to the Chinese.
- C. I can't put up with his rude manners any more.
- D. There are 20 students in each class on the average.
- E. The media have reported a lot on the mid-air collision of a Chinese fighter plane and an American spy plane.
- F. For Chinese products to hold their own on the international market, quality should be the first priority to be considered by producers.
- G. That's exactly what I meant by telling you this story.
- H. In the Marketing course, students are asked to lay out a lot of cases and find out a solution to each of them.
- I. What the hell can I do? I'm no more than a small potato.
- J. Look! The students are helping the farmers load the fruit baskets onto the trucks for delivery.

3. 单词听写

教员可以选择一些常用的单词给学生进行听写（可叫一个学生在黑板上听写，便于 check）。

4. 段落听写

教员可根据学生程度挑选难易、长短适中的段落。下边段落仅供参考：

Because Americans are a blend of people from many countries, there are only a few characteristics which can be applied to all Americans. Perhaps the most basic of these is American individuality, which is evident in our history from the days of our founding fathers. The second characteristic shared by all Americans is our paradoxical combination of idealism and practicality. Another typically American feature is the emphasis we place on money and the things it can buy – i.e. our materialism. Finally, in practically all American families, our parents exert less influence on us than do parents in other parts of the world. These elements are deeply embedded in the American character, but like many other things American, are subject to change in a relatively short period of time.

《大学英语》第一册第七单元教案

一、教学目的:

1. 让学生掌握本课应该掌握的语言知识, 包括: 语法、词汇、短语、乃至写作技巧等。
2. 学生不仅仅要掌握表面上的语言知识, 更重要的是要让学生用所学的知识去探讨课文文章的深层内容及与文章相关的话题、知识及领域, 真正作到学以致用。
3. 在引导学生看到压力、认识到压力存在的原因的同时, 更重要的是要让学生学会正确看待、对待、处理压力, 化压力为动力的能力, 正确处理好分数与实际能力之间的关系, 树立正确的人生观、价值观。

二、语言要点:

1. 词汇及短语 (见课文后的 Words and Expressions 及 Notes)
词汇短语过多时, 要根据不同侧重点将其分摊到各个教学环节中去 (见教学步骤)。
2. 语法 (重点句子结构)
 - A. $\left\{ \begin{array}{l} \text{It's all very well (for sb.) to do...} \\ \text{It's nice to think...} \end{array} \right.$
 - B. The odds are harsh (The odds are that...).
3. 技巧
 - A. Writing: one way of developing a paragraph, and for that matter, a composition: from general to specific.
 - B. Speaking (through discussion).

三、时间安排及教学步骤: 本单元计划使用约 14—16 小时

1. Warming-up: 5-10 minutes.
2. Discussion and other activities: about 2 hrs, practising speaking in pairs or groups. (通常赶上新学期的开始, 我会把这一课提到第六课前上, 这样便于这一课的自然引入。通过一学期的苦学, 又经过一假期的放松, 赶上新学期的开始, 学生一定有不少感受, 正好给他们机会将其感受谈出来, 从而让学生自然地将“压力”引出来, 然后让他们比较: 他们的感受是否和课文中讨论的一样, 或有什么不同。) Ask students to make a list (using adjs or nouns, etc.) while discussing. After the discussion, put them on the blackboard.
3. Words and expressions: about 1.5 hrs, focusing on word-formation.
4. Text: 6 hrs, (see Teaching Notes), focusing on the content of the text and some key expressions and structures.
5. Exercises: about 4 hrs, concentrating on using and practising what has been learnt, and some extra points can be introduced here.
6. Supplementary reading and extra exercise: about 2 hrs.

四、检测手段/作业:

1. 课文后练习;
2. 补充练习 (主要是翻译: E-C or C-E), some sentences for reference:
 - A. His behavior further confirmed my opinion of him that he is a very rude person.
 - B. It's all very well for high school students to think of college as paradise, but the fact is that college is not a place of only pleasure and relaxation.
 - C. Nowadays only in the countryside can we see a sky studded with twinkling stars, due to serious air pollution.
 - D. All his hard work has paid off at last. He has been matriculated in a famous university.
 - E. What a college student costs for tuition and living may come to over 10,000 yuan each year.
 - F. Even ordinary people may be caught in all kinds of pressures in their life and work.
 - G. Coughing, fever, running-nose, headache may all be symptoms /symptomatic of a flu.
 - H. To some extent, you're right on this point.
 - I. High school students are buried under all kinds of homework for different courses every day.
 - J. His father's influence on him will help to shape his future.

3. 单词听写

教员可以选择一些常用的单词给学生进行听写 (可叫一个学生在黑板上听写, 便于 check)。

4. 段落听写

教员可根据学生程度挑选难易、长短适中的段落。下边段落仅供参考:

The English are extremely practical; they have their feet firmly planted on the ground and are realists. They pay great attention to problems of international importance and are not interested in wasting time talking theory. The English intensely dislike social intercourse and do not like to talk casually to others about themselves or have any interest in knowing other people's business. If there are only two people in a railway carriage in England, it is likely that each will read his own newspaper without exchanging a word. The English also pay no heed to others' opinions or criticisms of them.

《北大英语精读》第八单元

一、教学目的:

- 1、 向学生介绍西方女权运动的概况以及一些主要的女权主义思想家——比如本文提到的 Virginia Woolf ——的基本思想。
- 2、 探讨女性——尤其是女作家——如何在以男性为主导的社会中个性受到压抑、找不到自我表述的方式的痛苦和困惑。
- 3、 掌握有关的词汇、短语和用法。

二、语言要点:

1、 词汇

integrity	sensibility	propriety
given	token	genre
masculine	feminine	detach
Olympian	dogged	divisive
Internalize	romanticize	exacerbate
Reproach	negate	thwart
Drudge	abort	

2、 短语

come up against	take pains
leave ... out of the picture	be susceptible to
to a great / lesser extent	not to mention
be supposed to	

三、时间安排及教学步骤: 本单元计划使用 12—14 小时

- 1、 从 Virginia Woolf 的 A Room of One's Own 的几个片断切入本单元的主题: 女性在以男性为主导的文化中所受的压抑和女作家性别意识的觉醒。
- 2、 给学生印发 Wordsworth、Alan Poe、Keats 和 Yeats 的几首小诗, 引发他们思考文学作品中这些程式化的女性形象(“either a dream or a terror to man”)背后的深层原因是什么。
- 3、 讲解课文中出现的文学典故、词汇和短语。
- 4、 让学生分组讨论下列题目, 每组选出一人作 presentation:
 - (1) The concept of woman is a cultural product, not a given.
 - (2) Why do many young women refrain from identifying themselves as feminists? Why would women, as a whole, grow more radical with age?

四、检测手段和作业:

- 1、 课后全部练习, 其中第 X, XII 题和补充阅读提供了极富启发性的讨论题目, 如 “sexist grammar” 在汉语中是否存在? 目前中国大众传媒中刻意塑造的众多 “女强人” 是否也是对女性形象的扭曲?
2. Translating the following into English:

男人和女人应该首要地被看作是**人**, 而不是相反的性别中的成员。应当强调他们共有的人性和品质, 而不是他们的性别差异。虽然许多女性还会继续选择传统的职业, 比如主妇或秘书, 但女人不应当被一成不变地看成只能扮演这些

角色，而应当让人们在各种各样的职业和行业中都能看到她们的身影：作为医生和牙医，而不总是作为护士；作为校长和大学教授，而不总是作为中小学教师；作为律师和法官，而不总是作为社会工作者；作为银行总裁，而不总是作为出纳员。

Men and women should be treated primarily as people, and not primarily as members of opposite sexes. Their shared humanity and common qualities should be stressed—not their gender difference. Though many women would continue to choose traditional occupations such as homemaker or secretary, women should not be type-cast in these roles but should be shown in a wide variety of professions and trade: as doctors and dentists, not always as nurses; as principals and professors, not always as teachers; as lawyers and judges not always as social workers; as bank presidents, not always as tellers.

《北大英语精读》第九单元

一、教学目的:

- 1、引导学生比较本文作者(男性心理治疗师)与前一课的作者(女权主义作家)的观点,让他们领会在一个存在性别不平等的社会里,不论女性还是男性都不可能享有真正的自由。
- 2、探讨为什么众多成功的男性会成为“僵尸”,既然他们是所谓的文化的“主宰者”,为什么反倒丧失了自己的意志和情感?
- 3、掌握有关的词汇、短语和用法。

二、语言要点:

1、词汇:

privilege	fluidity	essence
disguise	time-honored	instinct
inherent	resentment	harness
impasse	precarious	stifle
topple	contradictory	statistics
longevity	alcoholism	addiction
accusation	target	legislation
urgency	disproportionately	senior
subtle	ulcer	

2、短语:

fall apart	on the verge of
lash out against	vent (one's rage) against
be saturated with	cling to
own up to	confuse ...for ...
stand up to / under	

三、时间安排及教学步骤: 本单元计划使用 12—14 小时

- 1、让学生回顾前一课中的观点,那位女权主义作家多次提到西方社会是男性主宰的社会,为什么本文的作者却认为男人生活在束缚中,甚至比女人更缺少自主性?
- 2、探讨男性所制造的“女性神话”对两性关系以及男人和女人的自我意识所造成的戕害。
- 3、讲解课文中出现的重要词汇和短语。
- 4、让学生分组讨论下列题目,每组选出一人作 presentation:
 - (1) Do men or women enjoy greater freedom and more opportunities as far as sexual roles are concerned?
 - (2) Will man, who is said to be “in harness”, be freed as a by-product of the feminist movement?

四、检测手段和作业:

- 1、课后全部练习,可以利用第 IX 题和补充阅读中的素材让学生讨论暴力的问

题：男人——尤其在球场上——沉溺于暴力是否是一种文化强迫症的表现？

2. Translating the following sentences into English, using the expressions and patterns given below:

approach, be saturated with, stand up to/under, share in, own up to, confuse...for..., cling to, lash out at/against

(1) 大多数所谓的“海外大片”里都充斥着暴力。

Most of the so-called “top overseas movies” are saturated with violence.

(2) 考虑到她最近的经历多么令她沮丧，怎么还能期望她能受得住另一个打击呢？

Considering what a thwarting experience she has recently had, how can she be expected to stand up to another shock?

(3) 他和我同甘共苦。

He shares in my troubles as well as in my joys.

(4) 这位老人总是都平和而审慎地对待生活。

The old man has always been approaching life with calm and caution.

(5) 在她的自传中，这位著名的女演员承认她担心被称作一个“传奇人物”和一个“从事影、剧表演的特殊的女人”。

In her autobiography, the famous actress owns up to worrying about being called a “legend” and a “special lady of films and theatre”.

(6) 在二十世纪中、早期，十九世纪的小说家常常因为将虚构的世界与现实混为一谈而受到指责。

In the early and mid-twentieth century, 19th century novelists were often blamed for confusing fiction for reality.

(7) 这篇文章对社会上不公平的现象进行了猛烈抨击。

The article lashed out at social injustice.

(8) 现在，社会上出现了一些困境中的妇女可以依靠的女权团体。

Now there have appeared women's rights societies that women in distress can cling to.

大学英语第一册第十单元

教学目的:

1. 介绍短篇小说的基本要素即人物、地点、时间、情节等。
2. 探讨如何欣赏此篇短篇小说。
3. 弄清作者通过叙述这样一个貌似荒诞的故事所要表达的深刻内涵。
4. 掌握描述动物动作和声音以及旁白者心理活动的词汇和表达方式。

语言要点:

1. 本课生词可参阅课文中的“Words and Expressions”(P138-139)
2. 本课短语及重要句型可参照课本中的“Notes”(P139-140)
3. 对课文的理解可参照课文中的“Understanding the Text”(P140)
4. parts of a house /architecture
skirtingboard—*cf.* baseboard; lino
grille/grill e.g. grilled window
5. furniture (uncountable), articles of daily use
cabinet: here, filing cabinet, a piece of office furniture with drawers, for storage paper in.
bedsheets (used in a pair on a bed, one above and one below a person lying in it) e.g. put clean sheets on the bed
6. associated with work, profession
oils: paints containing oil, *cf.* watercolour; in oils: using these paints
7. animals, behaviour
infest – *cf.* swarm; huddle –also n. A crowd of people, or *esp BrE* a number of things close together and not in any ordered arrangement
8. verbs and nouns associated with horses
9. concrete action verbs, imitation of sounds
prod: push/press with a finger
aim n. The act of directing a weapon, etc.
coax into/out of/to: persuade sb. by gentle kindness or patience;
obtain sth. by gently persuading
budge: (cause) to move a little
flit: fly or move lightly or quickly
10. other verbs
be confronted with: be brought face to face with
proceed (to do): begin and continue
11. adjectives (bad living condition)
12. associated with attitude, feelings
thrilled at/to do: experiencing a sudden very strong feeling of joy, fear, excitement, pleasure, etc, that seems to flow round the body like a wave. e.g. The concept thrilled me.

spectacular: grandly out of the ordinary; attracting excited notice
petrified: so greatly shocked as not to be able to think or act
fright n. the feeling or experience of fear

时间安排及教学步骤: 本单元计划使用大约 15-16 小时

1. Warming-up Activities 占用 1 小时。
2. 课文讲解占用 6 小时。
3. 理解问答占用 3 小时。
4. 练习占用 4 小时。
5. 补充阅读材料占用 1 小时。

检测手段/作业: 除本课书中练习外

1. 听写练习。
2. 口头或书面作文:
My fantasy life
Caught between study and dream

大学英语第一册第十一单元

教学目的:

1. 介绍课文所涉及的辩论及其历史背景。
2. 探讨 **culture** 在本文中的涵义, 并与前几课中出现的 **culture** 的相比较。
3. 弄清作者的论点。
4. 启发学生对现实的思考并表述自己的观点。

语言要点:

1. 本课生词可参阅课文中的 “Words and Expressions”(P156-157)
2. 本课短语及重要句型可参照课本中的 Notes”(P157-158)
3. 对课文的理解可参照课文中的”Understanding the Text”(P158-159)
4. **abstract nouns**: Notice the Latin origin of words beginning with the negative meaning in-.
incomprehensibility: also learn “incomprehensible”
incredulity: disbelief; **incredulous** adj. showing disbelief
illiteracy: also learn: literacy, literate, illiterate
5. **some scientific terms**:
mass: (in this text) the amount of matter in a body, measured by the power used in changing its movement.
parity: the state or quality of being equal
e.g. This is certainly not a guy-dominated show. It is in fact, the first of the intellectual ensemble programs to actually feature gender parity among its principal characters.
6. **more concrete nouns**:
specimen: a single typical thing or example
fundamentals: necessary or important part
default: let ... go by default (by failure of action),
part and parcel of :
break-through:
7. **adjectives and participles**:
esoteric: secret and mysterious
vain: full of self-admiration
major: adj. of great importance
sound: adj. solid, firm
clash v. clashing adj. to come into opposition
8. **adverbs**:
dubiously: dubious rewarding – a combination of two somewhat opposing elements, just like triumphantly ignorant, calm horror

9. verbs and verb phrases

fancy: think, believe without being certain (“I figured, there’d be a whole herd in the warehouse.”)

dismiss: It can be dismissed as a rebellion.

时间安排及教学步骤：本单元计划使用大约 15-16 小时

1. Warming-up Activities 占用 1 小时。
2. 课文讲解占用 6 小时。
3. 理解问答占用 3 小时。
4. 练习占用 4 小时。
5. 补充阅读材料占用 1 小时。

检测手段/作业：

1. 作听写练习。
2. 课堂辩论。
Scientists and artists cannot understand each other
Women and men do not speak the same language
3. 完成课文后练习。

大学英语第一册第十二单元

教学目的:

1. 探讨科学技术的成就及其负面影响。
2. 认识事物的正反两面性。
3. 讨论科学技术对人类未来的影响。
4. 弄清作者的论点。
5. 引导学生就该课涉及的话题发表自己的见解。

语言要点:

1. 本课生词可参阅课文中的“Words and Expressions”(P175-176)
2. 本课短语及重要句型可参照课本中的 Notes”(P176-177)
3. 对课文的理解可参阅课文中的”Understanding the Text”(P178-179)
4. revive: v. to make conscious and healthy again
5. nanotechnology: 纳米技术
6. matter: n. the material which makes up the world and everything in space, which can be seen or touched, as opposed to thought and mind.
7. come up with: to think of (a plan, answer, reply, etc.)
8. metabolic: adj. metabolism: n. chemical activities in a living thing by which it gains power, esp. from food.
9. to give rise to: to lead to
e.g. These bad conditions have given rise to many crimes.
10. evolve: to develop gradually
11. in effect: it is more or less to say
12. That being so, : to avoid repetition
13. envision: v. to see in mind as a future possibility.
e.g. Henry Ford envisioned an important future for the motor car.
14. Creation: the story of the earth's origin as told esp. in the Bible.
15. sovereignty: complete freedom and power to act or govern
16. Galaxy: any of the large groups of stars, which make up the universe
17. Methuselah: (often humour) a person who has lived many years or who is unusually old-fashioned
18. thence: from that place on
e.g. we can drive to London and thence to Paris by car.
19. asteroid: minor planet, one of the many small heavenly bodies between Mars and Jupiter.

时间安排及教学步骤: 本单元计划使用大约 15-16 小时

1. Warming-up Activities 占用 1 小时。
2. 课文讲解占用 6 小时。

3. 理解问答占用 3 小时。
4. 练习占用 4 小时。
5. 补充阅读材料占用 1 小时。

检测手段/作业:

1. 做课文中的练习。
2. 作听写练习。
3. 做课堂辩论。

The Dark side of technology

The impact of technological development on human beings

大学英语第三册第一单元

教学目的:

1. 了解本文历史背景——美国内战
2. 了解故事叙述角度, 根据故事细节描写判断特定信息, 并能对人物作一定分析
3. 掌握文中出现的重要词汇与表达法

语言要点:

1. 本文的重要词汇与表达法包括: squat, only (means “but”), bet (on), by the authority of, When it comes to..., fire on, let go, die away (与 die down, die out 的区分), let oneself down 以及独立主格结构等, 参考教师用书 pp.3~8
2. 注意文中美国南方方言的一些特点, 如 double negative 等, 及其他一些不规范的英语表达法

时间安排及教学步骤: 本单元计划使用 6 小时

1. 要求一组学生查找资料, 合力做出一个有关美国内战的报告, 其余学生可以就此主题提问, 从而弄清文章描写的历史背景, 以及文中诸如 “blue coat”, “Yankee” 等的指代含义
2. 要求学生在看完故事后, 以故事接龙的形式讲述故事的主要内容
3. 教师讲解课文内容及语言点
4. 内容总结与分析:
 - (1) 讨论: Why did the colonel let the boys go unpunished?
 - (2) 分析文中主要人物 Granny, Colonel, Sergeant 的性格
 - (3) 了解文章是从小孩的视觉角度来描写的, 分析两个小孩对战争的理解与态度

检测手段/作业:

1. 课后练习 III、IV、V、VIII
2. 听写 (Dictation)

War has existed for at least 6,000 years. The human race has managed to live with it. However, nowadays war is different because of nuclear and chemical weapons. For this reason, man must abolish war or war will abolish man.

Unfortunately, abolishing weapons alone is not enough. We must abolish war itself. To this end man must be persuaded to settle questions according to principles of law, not ideological beliefs. At present there are some signs of man settling issues by negotiating rather than by going to war. The point is: Does man want to live in peace or does he want to live in fear?

3. 汉译英 (Translation)

- (1) 那个乡下小女孩蹲在树荫里, 双手支着下巴, 好奇地盯着每个过路人。
- (2) 美妙的音乐消失了, 我却依然沉浸在梦幻的世界里。
- (3) 为了下星期的足球赛, 我在英国曼联队上下了一百元的赌注。

- (4) 看到母亲坐在屋里，安然无恙，她松了口气，扑进母亲怀里。
- (5) 罢工领导人问他们是根据谁的命令回去工作的。
- (6) 他抱怨说他没法呆在那儿，因为那儿没有蔬菜，也没有水果。
- (7) 那位老人扶着栏杆，凝视着湖水，回忆着过去的好时光。
- (8) 平常他极爱讲笑话，但当谈正事的时候，他总是很严肃认真。
- (9) 他当着我们的面时尽说好话，但背着我们时却经常说我们的坏话。
- (10) 尽管儿子虐待他，这位好心的老人还是艰难地跪下，为新婚的儿子祈祷。

Key:

- (1) The country girl *squatted* in the tree shade, *her hands under her chin and her eyes staring curiously at every passer-by*.
 - (2) The beautiful music *died away*, leaving me in the dreamland.
 - (3) I *bet* \$100 on the Manchester United of England for the football match next week.
 - (4) Seeing her mother sitting in the room, safe and sound, she *let go* and threw herself into her arms.
 - (5) The strike leader asked them *by whose authority* they had gone back to work.
 - (6) He complained that he could not stay there any more as there were *no vegetables nor fruit*.
 - (7) *His hands holding onto the railing and his eyes gazing at the lake*, the old man was remembering the good old days.
 - (8) Usually he is a great joker, but when it comes to business, he is always serious.
 - (9) He always says nice things to our faces. Only he often speaks ill of us behind our backs.
 - (10) Although ill-treated, the kind old man still *let himself down* to pray for his newly-wed son.
4. 课上讨论 (Discussion): What do you think of war? Is war the only way to settle disputes? 课后整理自己的思想，写一篇 200 字左右的小短文。

大学英语第三册第二单元

一、教学目的

Students should be able to

1. identify the main idea
2. Learn to use a number of sentence, phrases and words.

二、语言要点

1. According to its originators ...psychiatric diagnosis.—

The doctors who have started the experiment report that the results show clearly that psychiatrists can be wrong when they determine in the usual way whether a patient is mentally ill or not.

Conventional diagnosis/opinions/clothes/food/designs

Be conventional in clothes/opinion

2. It also lends considerable support to the position taken by—

It also gives ... support to

e.g. The tress are blossoming. They lend colour to the hospital grounds.

The flowers lend cheer to the ward.

Cf. Lend money, books to

3. diagnoses—pl. Of diagnosis

analysis—analyses

basis—bases

crisis—crises

4. shamming symptoms of a mild kind – pretending that they were a little ill

5. once admitted – once they were inside

6. in every case but one – except

7. pseudopatients—

pseudo- (prefix) false, seeming to be

e.g. pseudoscientific, pseudonym(name used by an author instead of his real name)

8. in the eyes of the medical staff – according to the medical staff

9. all eight assumed false names – assume a serious expression / a well-informed manner/a look of anxiety/ an air of cheerfulness/ another name, etc.

10. Those connected with the medical profession also invented false occupations – Profession—a form of employment, especially one that requires knowledge and training in some special branch of advanced learning

Occupation—job or employment, way of spending time

e.g. His favorite weekend occupation is reading.

Job—a piece of work that must be done, regularly paid employment

Task—a piece of (especially, difficult) work which must be done

11. this did not ... raise any suspicions in the doctors' minds

raise suspicions/doubts/questions in one's mind

12. Patient engages in writing behaviour—

Engage in – take part in, cause to take part in

13. under the supervision of – under the guidance of / the leadership of/ the care of

14. they took the form—The questions the patients asked were like this

15. to err on the side of caution—to make an error on the safe side; to make a mistake because of being too careful

三、时间安排及教学步骤：本单元计划使用 6 小时

1. warm-up activities: Questions on general understanding

- How many experiments are mentioned in the text?
- What does the first experiment suggest? What about the second experiment?
- How are the fake patients treated in the wards?

2. Explain words and phrases

3. Discussion of the main idea

4. Go through the exercises after the text

四、检测手段/作业

1. Writing

1) Write a summary of the text.

2) Write a short paragraph about one's experience in a hospital

大学英语第三册第三单元

一、教学目的

By the end of the lesson, students should

1. learn to use some words, phrases and sentence patterns, e.g. balance structure
2. be aware of “refined style” mentioned in the text

二、语言要点

1. a little literary society – an organization of people interested in literature
e.g. a medical/dramatic/debating society
2. driving snow – snow that falls with great force
driving rain;
3. one never forgets...face. It is ...in the bright eyes. —The use of the present tense indicates how Masfield looked at the time the writer wrote the article.
4. It is not the face of...for it is...And yet it is not the face of ...for youth is still... – a balance structure
5. When the time came for him to read – When it was time for him to read
e.g. She could not find her ticket when the time came for him to read the poem to the audience.
6. Who am I to lay down the law – “Who am I to...” means “I don’t have the authority to tell people what to do or not to do.”
7. It was a sudden shock that... -- This is the emphatic way of saying “I realized with a shock that...” The emphasis is laid on the prepositional phrase.
8. Had retired into his shell – had shrunk back like a snail or something into its hard outer cover for shelter
9. He has himself known the sea in every mood of ... --when “know” is used to mean “experience” it is in the past and perfect tenses only.
e.g. A person who has known grief, loss, and disappointment is naturally different from one who has known none of these things.
10. There was nothing of the dilettante about that work – That work was done with professional skill. “Nothing of” means “no quality of”.
e.g. There was nothing of the poet laureate in his behaviour.
There was nothing of enthusiasm in his voice.
11. That was like Masfield ...to spend... --- “Be like one to” means “be typical of one to”.
e.g. It was like him to keep his promise in spite of the driving snow.

三、时间安排及教学步骤：本单元计划使用 6 小时

1. Warm-up Exercises – Questions on general understanding
 - What is the pre-dominant quality of John Masfield? Do you feel it a little unusual to find such quality in a celebrity like him?
 - What quality does Masfield share with all artists?
2. Discussion of the words and phrases
3. Go over the text
4. Go through the exercise after the text.

四、检测手段/作业

Writing

Ask the students to write about:

- a) their personal contact with an artist
- b) the influence of a fine work of art on them

《大学英语》第三册第四单元

一 教学目的:

1. 帮助学生掌握相关的历史背景 and 知识, 例如 D-Day 等。
2. 帮助学生掌握如何按时间的先后顺序描写事件的发生顺序。

二 语言要点:

1. chances: likelihood, the level of possibility that something will happen
e.g. There's a good chance that I'll have this essay finished by tomorrow.
There's a slim chance that I might have to go to Manchester next week.
2. follow up: take further action connected with something, or to find more about something
e.g. The idea sounded interesting and I decided to follow it up.
I've got to go for a follow-up visit to the doctor next week.
3. to run the ship: here "run" is a transitive verb, meaning "to operate".
e.g. to run a machine, to run a hospital
4. features: characteristics: noticeable qualities
e.g. When you think of Switzerland's features, you think of mountains.
5. sewing kits: a kit is a container of tools, equipment or other things for a special purpose.
e.g. battle-kits: all the equipment of a soldier
first-aid kits: boxes of medicine, gauges and other things needed in treatment of a sick or injured person before there is professional medical care.
6. marking our beach: being an outstanding feature of our beach; making our beach special
e.g. Loyalty to the Party and the people is an important quality that marks a good communist.
D-Day marked a turning point in the Second World War.
7. In it was the final chance of their doom.
This sentence is an example of inversion, meaning their faces showed that they had finally accepted their defeat and their fate.
More examples of inversion:
Among those present at the gathering was a famous poet, John Mansfield.
Sheltered behind the sofa was Masfield.

三 时间安排及教学步骤: 本单元计划使用 6 小时

1. 利用 3 个小时仔细讲解课文和相关的历史背景知识
2. 利用 2 个小时做课后练习
3. 利用一个小时做小测验, 对课文进行巩固复习。

四 检测手段和作业:

1. 在课上, 请学生们按时间顺序复述所发生事件。
2. 作业: Here is a statement " War means waste, destruction and loss of human life." Do you agree with it or not? And why or why not? Try to illustrate your point of view with no less than 100 words.

大学英语第三册第五单元

教学目的:

1. 了解科普文章的写作目的与语言特点
2. 学习用英语下定义与给例子
3. 掌握文中出现的重要词汇与表达法

语言要点:

1. 本文的重要词汇与表达法包括: seek out, go through one's paces, close in on/upon, a host of, hit on/upon, prey on/upon, attach ... to, tune in to, pay off, in ... terms, every (means "all possible")等, 参考教师用书 pp.25~28
2. 模仿文中对“bionics”的定义, 学习用英语下定义与给例子
3. 科普文章的目的是普及科学知识, 激起读者对科学的兴趣, 因此其语言一般通俗易懂, 避免运用过多的科学术语, 注意本文的这种语言特点, 另外注意本文作者在阐述同一意思时还运用了各种不同表达法, 以避免重复无趣
4. 注意修辞手法头韵(alliteration)在文章标题“The Scientist and the Sensitive Snake”中的运用, 让学生了解头韵的含义及其作用。如一些报刊文章的标题喜用头韵吸引读者, 例: “Fit or fat?”, “Wild Mushrooms: Mysterious - Menacing - Magnificent”等

时间安排及教学步骤: 本单元计划使用 6 小时

1. 要求学生在看到文章题目后先猜测文章内容, 再读文章, 检测自己的猜测, 并思考作者用此标题的目的
2. 课文中给出了许多有关人类通过模仿动物器官制造仪器而为人服务的例子, 要求学生做 brainstorming, 举出更多的例子
3. 教师讲解课文内容及语言点
4. 内容总结与分析: 通过填充下面表格, 复习本文主要内容:

functions of animals' apparatus	devices invented or hope to be invented by man
1) the snake's head ---- can detect a change in temperature of 1/1000 of a degree 2) ...	1) the heat seeker of the missile 2) ...

检测手段/作业:

1. 课后练习 II、III、IV、V、VI、X

2. 听写 (Dictation)

missile, mechanism, gadget, weird, bionics, menagerie, awe, ultrasonic, unmatched, navigate, antenna, apparatus, medieval, accuracy, migration

3. 汉译英 (Translation)

- (1) 新设计的随身听一样大小的计算机正在显示它的本领。所有在场的人都惊叹于它无与伦比的能力。
- (2) 将军迫切地想知道如果敌人再次逼近时,他能否得到空军的支持。
- (3) 他对国际政治非常敏感,每天不管多累,他都要收听美国之音。
- (4) 当看到一只狼正在猎捕一只小羊时,他失声叫了起来。
- (5) 他突然想到一个主意,那就是在原来的装置上再接两根管子,而且他坚信他完全有希望成功。
- (6) 正是为了赶上别的公司,他们才开始了这个项目。现在他们三年的研究已经取得了成果。
- (7) 他用科学术语阐述了他在生化领域的研究计划。
- (8) 猎头公司保证要为这个职位找个合适的人选。
- (9) 由于一大堆问题亟待解决,经理焦头烂额。
- (10) 不佳的健康状况折磨了他多年。

Key:

- (1) The newly designed computer the size of a walkman is *going through its paces*. Everybody present *marvels* at its unrivalled capability.
- (2) The general was anxious to know if he could get the support from the air force when the enemy *closed in upon* them again.
- (3) Being sensitive to international politics, he *tunes in to* VOA everyday no matter how tired he is.
- (4) Seeing a wolf *preying on* a lamb, he let out a cry.
- (5) He suddenly *hit upon* the idea that he could *attach* two pipes to the original device and he believed that he had *every* hope of success.
- (6) It was for the purpose of catching up with other companies that they started the project. Now their three-year-long research has already *paid off*.
- (7) He explained *in scientific terms* his research plan in biochemical field..
- (8) The headhunting company promised to *seek out* an eligible person for the job.
- (9) The manager was in a sorry plight with *a host of* problems awaiting solution.
- (10) Ill health *preyed upon* him for years.

《大学英语》第三册第六单元

一 教学目的:

1. 帮助学生了解其中的哲学人物和他们的基本思想, 例如, Diogenes 和他的哲学思想 Cynicism。
2. 帮助学生掌握如何写叙述文的技巧, 尤其是描写人物。

二 语言要点

1. washed them down with a few handfuls of water: swallowed the bread and the olives with water.
e.g. Don't wash the medicine down with milk.
Wash the dry bread down with milk.
2. no work to go to and no family to provide for : the objects of the prepositions "to" and "for" are "work" and "family" respectively.
e.g. When he had difficulties, he had few friends to turn to.
There are a lot of problems to work at.
3. throw sharp questions at him : "sharp" here means "intended to hurt".
e.g. Her comments drew the sharp words from Alan that she didn't know what she was talking about.
4. far too elaborately: "Far" means "very much" when used with "too" or with an adjective or adverb in the comparative degree.
e.g. The jacket is far too expensive.
The new tennis racket that a soldier had brought along and left among the litter on the beach was far too ironic.
5. Who cared to listen: who liked to listen
care: want, like, wish or desire to do
e.g. Would you care to see the film with me tonight?
If you care to come, you are welcome.
6. his air of destiny: He looked as if he had the power to control the life and death of the people around him.
air: manner or appearance
e.g. She has an air of confidence about her.
Venice in winter has an air of mystery and sadness.

三 时间安排和教学步骤: 本单元计划使用 6 小时

1. 利用 2 小时仔细讲解课文中单词、词组和句型。
2. 利用 1 小时进行讨论, 针对 Diogenes 的哲学思想和他的生活方式。
3. 利用 2 小时选做课后练习。
4. 利用 1 小时检测学生所学过的内容。

四 检测手段和作业:

Write a composition with no less than 120 words on the topic " The Person I Most Admired".

《大学英语》第三册第七单元教案

一、教学目标:

1. 学生能够理解促使人类进化的三方面因素, 注意说明结构。
2. 归纳和掌握课文中出现的表达素质、心理特征的同义语汇和反义语汇。
3. 体会词汇的感情色彩。
4. 注意在文章中起过渡作用的代词的用法。
4. 掌握课文中使用的一些句型结构, 包括由 **only** 引起的倒装句; 名词、形容词充当的主语的同位语的用法; 平行结构。

二、语言要点:

1. 课本 75 页-76 页练习 VII 的动词
2. 课本 73 页练习 III 中 **only** 引起的倒装句
3. 课本 73 页-74 页练习 IV 中 **to** 后面名词和动词的选择
4. 课本 74 页练习 V 中形容词和名词作主语补语的用法
5. 课本 74 页练习 VI 中的平行结构
6. 课文中可用来替换课本 72 页练习 II 中各句的句型结构

三、时间安排及教学步骤: 本单元计划使用 8 学时

1. 引导学生寻找主题句和各自的支持性细节。
把课文划分为五大部分—
讨论的问题: **the dramatic expansion of the human brain**
三个影响因素: **a change of climate**
the use of tools
the development of speech
结论: **Adversity generates pressure which in turn brings about change and progress**
重点理解三个因素对人脑进化的作用。用 2 学时。
2. 逐行讲解课文词、句(参考教材配备的教师用书中的词、句用法举例)。碰到对应 72 页练习 II 中各句的句型结构时对不同表达方法进行比较。用 3 学时。
3. 讨论词汇用法, 用 1 学时。
 - 1) 归纳课文中出现的同义语汇反义语汇:
characteristics, traits, attributes
prune the human stock, work on the population
endowed with, lack
survived the rigors of the Ice Age, fell victims to the climate/ succumb to the pressures of the environment
 - 2) 讨论词汇的感情色彩:
set in, descent into 常和表示不利因素的词汇搭配使用。

4. 处理课后练习。重点处理练习 III, V, VI, VII, X。用 2 学时。

四、检测手段/作业:

要求学生结合课文中气候变化、工具使用和语言的发明三个因素在人脑进化中的作用谈一谈对以下论题的看法:

Without adversity there is no progress; without pressure there is no change.

《大学英语》第三册第八单元教案

一、教学目标：

1. 学生能够理解故事内容，注意叙事结构。
2. 掌握课文中涉及的表达身体运动的动词短语结构（动词+介词/形容词/副词）。
3. 掌握课文练习中要求使用的动词、形容词、介词。
4. 体会自由直接引语在叙事中的应用和效果
5. 掌握课文中使用的一些句型结构。

二、语言要点：

1. 身体运动的表达方式：
leap out of/into/up onto/to/over/to one's feet
run over to/down/across/into/away/wild
get off/down/here/up
2. 课本 94 页-95 页练习 V 的动词
3. 课本 95 页-97 页练习 VI 中的形容词
4. 课本 97 页-98 页练习 VII 中的介词
5. 课文中可用来替换课本 92 页练习 II 中各句的句型结构

三、时间安排及教学步骤：本单元计划使用 6 学时

1. 引导学生理解故事，按叙事结构(orientation – complicating actions - resolution) 归纳各部分内容和情节。用 2 学时。

Orientation: One day back there in the good old days when I was nine and the world was full of every imaginable kind of magnificence, and life was still a delightful and mysterious dream, -- *when*

my cousin Mourad, who was considered crazy by everybody who knew him except me, -- *who*

came to my house at four in the morning and woke me up tapping on the window of my room. -- *where*

complicating action:

inviting for a ride

enjoying the ride

struggling for honesty

visit of the horse's true owner

Mourad fixing the wings of the robin

conspiracy

encounter with the true owner and exchange
resolution: returning the horse in secret

2. 逐行讲解课文词、句（参考教材配备的教师用书中的词、句用法举例）。碰到对应 92 页练习 II 中各句的句型结构时对不同表达方法进行比较。用 2 学时。
3. 处理课后练习。重点处理练习 IV, V, VI, VII, IX。用 2 学时。

四、检测手段/作业:

要求学生根据课文中对 Mourad 的描述, 回答问题:

Would you like to ake friends with Mourad? Why (Why not)?

《大学英语》第三册第9单元

一. 教学目的:

1. 引发学生对英语词汇学习的兴趣;
2. 使学生了解英语新词构成的十种方法; 给出例词, 学生能够准确判断出构成方式; 能够利用本课所学知识指导自己今后的词汇学习, 便于词汇积累与记忆;
3. 掌握课文中出现的某些词和词组的用法。

二. 语言要点:

词和词组 (见教师用书):

Arise (第 1 条)

Suggest (第 2 条)

object to (第 8 条)

lend itself to (第 9 条)

jam (第 10 条)

go to ... for (L. 23)

abound in (第 11 条)

come to (第 13 条)

meet (第 14 条)

pass into (第 16 条)

be associated with (第 18 条)

with reference to (L. 51, 91)

三. 时间安排及教学步骤: 本单元计划使用 6 小时

1. 教师简要叙述英语现有词汇的主要来源, 援引一些例词, 要求学生记下主要要点, 能够复述。要点如下:
英语庞大的词汇量主要来自: (1)古英语; (2)古法语; (3)古希腊和古罗马神话以及其他文学作品; (4)喜剧漫画; (5)借用古希腊文和拉丁文的词根构成的新词; (6)由于科技进步和新发明的出现生成的新词; (7)由于新风俗和新时尚的出现生成的新词; (8)从动物界借用的词汇; (9)从其他民族借用新词; (10)英语旧词不断生成的新意等。
在上述练习的基础上引导学生讨论社会的发展如何影响语言的发展。
2. 请学生分析课文中列出的 10 种英语新词构成方式, 理解其涵义, 找出所给例词; 挑选部分课文所给例词列在黑板上, 请学生不看课本指出每个词的构词方式。
3. 将学生分成几个小组, 要求学生除课文所列的例词外, 就每种构词方式给出自己的例词, 给出正确例词最多的小组获胜。教师可视具体情况, 在学生遇到困难时给以适当帮助。
4. 注意提醒学生现在出现的某些生词也许仅是昙花一现, 不知能否经得起时间的检验。日常写作和表达时, 应尽量使用字典所列规范词汇, 反对不加限制地滥用新出现的生僻词汇, 杜绝自己生造词汇现象。
5. 解决生词、短语和用法。

四. 检测手段和作业:

1. 单词听写:

combination

derive(derivation)

antibiotic

defog

consumerism

dropout

ripoff

contemporary

enthusiastically

responsive	nitpick	erratic
abound	automatically	limousine
gymnasium	deliberate	nonstandard
improvise	drastic	permanent
televis	aluminum	initial

2. 课后练习第 3, 5, 6, 10, 12 题。

3. 句子翻译:

- (1) 这些文章满是新概念和抽象名词, 不适合做教学材料, 但有些教师反对说, 只有这样, 学生的能力才会提高。

Abounding in new concepts and abstract nouns, the articles don't lend themselves to teaching materials. However, some teacher objected that only so can the students' ability be improved.

- (2) 他无视总工程师的权威而在合同上签了字, 结果导致了五百万美元的损失。

He signed the contract, regardless of the authority of the chief engineer, which resulted in a loss of 5 million dollars.

- (3) 散乱在地上的烟头表明, 他在几分钟前匆匆离开了这所房子。我推开窗户, 向远处望去。外面起雾了, 除了一片白茫茫, 空荡荡, 什么也看不见。

The cigarette butts scattered on the floor suggested that he had hurried away from the house a few minutes before. I flung the window open to look into the distance. With a fog rising, I could see nothing but white emptiness.

- (4) 在呆在祖母家的那段日子里, 我终于意识到填平代沟是多么不容易。

During my stay at Grandma's, I came to realize how difficult it was to bridge the generation gap.

- (5) 他就自己如何得了一等奖做了讲话, 丝毫未提及他的导师, 而实际上, 他的导师才是这独特想法的创始人和文章最后的润色者。

He made a speech on how his paper had won the first prize with no reference to his supervisor, who, in effect, was the initiator of the idea and polisher of the article.

- (6) 他沉默地面对那些谣言, 知道形势不容他去澄清。

He met the rumors with silence, knowing that the situation didn't lend itself to clearing them up.

- (7) “效率”这个概念已经成为中国人思想意识的一部分。但可悲的是, 这个字表明的只是一个概念罢了。

The concept of efficiency is passing into Chinese mentality. What is tragic, however, is that it suggests nothing but a concept.

- (8) 人们依然习惯于把中国的文明同龙联系在一起, 这表明他们不忍与古老的传统分离。

People are still used to associating Chinese civilization with dragons, which suggests that they cannot bear to break away from the old tradition.

- (9) 既然有效的宣传给公司带来了大笔的财富, 每个员工都对广告有特殊兴趣便不足为奇了。

Since effective publicity has brought the company a big fortune, it is no

wonder that every employee had special interest in advertisement.

- (10) 小时候，每当遇到困难时，他总是去问父亲的意见。现在，他已经从父亲那里学会了微笑着面对不公正的批评。

When he was young, he would go to his father for help whenever he was in difficulty. Now he has learned from his father to meet people's unfair criticism with a smile.

- (11) 他是一个富有想象力的作家，总是生活在想象的世界里。

He is an imaginative writer who always lives in his imaginary world.

- (12) 尽管中国自然资源丰富，但是要为十二亿人提供足够的食物还是很困难的。

Although China abounds in natural resources, it is difficult to feed its population of 1.2 billion.

《大学英语》第三册第 10 单元

一. 教学目的:

1. 引导学生思考世界范围内的种族偏见和种族歧视问题, 回顾历史, 反思现实;
2. 探讨战争中和战后种族偏见和种族歧视如何分别影响有色人种和白人的心态和思想意识, 以及引发的社会问题;
3. 掌握某些有用词汇、短语和用法等。

二. 语言要点:

1. 词汇:

demobilization	furtive	fleetingly
allowances	retreats	subscribe
civilian	squadron	waver
technologist	hectic	plague
refinery	fritter	verify
notify	jauntily	adversely
boob	lavatory	vacancy
imposing	commissionaire	absurdity
avert	abundantly	navigate

2. 短语 (见教师用书):

the round of (第 3 条)	to keep up with (第 8 条)
make a point of (第 8 条)	be confident of (第 10 条)
question sb. on sth. (第 11 条)	on top of the world (第 15 条)
add to (第 16 条)	wear smile (第 20 条)
as if (第 25 条)	at ease (第 30 条)
hold one's own (第 31 条)	in terms of (第 34 条)
be suited to/for (第 35 条)	be drained of (第 40 条)
fritter away (第 46 条)	

三. 时间安排及教学步骤: 本单元计划使用 6 小时

1. 从一首英文小诗切入本单元涉及的主题: 种族偏见和种族歧视。
2. 组织学生分组讨论历史上有哪些典型的种族偏见和种族歧视的例子, 如: 美国对印地安人和黑人的歧视; 二战中希特勒对犹太人和斯拉夫人的偏见和杀戮; 南非共和国的前种族隔离政策等; 引导学生看到人类在这一问题上的进步和仍然存在的问题。
3. 文章通篇运用了对比手法来表现种族偏见和种族歧视的不公正和荒谬。请学生分析: 作者在战争期间和战后的遭遇对比, 分析战争如何改变了人们对肤色的看法; 战后三次面试的遭遇对比, 前台小姐的前后态度对比等, 把握作者在不同阶段的心理和情绪变化。
4. 从作者在就业市场所受的冷遇引发开去, 引导学生看到由此导致的恶性循环: 失业导致住房、医疗条件恶劣; 下一代受不起良好教育, 更加无

法找到理想工作；黑人聚居区的整体生活、道德、文化水准下降，更加印证了白人对他们的偏见，种族对立更加严重；黑人所遭受的不公正待遇和引发的社会问题最终会影响白人和整个社会的发展。

5. 解决课文中出现的词汇和短语。
6. 要求学生对课文进行改编，以戏剧的形式再现作者的求职经历，突出体现种族偏见和种族歧视的不公正以及主人公的心理历程。表演过程中适时有上课文中所学内容。

四. 检测手段和作业:

1. 段落听写:

Prejudice and discrimination against racial and ethnic minorities have economic costs for contemporary America. Any society that puts up artificial barriers against full participation of a substantial number of its citizens invites economic losses. In the United States institutional discrimination denies minority-group members the opportunity to contribute to their society and to exploit their talents to the full; and the entire nation suffers in consequence. Moreover, vast sums of federal and local revenue must be spent in attempting to combat the many social problems---such as poverty, riots, crime, unemployment and alcoholist---that result in part from discrimination.

2. 课后练习第 6, 9, 10 题。

3. 句子翻译:

- (1) 一般而言，训练计划的第一阶段集中在运动员的心理素质训练上。

The usual round of the first stage for the training program focuses on the psychology of the athletes.

- (2) 一走进学校，老师就发现一大片学生在等着欢迎她。

On coming into the school, the teacher found large crowds of students waiting to welcome her.

- (3) 只要我们坚持我们的立场，我们就会成功。

As long as we hold our own, we will surely be successful.

- (4) 看来他仿佛是在背别人的讲稿。

It seems almost as if he has learnt by heart a set speech written by someone else.

- (5) 新成立的政府总是从人民的利益出发来考虑问题。

The newly established government always consider problems in terms of people's interests.

- (6) 他对自己的本专业相当了解。

He felt quite at ease when talking about his own major.

- (7) 你认为这件礼服在今晚的宴会上穿合适吗?

Do you think this dress is suitable for tonight's dinner party?

- (8) 他说话的口气就像是这方面的专家。

He spoke as if he were an expert on this subject.

- (9) 他对这项计划非常有信心，任何担心都变得荒谬了。

He was so confident of the plan, which turned every worry into absurdity.

- (10) 南希过去总是生活在湖边，所以对在湖里游泳感到很自在。

Nancy always lived by a lake and she is at ease in the water.

(11) 现在世界上的每个国家都很重视人才的培养。

Nowadays every nation in the world has made a point of cultivating talents.

(12) 国家图书馆里有许多新书可以让我们了解这一领域的最新动态。

There are many new books available in the National Library to keep us up to date with the latest development in this field.

(13) 听到儿子背捕的消息，母亲浑身发软，脑子里一片空白。

On hearing the news that her son was arrested, the mother was drained of strength and thought.

(14) 当了三年售货员，她已经厌倦了每天笑脸迎人的生活。

She has got tired of the three years' life of wearing the salesgirl's smile for customers every day.

(15) 她已经习惯了把时间耗在喝下午茶和跟朋友聊天上。

She has got used to frittering away time by having afternoon tea and chatting with her friends.

《大学英语》第四册第一单元

一、教学目的:

1. 增长语言基础知识, 提高语言技能。
2. 增进对英国文化的了解, 尤其是英国式的幽默。

二、语言要点:

1. in one's early sixties(L.2)___has passed sixty and not yet reached sixty-five. The age scope between sixty-five and seventy is referred to as "in one's late sixties" and the age scope between sixty and seventy is referred to as "in one's sixties".
2. largely (L.4)___to a great extent
e. g. His success is largely due to his diligence.
What she claimed is largely false.
3. to be responsible for (L.4)___Here it means "to be the cause or source of". e. g.
Bad workmanship is responsible for the collapse of the bridge.
Who is responsible for the mess in the kitchen?
Another meaning of this phrase is "(of a person) legally or morally liable for carrying out a duty, for the care of something or somebody, in a position where one may be blamed for a loss, a failure, etc."
e. g. The pilot of an airliner is responsible for the safety of the passengers.
You are responsible to the manager for the petty cash.
4. conceal (L.5)___hide; keep secret. e. g.
He concealed his misdeeds very well in that distant area.
I conceived that he tried to conceal something from me.
5. rather late in life(L.8)___parenthesis.
6. caress(L.12)___loving or affectionate touch or light stroke.
7. drawback(LL.16-17)___something that lessens one's satisfaction, or makes progress less easy; disadvantage. e. g.
One drawback of this air-conditioner is loud noise.
Poor physical condition is a drawback to her study.
8. refer to (LL.16-17)___In the text it means (of a person, what is said, etc.) speak of, allude to; apply to
e. g. When I said some people were stupid I wasn't referring to you.
Don't refer to that matter again, especially in her presence.
He always refers to him as his predecessor.
Another meaning of this phrase is "turn to, go to, for information, etc.". e. g.
That student frequently refers to his notebook while answering the teacher's question.
9. motive (L.19)___something psychological that causes somebody to act.
e. g. He was actuated by low and selfish motives.
10. point of view (L.26)___position from which something is viewed; (fig) way of looking at a question
e. g. From America's point of view, the U. S. Government is fully justified in popularizing its ideology.

11. aware of (L.28)___having knowledge or realization. e. g.

As soon as he became aware of the gravity of the situation, he apologized to her immediately.

Being not aware of his marital status, she confided her love for him.

12. with any clarity(L.29)___clearly.

13. I had lain on the floor and wailed that I wanted to go home. (L.30)___The reader may sense the narrator's self-deprecation in this sentence and other sentences throughout the text. In British culture, self-deprecation is the starting-point of English sense of humor, the ideal of which is the ability to laugh at oneself --- at one's own faults, one's own failures and embarrassments, even at one's own ideals.

14. Incredible boy, he knew . . . with tens and units(LL.356-38)___This comparison, like the last one, is to the narrator's detriment, who seems to take delight in mocking at his own failures. It is, undoubtedly, another instance of English humor.

15. dread (L.38)___fear greatly

e. g. I dread a visit / having to visit the dentist.

I dread to think of what to happen.

It is recommendable to point out that "dread" may also be used as a noun, meaning "great fear and anxiety". The adjective form of dread is "dreaded" and "dreadful".

e. g. I am in constant dread of poverty.

16. erstwhile(L.39)___in the past, formerly

17. childish(L.41)___Here it means "of, behaving like, suitable for a child". Another meaning of the same word is "not suited to an adult; immature".

e. g. What a childish idea it is to alter the original plan at a moment like this!

I still like childish games now.

Another adjective form of child is "childlike", meaning "like a child; very innocent".

A noun may have two or three adjective forms bearing suffixes like "-ish", "-like" or "-ly". However, adjectives with "-ish" suffix usually convey negative meanings while those with "-ly" and "-like" suffixes are positive in meaning. e. g. manly, manlike, mannish.

18.pursuit (L.41)___something at which one works or to which one gives one's time. e. g.

engaged in scientific / literary pursuits. The verbal form of pursuit is "pursue", meaning "go after

something in order to catch up with, capture or kill" or "have (something) as an aim or purpose".

e. g. The police are pursuing the criminal.

He is a young man pursuing pleasure.

18. The wretched boy never set foot upon a football field . . . was afflicted with nose-bleeding. (LL. 47- 52)___Another series of comparisons between John and "I", and again at "my" expense. The author is again revealing that English humor by caricaturing himself. The lecturer may ask the students whether the narrator is presenting a true picture of himself and points out the deliberate exaggeration underlying these lines.

19. to afflict with (LL.51-52)___to cause bodily or mental trouble to.

e. g. She was afflicted with rheumatism after living in the mountainous area for two years.

20. speak of (L.54)___ mention. e. g.

Whenever she speaks of him she will allude to their old scores

21. irony(L.54)___ the expression of one's meaning by saying something which is the direct opposite of one's thoughts, so as to make one's remarks forceful. The adjective form of "irony" is "ironic" and the adverb is "ironically".

22. sinister(L.57)___ In the text it means "suggesting evil or the likelihood of coming misfortune". e. g. a sinister beginning. Another meaning of this word is "showing ill will". e. g. a sinister face / look

23. pitiable(L.58)___ It reflects the narrator's inferiority complex.

24. jubilant(L.60)___ It is a formal word meaning "triumphant; showing joy". The reader should recognize the contrast between "pitiable" and "jubilant". Mother and the boy view the publication of an article differently: Mother is proud of her boy while the boy himself is overwhelmed by his sense of inferiority. What's more, Mother's jubilation is to be thwarted by John's scholarship. The result of Mother's sending a copy to John's family renders this big word so ironic.

25. What a boomerang that proved! (L63)___ The narrator is laughing at his own misfortune as if it were somebody else's. One may safely say that the author possesses that rare gift of English humor.

26. Mercifully for me something always prevented him from doing so.(LL.72-73)

"Mercifully" shows that the narrator's dread of John is great. There is also a touch of humor in mocking at his own inferiority and cowardice.

27. elderly (L.77)___ In comparison with "old", "elderly" shows great respect.

28. accessible(L.77)___ Here it means "able to be reached, used, visited. etc.". e. g.

This exhibition shows a collection of paintings previously not accessible to the public.

This national park is accessible to tourists only recently.

Another meaning of this word is "can be influenced by". e. g.

He is a man not accessible to argument.

29. issue (L.77)___ a comparatively high-sounding word which suited the solemnity of that occasion.

30. pressing (L.77)___ (of persons, their requests, etc.) insistent. e. g. a pressing invitation; a pressing person. Another meaning of this word is "urgent, requiring immediate attention". e. g. pressing business .

31. sentimentally-worded (LL.77-78)___ Explain the way of forming this word and provide the students with more examples such as sadly-worded, carefully-worded.

32. Wasn't the world a small place . . . to the feast. (LL.80-83) ___ This is what Aunt Carrie says when she comes over to report the news to us. The reader may visualize her high excitement in announcing this message. The alliteration (Bullyers, been and bidden) enhances the effect --- Aunt Carrie delivers the message all in one word.

33. I saw my mother . . . on Father's bottle of hair tonic. (LL. 83-93)___ Is the narrator's interpretation of Mother's behavior correct? What's the function of his visualizing John in that way? On the one hand, it magnifies the boy's dread of his unseen rival and thus pokes fun at himself. On the other hand, it also pokes fun at

- John Bullyer good-naturedly --- who can be so handsome as the man pictured on Father's bottle of hair tonic? And John's real image forms such a sharp contrast with this imaginary one that no reader will resist a hearty laugh. It is recommendable for the lecturer to help the class to distinguish the real situation from the artistic one.
34. perceptible (L.94) ___ a formal word meaning "that can be experienced, obvious or visible". The appearance of this word here elevates the occasion to a rather solemn one.
35. tack (L.96) ___ The original meaning of this word is sailing-ship's direction as fixed by the direction of the wind and the position of the sails. Here it means "the course of action". A big word for this occasion. Mother's making a fuss about the coming visit and the boy's interpretation of her behavior renders the story so dramatic. The futility of her efforts adds another touch of humor to the text.
36. It was plain to me that I was repulsive to look at as well as being a clown at games and a booby at arithmetic. (LL.101-102)___ The author is again displaying his ability to laugh at himself --- that rare gift of English humor. The class should not infer from the narrator's unfavorable presentation of himself that the boy is really a good-for-nothing and John is really too brilliant. It is just that the author exaggerates something to show his English humor.
37. pass muster (L.108)___ be considered satisfactory; be good enough for the purpose or occasion
38. glumly (L.109)___ gloomily; sadly.
39. divest somebody of something (L.108)___ a formal phrase means "take off (clothes)". e. g.
to divest a king of his robes
Another meaning of this phrase is to take away from. e. g.
He died shortly after he was divested of power and authority.
C. f. deprive, strip
40. I kept saying, "Yes, Mother" . . . until my jaws ached. (LL. 110-113) ___ This sentence not only reveals the narrator's nervousness on the eve of the coming meeting with John Bullyer, but also suggests his self-consciousness of his inferiority. Apart from that, this booby-like image is another instance of English humor --- The narrator is laughing at himself.
41. demand (LL.113-114) ___ a big word meaning "inquire". It should be noticed that the author deliberately uses big, formal words to build up the tension on the eve of the coming visit to London. It serves double purposes: On the one hand, this visit is a dreadful event to "me" and everything takes on a solemn color. On the other hand, the outcome contrasts so sharply with the present situation that the reader can not help laughing on thinking over the whole story.
42. (everything looks better in the morning!) (L.117)___ That is the boy's interpretation of Mother's words. The reader may perceive the boy's lack of confidence on himself.
43. stroke down (L. 118)___pass the hand along the boy's hair so that it will not stick up again. This phrase also means "mollify somebody, cause somebody to be no longer irritated".

- e. g. Once she gets angry, she is not easily stroked down.
44. obstinate (L.118) ___ not easily giving way to argument or persuasion, etc. This word again reflects the boy's pessimistic viewpoint that everything is going against Mother's expectation of me, i. e. the walking, the disobliging sun and the try-on of the new suit.
45. In addition to my physical woes I had mental agonies, including the first sad loss of simple faith (LL. 126-127) ___ In telling the reader his narrow escape, the narrator consciously exaggerated the situation by using high-sounding words and parallel structures in this paragraph (The pain spread up into my head, back into my ears, down into my throat.).
46. retract (L.131)___ take back or withdraw (a statement, offer, opinion, etc.). e. g. Even when confronted with proof the accused man refused to retract.
47. I saw the dawn that morning, watched my window grow grey, heard the first bird chorus. (LL. 132-133)___ The parallel structure indicates what a trying night "I" have just passed.
"Chorus" means "sing together". It may also be used as a noun, referring to music for a group of singers.
Cf. Choir
48. strident (L. 134)___(of sound) loud and harsh; shrill.
49. plunge into (LL. 137-138) ___put (something), or go suddenly and with force, into.
e. g. plunge one's hand into a hole / plunge a country into war / plunge into a swimming-pool / be plunged into grief
50. reel (L.147)___ walk or stand unsteadily, moving from side to side; sway
e. g. He reeled like a drunken man.
He went reeling down the road.
51. "I wouldn't say funny. You looked damned peculiar." (L.150)___ Father's response is typically English. The English are well-known for their being a cool nation. They look down on more excitable nations and like to think of themselves as more reliable than they. In this story Father still remains so calm and objective in face of his son's catching mumps.
52. intransigence (L.155)___(formal) uncompromising nature
53. Harrow, in its charity, accepted my unpromising self; John took his talents to Winchester. (LL.155-157)___ Here the narrator's self-deprecation is very obvious. He extols John and belittles himself.
54. keep up with (L.160)___ stay in contact with; stay informed about. e. g.
She tried to keep up with old friends far away.
Tom is careful to keep up with the latest development in electronics.
55. prowess and progress (LL.160-161)___ The reader should notice the close similarity of these two words in form. By listing the two words together the author is overstating John's superiority. There is implied irony here (in comparison with John's real state of affairs).
56. goad (L.161)___ urge, drive forward.
e. g. goad somebody (on) / into doing something / into a fury
57. That ability to master the nine-times table had proved no flash-in-the-pan (LL.168-

- 169)___ There's some sense of humor in summarizing John's "prowess" as the ability to master the nine-times table.
58. unflinching (L. 194)___ fearless, resolute. Perhaps "unflinchingly" is the right word to be used here.
e. g. unflinching courage / eyes
59. I was, by that time, not unsuccessful in my own line. (LL. 194-195)___ It is an understatement showing the English trait of modesty. Actually it means "I was quite successful in my own career". In Britain self-praise is felt to be ill-bred while self-deprecation is highly valued.
60. I saw a short stout man, . . . which reduce the eyes to pin-points. (LL.198-202)___ This physical description is highly successful --- it has presented the key traits of John.
61. some measure of fame (LL.204-205)___ another case showing the English modesty.
62. Bugbear (L. 223)___ something feared or disliked, with or without good reason.
63. I was told every time you got a sum right. . . . and more versatile than Churchill. (LL.225-227)___ The narrator is a professional writer and his reply to John is an excellent repartee.
64. Substitute spinning yards for doing sums and you have exactly my story. (LL. 238-239)___ A brief repartee! The narrator's referring to his job as spinning yards is another example of self-deprecation. (In line 166 he calls himself a Grub Street hack instead of a writer. That is another example of his well-bred modesty.)
65. the place in which we sat is not the haunt of men who have been failures in life.(LL. 241-242)___ Another understatement. This sentence may be paraphrased as the following: As members of this club, we are both men of great achievements.
- [Notes in the textbook and the reference book are not included here.]

三、时间安排及教学步骤：本单元计划用 8 小时

1. Tell students to preview the text.
2. Warming-up discussion: What do you think about this story? (half an hour)
3. Lecturing the text (5 hours)
4. Check the exercises (2 hours)
5. Discussion: What have you learned about English culture from the text?

(half an hour)

四、检测手段/作业：

- 1.Oral translation at the beginning of each class to make sure that the students have grasped the major language points
- 2.Check the exercises
- 3.Written translation to consolidate what has been taught
- 4.Ask students to write a summary of the story in their own words to see if they comprehend the story

《大学英语》第四册第二单元

一. 教学目的:

1. 了解英文立论文的写作方法, 分析该立论文的结构; 总结文章中主要论点及支持论点的证据。
2. 了解各论点的主次关系; 了解本文最重要的两个论点, 即
 - 1) Science-fiction writers make the scientifically impossible sound plausible in order to tell interesting and exciting stories.
 - 2) Predictions that turn out to be true are merely side effects.
3. 了解科普性文章的特点, 即用简单易懂的语言讲述科学道理。

二. 语言要点:

1. 熟悉并掌握以下单词及词组:

trivia(3) free-lance writing(6) novelty(13) conscientious(14) plausible(16)
stem...from(23) ingenious(28) determine(35) in that fashion(44) turn out(73)
clamp down(109) thwart(129) overwhelm(145) track down(160) occur to(162)
handicap(174) get around(182) score(268) kill off(288)

2. 该文章中的主要观点被反复提到, 作者为避免语言上的重复, 运用了各种同义的表达方式。注意总结该文章中的此类表达方式, 比如:

- 1) to predict the future (2)
to foresee the minor details of tomorrow (3-4)
- 2) events and attitudes that are not common, and perhaps are not even possible, in his own society (10-12)
the scientifically impossible (306)
- 3) Did Cyrano have some weird spyglass which looked into the future? (76-77)
Was I, then, so much smarter than anyone else? (159)
- 4) So it came about that... (45)
The story, as it happens... (157)
It turned out that... (92)

3. 注意文章中的修辞方法, 如:

1) parallelism:

It is not really the business of science-fiction writers to predict the future. It is particularly not our business to predict trivia. (1-3)
etc.

2) repetition:

It was a world, a world smaller than the Earth, but still sizable. (37-38)
etc.

3) ellipsis

And yet observation and deduction, if ingenious enough, can produce almost anything that fantasy can. (28-29)

Might not some such device, more elaborate than any actually built, make it possible for a man to fly? (33-34)

Chemistry is harder to work with, and biology still harder. (267)

It is difficult, for instance, to realize that the population is increasing, and has been throughout history. (269-270)

三. 时间安排及教学步骤。本单元计划使用 8 小时:

1. 背景知识介绍和课前讨论(1 小时):

Isaac Asimov (1920-), a famous Russian-born American biochemist and science-fiction writer. He went to the United States in 1923. He attended Columbia University, where he took his Ph. D. in Chemistry. He taught Biochemistry at Boston University Medical School for a while and left in 1958 to devote himself full time to writing. A writer with over two hundred books to his credit, he is able to explain complex scientific processes in terms easily understandable to laymen. His *Well-springs of Life* concerns evolutionary theory. He also wrote several popularizations of scientific theories for high school students and laymen such as *Breakthrough in Science*.

在详细讲解课文之前,先让学生互相讨论一下他们以前对科幻小说和科幻小说作家的看法。

2. 详细讲解课文并注意重要的词汇, 短语和修辞手法。(4 小时)

3. 做练习 I&XIV, 对课文内容进行复习。让学生列举文章中主要论点并找出本文的中心论点。(2 小时)

4. 做课后练习 X, XI, XIII (1 小时)

四. 检测手段/作业:

1. 翻译练习:

1) 我们的许多研究都浪费在一些无足轻重的琐事上。

Much of our research is wasted on trivia.

2) 在十九世纪六十年代, 个人电脑还是一个新奇的概念。

Personal computer is still a novelty idea in 1960s.

3) 他那无与伦比的勇气来源于爱。

His incredible courage stems from love.

5) 村庄被洪水淹没。

The village was overwhelmed by floods.

6) 他在各类演说中所持的观点是不一致的。

The views in his various speeches are not consistent.

2. 课后练习 I, X, XI, XIII & XIV

3. 写作练习 XVI

《大学英语》第四册第3单元

一. 教学目的:

1. 学生对美国作家马克·吐温的生平、作品、风格及在美国文学史上的地位有一定的了解;
2. 引导学生进行名作的文学欣赏。通过分析作家运用的一系列修辞手法和独特的语言风格, 培养学生对文学作品的敏感性, 使之有初步的文学赏析能力, 为高年级的专业课打下基础;
3. 学生能够在自己的写作中适当地运用修辞手法; 能够层次清楚、条理分明地描述复杂场景;
4. 掌握一些词、词组和结构的用法。

二. 语言要点:

1. 单词:

transient	ornament	exalt
gaudy	gallantly	eminence
expectancy	imposing	obscurity
slouch	grandeur	cordially
fragrant	picturesquely	diffuse
prodigious	scramble	contentment
gorgeous	facilitate	disconsolate

2. 词组:

be burning to do sth.	lapse into
fade out	blow up
with expectancy	be open to
break down	packed together like sardines
a film of	get a cold shoulder
fasten...upon	make the best of sth.
turn up	

三. 时间安排及教学步骤: 本单元计划使用 6 小时

1. 由教师对马克·吐温的生平、作品、风格以及在美国文学史上的地位做一简略介绍, 要求学生做好笔记, 能够对其中重要要点进行复述;
2. 在文章的前半部分, 作家呈现给读者两幅生动的画面: 船到达之前描写村庄的静态的画面和船到达之后村庄以及码头上动态的画面, 两者形成鲜明的对照。通过具体的文字分析, 使学生领会马克吐温的风格: 高超的驾驭语言的能力, 灵活运用句式结构营造不同氛围和效果; 大量借用口语表达的节奏和手法等。在本文中的具体体现: 用名词性词组或独立结构表现静态的村庄; 用短词短句表现动态的忙乱; 用完整句式来描写船以及船上的人, 突出作者的关注, 不愿错过一丝细节; 用现在时态叙述, 体现其生动性; 整个描写富于口语气息而诗意等;
3. 作家在文章中呈现给读者的画面复杂但不乏条理, 其成功之处在于描写时遵循一定的空间顺序, 使得整个描写杂而不乱。通过仔细阅读, 引导

- 学生找出规律：如从近到远，从整体到细节等；
4. 由教师简要介绍本文中涉及到的修辞手法概念：parallelism, antithesis, irony, transferred epithet, repetition, humor, simile, metaphor, alliteration 等。对于学生不熟悉的修辞手法，教师先从课文中挑一个例子帮助学生理解。然后在通读课文的基础上，要求学生就每种修辞找出例子，并分析其作用与效果；
 5. 作家描写了自己童年时梦寐以求的理想，十分真实地再现了儿童的心理和情感，具体体现在：用华丽的词句、喷薄的热情对班轮的描写，极富感情色彩；对自己的同伴的既羡慕、又嫉妒、又憎恨的复杂感觉，十分真实可信。要求学生找出相关的字、词、句并分析作者想成为水手的动机；然后分组交流自己儿时的梦想以及选择动机；
 6. 解决具体的字、词和句法结构。

四. 检测手段和作业：

1. 听写：

...Although both the Europe of the past and the America of the present repelled him, one great source of material remained for Twain to write about: his own boyhood. Turning to it in his prime, he drew from it the inspiration for his two greatest works, *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. In *Tom and Huck* he created characters so appealing that they have become part of American mythology. Both books are sagas of boyhood, but the second in particular has a depth that the reader may not see at first glance. It is a book for the discerning adult. Underneath the golden haze of boyhood there lies the sense of evil and disaster that would haunt Twain as an aging man.

2. 作文：(A、B 任选其一)

- A. 描写自己童年时的一两件小事，着重写出儿童的情感和心理。
- B. 课后练习第四题。

3. 课后练习第 7、8、10、12、14 题。

4. 句子翻译：

- (1) 她的表姐移民去了美国，使得她也渴望去美国。

Her cousin has migrated to the United States, which left her burning to go there as well.

- (2) 童年时的伙伴的影子一个个淡去了，只有她的影子仍刻在脑海里。

The images of his childhood companions' all faded out except that of hers still engraved in his mind.

- (3) 五十年前，就是在这里，人们怀着幸福的期待等候毛泽东主席宣布中华人民共和国成立。

It was at this place that people were waiting with happy expectancy for Chairman Mao to exclaim the foundation of the People's Republic of China fifty years ago.

- (4) 早晨醒来，他发现窗外笼罩在一层薄雾之中。

He woke up in the morning to find that it was enveloped in a thin film of mist outside the window.

- (5) 比赛结束，观众潮水般涌出体育场，仍沉浸在兴奋之中。
The match was over and the spectators poured out of the stadium, still immersed in the excitement of the game.
- (6) 那个陌生人的目光总是盯在她身上，使得她浑身不自在。
The stranger kept fastening his eyes upon her, which made her ill at ease.
- (7) 越来越多的现代发明使得做家务越来越便利，很多以前忙得精疲力尽的女性得到了解放，可以走出家门，成为职业女性。
More and more modern inventions have facilitated the housework, which has freed a lot of women who were broken down before to go out of their homes to be professionals.
- (8) 晚会该开始了，主持人却还没有出现，主办者心急如焚。
The host didn't turn up even at the moment the party was supposed to start, which left the sponsor burning with anxiety.
- (9) 得知儿子被北京大学录取，父亲不由得满心欢喜与骄傲。
On learning that his son had been admitted into the Peking University, Father couldn't help swelling with joy and pride.
- (10) 可惜的是由于父母的疏于管教，那个品质良好的学生学坏了。
It is a pity that the student has lapsed from virtue into vice due to the negligence of his parents.
- (11) 一场爆炸之后，这家商场塌成一片废墟。
The shop lapsed into ruin after a blow-up..
- (12) 经过了求职过程中的那么多冷遇，这家公司肯给她工作，真是让她又惊又喜。
After having got so many cold shoulders in her job-hunting, she was surprised and pleased that the company offered her the job.
- (13) 每天十三路公共汽车都拥挤不堪。
Everyday the passengers are packed together like sardines in the No. 13 buses.
- (14) 一些西方国家总是指责中国的人权状况值得批评，这是有失公正的。
Some western nations always point it out that China's human rights conditions are open to criticism, which is somewhat not objective.
- (15) 即使这所大学不是你所想进的理想学校，现在你只能充分利用现有条件了。
Even if the university is not the ideal one you once dreamt of, you'll have to make the best of it now.

《大学英语》第四册第四单元

一、 教学目的:

1. 要求学生掌握本课语言要点, 能独立、准确地完成课后练习, 并能运用所学语言 知识进行练习 XIV 中的口头讨论。
2. 要求学生学习、领会写作中进行列举、说明的方法, 学习段落主题句的用法和写法。
3. 要求学生了解美国的历史地理概况、文化背景和民族特点。

二、语言要点: (见教参)

词汇:

ambiguous

national

imply

heterogeneous

shuffle

exempt

relentlessly

trickle

gregariousness

equalitarianism

aloof

company

observe

draw

dispensation

express

ardent

beneficiaries

perspicaciously

短语/语言点: (括号内为教参条目)

we have impressive authority for asserting that there are ... (15)

such traits as we may assign to the American (18)

While it is true...it is suggestive... (23)

account for (24)
is obsessed with (26)
mean him to be happy (27)
American advertisement ooze sentiment...to be sure (29)
prize privacy (35)
a hundred miles...were now what a mile had been before (38)
self-confidence melts easily into complacency... (45)
compete fiercely for parental love (51)
there was little point in making an effort to improve it. (54)
that was about as far as his reverence went. (57)
the same cavalier attitude obtained (59)
holds for the nineteen-sixties (61)
he is inclined to define these in terms of their conduct (64)
He is infatuated with common sense (65)
all problems yield to a common sense solution. (66)
engrain

三、 时间安排及教学步骤：本单元计划使用 10 小时

1、(2 小时)

课堂讨论与学生发言，介绍美国简史、地理概况、民族性格。

要求浏览全文，列出提纲。

讲解前三段，结合历史背景语言点，要求学生思考确立民族特性的重要性。领会作者既进行概括、又避免武断、片面的论述技巧。

2、(2 小时)

讲解 11.30-105，联系学生从各种来源接触到的美国人性格特点。对此处提及的不拘小节、慷慨好施、爱享受、浪漫感伤、合群的性格进行评论。引导学生留意各点论述之间的过渡语句。

3、(2 小时)

讲解 11.106-195。此处论及的物质主义、过于自信、自满自大、崇尚竞争等特点中，有某些特点是经常招致批语的性格弱点，例如，认为本国制度最优越、掩饰或忽略自己历史上不光彩的事情。作者既指出这一点，又从民族性格上做了一些解释。可让学生联系美国指使联合国维和军轰炸南联盟、出兵科索沃等进行评论。

做课后练习 V, XV。

4、(2 小时)

讲解 11. 196-265。最后提出及的两个特点是强调生而平等、生而自由和崇尚实用主义。可联系美国黑人问题评论美国人的平等观念。最后一点与美国人的思维方式有关。美国人想念要达到预期效果，只有找到并遵循一套合适的方式或步骤即可，可以联系各种培训班的现象来说明这种思维的影响。

结合练习 VII，讲解本文中 IF 从句的用法。做课后练习 I, II。

5、(2 小时)

做课后练习 XVI, XX, XXI, XXII。

四、检测手段/作业

1、汉译英练习：

有些年轻人认为父母给钱是理所当然的。

Some young people took it for granted that their parents should give them money.

他向学校申请并得到了一笔助学金。

He applied for and obtained a grant of money from his school.

他的能力和经验博得了同事们的尊敬。

His ability and experience entitled him to the respect of his colleagues.

50 岁以上的妇女可免费看病。

Women aged 50 and over are entitled to free prescription.

他们非常冷淡的接待了那个乡下孩子。

They received the boy who came from a countryside with absolute indifference.

如果父母对孩子的进步漠不关心，他们就不再进取。

Children fail to progress if their parents seem to be indifferent to their success.

在舞会上认识的那个女孩，令他朝思暮想。

He was obsessed with/by the girl whom he meet at the dance party.

他被爱情冲昏了头脑，以至于为她从公司挪用公款。

He was infatuated with her, and even embezzled a large sum of money from his company for her.

在《作为副作用的预言》那一课，作者列举了许多科幻小说。

In the text "Prediction as a side Effect" the author enumerated many science-fiction stories.

环境污染已使许多动植物灭绝。

Many plants and animals have been killed off by pollution.

2、造句练习。(课后练习)VI: 2, 3。

3、写作练习。写一段约 500 字短文,描述中国人的典型性格。

《大学英语》第四册第五单元

一、教学目的:

1、 要求学生掌握本课语言要点, 学习用短小、生动的动词准确描述事件或行动。

2、 要求学生能欣赏文中拟人、比喻、意象等修辞手法的艺术效果, 领会作者通过具体情节、人物来诠释“勇气”的手法, 欣赏和学习通过语言、行动的描述来刻画人物心理、性格的写作手法。

二、语言要点: (见教参)

词汇:

deferential

troubled

quell

boisterous

frolic

indolence

howl

speculate

swell

daunted

短语/语言点: (括号内为教参条目)

the old dismal belfry of the village church loomed over the pines (2)

a horse meditating in the shade (3)

it seemed strange and wonderful to them that a man should admit the thing

(12)

there was probably more admiration than if Old Fleming had declared that he had always been a lion (13)

shy of (15)

he appreciated some comedy in this recital (17)

was visibly horror-stricken (18)

Jimmie seemed dazed that this idol, of its own will, should so totter. (27)

his boyish idealism was injured. (28)

there came down an avalanche of men (34)

It was glad, terrible, this single flame, like the wild banner of deadly
and triumphant foes (37)

They flung themselves upon the well. (38)

The cows...had...done everything which the ingenuity of their exuberant
fear could suggest to them. (45)

They clamored about him (51)

三、时间安排及教学步骤：本单元计划使用 6 小时

1、(2 小时)

课堂讨论和学生发言，简介作家 Stephen Crane 及小说 *The Red Badge of Courage* 引入课文，第一幅场景是 (11. 1-51) 春日午后美国乡村小店旁村民闲聊的情景。主人公弗烈明坦然承认自己第一次上战场当了逃兵，他坦率、和蔼和幽默增添了村民对他的敬意。引导学生注意这段描述悠闲的气氛、轻松的情绪，注意与之形成对比的主人公小孙子 Jim 听到爷爷讲述之后所受的震动。学生口头复述故事开头，讨论主人公 Fleming 的形象和特点。

第二幅场景 (11. 52-84)，通过 Jim 言语、动作的描写，细腻刻划了 Jim 的心理。引导学生注意心理描写。

2、(2 小时)

第三幅场景(11. 85-188)，这一段故事情节紧张而生动，充分展示了 Fleming 的勇气。要求学生将各段中描写动作的词列出，学习这些词的用法和在文中的作用。

对比第一幅和第三幅场景，引导学生注意和平——紧急、懦弱——勇敢等对比，注意描写井、烈火时用的拟人手法。战斗意象的使用，既切合 Fleming 的身份和经历，又衬托出他的非凡品质。。

做练习 V, IX。

3、(2 小时)

做练习, VIII, X, XII, XIV。

四、检测手段/作业

1、造句练习，课后练习 VIII。

2、汉译英练习：

他们心中深受氢弹的威胁。

The threat of the H-Bomb loomed large in their minds.

他坐在那儿深思他的不幸遭遇。

He sat there meditating upon his misfortunes.

她进来的时候她的丝绸长衫瑟瑟作声。

Her long dress swished as she came in.

我已通知我的私人司机离职。

I have given my chauffeur notice to quit.

经过一年的辛勤工作，我们大家都能领略到度假的乐趣。

We all appreciate a holiday after a year of hard work.

这块地自从新的高速公路建成以后，价值大幅度提高。

The land has appreciated greatly since the new high way was built.

如果她抛弃她丈夫，她当然会引起该村村民的愤慨。

If she leaves her husband, she will certainly create a scandal in the village.

这个不平凡的景色吸引了他的注意力。

The unusual sight fixed his attention.

他骗过我们当中的几个人，但是人们终于开始认清了他的真实面目。

He has tricked a few of us, but people are beginning to get on to him at last.

报纸大声疾呼着反对政府的政策。

The newspapers clamored against the government's policy.

交通状况乱得可怕。

The traffic was in a frightful tangle.

你会把他列为伟大的政治家之一吗？

Would you rank him among the great statesmen?

那条狗抢了骨头就跑了。

The dog grabbed the bone and ran off with it.

听到那家公司倒闭，我大为震惊。

I was staggered when I heard that the firm was bankrupt.

整个大楼烟雾弥漫，几乎使救火队员窒息。

The smoke filled the building and almost stifled the firemen.

大学英语第四册第六单元

教学目的:

1. 温习课文中所涉及的历史背景即文艺复兴时期及其意义。
2. 温习文艺复兴时期的巨人，特别是达芬奇及其影响。
3. 介绍课文中着重描述的名画即“最后的晚餐”。
4. 侧重讲解过去时及现在时在本课文中的用法。

语言要点:

1. to awake to: to realize to, to be aware of
to awake to, to be blind to, to be sensitive to
to awake to reality/to the fact that .../to the difficulty
2. as regards: in the respect of
as regards: regarding, in/with regard to
e.g. As regards the cause of the fire, it has not been found out yet.
Compare:
The painting is justly regarded as one of the world's masterpieces.
3. to be seated at: to sit at
e.g. The man is seated at on a soap-box.
4. Tradition has it that Leonardo worked for ten years.
to have it that - ti say, express
tradition/rumour/report/news has it that ...
e.g. The Bible has it that Judas betrayed Jesus for thirty pieces of silver.
5. to fetter: to impede, to restrict
e.g. The inspiration of Greece broke the fetters of slavish imitation.
fetters (usually in the plural form): to be in/to break the fetters of
6. to aim: to have as a plan or intention
to aim at doing; to aim to do
e.g. What was the Prior aiming to do?
Did he aim to get rid of the artist?
7. as it were: to speak figuratively, so to speak
e.g. To the boy, a justice of the peace was, as it were, a god who had the power of life and death over all man.
8. to take ... into account: to take into consideration, to consider, to think over seriously
... has given us an interesting account of his method
These account, too, for a third American trait.

9. to seize: to take control of
panic/fear/desire/seizes one

时间安排及教学步骤：本单元计划使用大约 6 小时

1. 检查学生课前对课文中所涉及的背景知识，大约半个小时。
2. 讲解课文大约三个小时。
3. 课文讨论一个小时。
4. 练习大约一个半小时。

检测手段/作业：除本课书中练习外

1. 向同学介绍自己最喜欢的一幅画。
2. 或向同学讲述给自己印象最深刻一次画展。
3. 并仿照课文的写作手法把它们写出来。

《大学英语》第四册第七单元

一. 教学目的:

1. 提高欣赏和分析英文文学作品的能力。
2. 熟悉各种描写手法的运用, 如: 心理描写, 语言描写, 环境描写等。
3. 了解对比手法在描写人物, 烘托气氛中的作用。
4. 了解讽刺手法的运用。

二. 语言要点:

1. 熟悉并掌握以下单词及词组:

quaint(7) adore(12) well-off(13) pull up(16) exotic(18) stagger(26) part with(36) venture(58) give way to(85) batter(93) stammer(97) shiver(114) devour(123) triumph(132) edge(167) go off(195) do away with(211) listless(247)

2. 本文运用各种文学创作手法塑造了 Rosemary 这个文学形象。总结文章中的写作手法, 例如讽刺、对比及各种描写手法:

1) 讽刺(irony)

Pretty? Well, if you took her to pieces? (2-3)

She was young, brilliant, extremely modern, exquisitely well dressed, amazingly well read in the newest of the new book, and her parties were the most delicious mixture of the really important people and ... artists -- quaint creatures, discoveries of hers, some of them too terrifying for words, but others quite presentable and amusing. (4-9)

2) 对比(contrast)

the contrast between Rosemary and the girl she picked up (e.g. Rosemary's air of assurance and condescension and the girl's timidity and desperation; etc.)

the contrast of Rosemary's attitude toward this girl before and after her husband's comments on the girl (e.g. from a sense of novelty and sympathy to that of rivalry and jealousy)

3) 描写(description)

肖像描写:

Rosemary Fell was not exactly beautiful. No, you couldn't have called her beautiful. Pretty? Well, if you took her to pieces ... But why be so cruel as to take anyone to pieces? She was young, brilliant, extremely modern, exquisitely well dressed, (1-5)

When the tea-table was carried away a new being, a light, frail creature with tangled hair, dark lips, deep, lighted eyes, lay back in the big chair in a kind of sweet languor, looking at the blaze. (226-229)

景色描写(以烘托人物心理状态):

The discreet door shut with a click. She was outside on the step, gazing at the winter afternoon. Rain was falling, and with the rain it seemed the dark came too, spinning down like ashes. There was a cold bitter taste in the air, and the new-lighted lamps looked sad. Sad were the lights in the houses opposite. Dimly they burned as if regretting something. And people hurried by, hidden under their hateful umbrellas. (73-80)

心理描写:

How more than extraordinary! And suddenly it seemed to Rosemary such an adventure. It was like something out of a novel by Dostoyevsky, this meeting in the dusk. Supposing she took the girl home? Supposing she did do one of those things she was always reading about or seeing on the stage, what would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: "I simply took her home with me,"..... (104-112)

But of course she meant it kindly. Oh, more than kindly. She was going to prove to this girl that – wonderful things did happen in life, that – fairy godmothers were real, that – rich people had hearts, and that women were sisters. (135-139)

语言描写:

the language the girl uses indicates that she is not well-educated:

"No, I don't want no brandy...."

"I can't go on no longer like this..."

三. 时间安排及教学步骤。本单元计划使用 7 小时。

1. 作者介绍和详细讲解课文: (3 小时)

Katherine Mansfield is the pseudonym of Kathleen Beauchamp (1888-1923), British short story writer, born in New Zealand, married to Middleton Murry, a critic in Britain. Her stories are regarded as a magnificent revelation of human emotions. Among her well-known stories are *The Garden Party*, *Life of Ma Parker*, *The Man Without a Temperament*, *The Stranger*, *Poison*, etc.

2. 让学生先自己总结一下本文的修辞手法, 如讽刺、对比及各种描写手法。然后再由教师进行指导。(2 小时)

3. 练习 I, 复习课文内容。做练习 XV, XVI。(1 小时)

4. 做翻译练习和作文。(1 小时)

四. 检测手段/作业:

1. 翻译练习:

1) 很少有人敢于在这种暴风雨之夜走近那片公墓地。

Very few people ventured to go near the cemetery on such a stormy night.

2) 昨天我的邻居企图服毒自杀, 幸而被及时发现而得救。

My neighbor tried to do away with herself by taking poison yesterday. Fortunately she was found in time and was saved.

3) 劫机者刚威胁要炸掉飞机, 政府就立即屈服于他的要求。

A hijacker has only got to threaten to blow up a plane, and the government immediately gives way to his demands.

4) 她非常喜好貂皮大衣。

She adores mink coats.

5) 这个受伤的人摇摇晃晃地走在通往村庄小路上。

The wounded man staggered along the path leading to the village.

2. 练习 I, XV, XVI

大学英语第四册第八单元

教学目的:

1. 介绍本课论述文的特点及要素。
2. 指导学生找出课文的论点及论据。
3. 引导学生对本文中提出的论点及论据发表自己的看法。
4. 引导学生就中文中的一些现象发表自己的看法并论证自己的看法。

语言要点:

1. to uphold the standard of: to set a high standard for
2. to one's credit: in one's favour, bringing honour to
e.g. To Asimov's credit, he was the first person to lay down laws for the behaviour of robots.
3. other ... than ...: except, apart from
e.g. Does anybody other than the Londoners pronounce the word this way?
4. have sound status: have a well-founded position (is widely accepted)
5. argument for/against: reason for/against
6. do away with: get rid of
7. to exempt one from: to free one from
to exempt one from the punishment/a charge/taxes/military service/taking the examination
8. to reflect: to consider carefully
Compare: He reflected that a person's pronunciation shows his social background.
His pronunciation reflected his social background.
9. to grate on: irritate
to grate on a person/one's nerve: to have an unpleasant effect on

时间安排及教学步骤: 本单元计划使用大约 6 小时

1. 讲解课文大约 3 个小时。
2. 就课文内容作课堂讨论 1 个小时。
3. 作练习和检测 2 个小时。

检测手段/作业: 除本课书中练习外

1. 作一个听写练习。
2. 写一篇小短文。

How I Learn the Pronunciation of Words

Dictation:

Language

Language is human speech. It is the words people speak to express what they think or feel. Language is made up of sounds. The sounds are spoken in the form of words. Every word has a meaning. People spoke word thousands of years ago before they began to write them down. Writing is a way to represent the language that is spoken.

The ability to speak and write is what makes people different from all other animals. If people did not have language, they could only communicate with each other by using gestures and facial expressions.

There are between 3,000 and 4,000 languages spoken in the world today. Some, like Mandarin, English, and Spanish, are spoken by millions of people. Other languages may be spoken by only a few hundred people.

Scientists do not really know how or when language began. They do know that every language is always developing and changing.

《大学英语》第四册第九单元

一、教学目的:

1. 提高学生的语言技能
2. 提高学生的阅读能力, 使之能够了解文本的深层含义。
3. 培养学生的语域意识, 掌握文章的风格特色

二、语言要点:

1. conviction (L.1) ___ firm or assured belief

e. g. I speak in the full conviction that the table-tennis team will win championship for China.

Do you always act up to your convictions?

2. Sophie had very advanced and decided views as to the distribution of money (LL.4-5) ___ Note the sarcasm in this sentence. Sophie's views concerning money is not advanced at all; they are old-fashioned practical views. The underlying meaning contradicts the literal meaning. Hence the lecturer should advise students to read between lines; only by doing so can one reach a correct understanding of the text.

3. Circumstance (L.6) ___ fact or detail

e. g. There is one important circumstance you have not mentioned.

The adjective form of this word is "circumstantial", which means: (1) (of a description) giving full details; (2) (of evidence) based on, consisting of details that strongly suggest something but do not provide direct proof.

4. inveigh (L. 7) ___ speak bitterly; attack violently in words. e. g.

He inveighed against the widespread corruption among government officials.

5. eloquently (L. 7) ___ the adjective form is "eloquent" and the noun form is "eloquence".

6. Conscious of (L.9) ___ knowing things because one is using the bodily senses and mental powers.

e. g. He was conscious of his superiority.

A healthy man is not conscious of his breathing.

7. inequalities and iniquities (L. 10) ___ Note the alliteration and rhyming of the two words which strengthen the effect. "Iniquity" is a formal word meaning "the state of being very wicked or unjust".

8. Inculcate (L.12) ___ (formal) fix (ideas, etc) firmly by repetition

e. g. inculcate in young people the duty of loyalty

In using such a formal word the author is satirizing the self-contradictory nature of Sophie and her fellows --- what they preach is not what they practice.

9. Paragraph 1 exposes Sophie's self-contradictory nature in believing socialism and thus set the tone for the whole story --- satirical.

10. Tranquility (L. 15) ___ calmly, quietly

11. Install (L. 22) ___ a big word meaning "settle (somebody or oneself) in a place".

- e. g. I am now comfortably installed in a new home.
She installed herself in her father's favorite chair.
12. As a good Socialist, Sophie disapproved . . . of a princely caste (LL. 23-25)___ Sophie takes herself as a good Socialist, but the author disapproves of that (as may be seen in the first paragraph). There is irony in the author's calling Sophie a good Socialist.
13. Deride (L. 24) ___ mock; laugh scornfully at
e. g. They derided his efforts as childish.
14. caste (L. 25)___ any exclusive social class
15. She was broadminded enough to love the sinner while hating the sin (LL. 28-29)___ Sarcasm is implied in this seeming praise --- the author is actually mocking at Sophie's contradictory ideology and well aware of its consequences.
16. Entertain (L.29)___ a big word means "have in the mind".
e. g. entertain ideas / doubts
17. surpass (L.35)___ do or be better than; exceed; excel
e. g. He surpassed his opponent in skill.
The beauty of the scenery surpassed my expectations.
18. deft (L. 39)___ quick and clever (especially with the fingers).
19. Peremptory (L. 41)___(formal) (of commands) not to be disobeyed or questioned; (of a person, his manners) (too) demanding; insisting upon obedience
e. g. It's a peremptory point of virtue that a man's independence be secured.
He always speak with a peremptory note in his voice.
20. hold a hurried conference with (L. 45)___ This phrase actually means "have a hasty talk with". By using this high-sounding phrase, the author is consciously building up an aristocratic atmosphere to suit Sophie's social status and her love of privileged life. Hence an inconsistency occurs between her self-claimed socialism and the actual life she enjoys. Other examples include "inculcate"(L. 12), "undergoing the process of" (L. 16), "consent" (L. 21), "install" (L. 22), "entertain" (L. 29) and "peremptory" (L. 41).
21. strike-breaker (L. 58)___ worker brought in or coming in to take the place of a striker.
22. Resolve (L. 61)___ (of a committee, public meeting, legislative body) pass by formal vote the decision (that). It is a formal word used to impress Sophie the seriousness of the affair. The lecturer may ask students to replace it with a familiar word and compare the effects.
e. g. The House of Commons resolved that Britain should declare war against Germany.
23. grievance (L. 62)___ real or imagined cause for complaint or protest. e. g.
The trade union leader spoke about the workers' grievances.
The Consumers' Association will handle any grievance against the manufacturers.
24. reiterate (L. 71)___ a formal word meaning "to say or do again several times".
e. g.
The State Council reiterated the rules against corruption.

25. settle (L.79)___make an agreement about; decide; determine
 e. g. It's time you settled the dispute / argument.
 The lawsuit was settled out of court.
26. foolery (L. 87)___foolish behavior, ideas or utterances.
27. I've no patience with this Socialist foolery . . . It's tyranny, that's what it is, all along the line (L.87-89)___To a certain extent Richardson's speech against socialism reflects the authorial viewpoint.
28. Scrutiny (L.98)___a big word for "thorough and detailed examination".
 e. g. pass the scrutiny of the nit-picking boss
 His work looks all right, but it will not bear scrutiny.
29. thankful (L. 104)___grateful
 He is thankful for small mercies.
 You should be thankful that you have escaped with minor injuries.
30. snort (L. 105)___express by forcing air violently out through the nose.
 e. g. snort defiance at somebody / snort out a reply
31. wail (L. 126)___cry or complain in a loud, usually shrill, voice.
 e. g. He is always wailing his misfortunes to others.
 Trees are wailing in the wind.
32. "Any difficulty that . . .", said Catherine bitterly. (LL.128-130)___The story reaches its first climax at this point: Sophie and Catherine are left in poor condition and can not appear in public; Henry is left in the Turkish bath nearly killed by the hot stream; Sophie's reluctance to dismiss Gaspare exposes herself to Catherine's bitter attack; meanwhile, the Duke of Syria is installed in the house waiting for Gaspare's omelette. That is the first trouble Sophie encounters as "a good Socialist". The lecturer should bring the class to appreciate the mess at Sophie's house.
33. Capitulate (L. 131)___a big word meaning "surrender (on stated conditions)".
 The elegant style contrasts sharply with the two crises Sophie experiences and so the effect of irony is enhanced.
34. due to (L. 143)___to be paid to
 e. g. The wages due to him will be paid tomorrow.
35. encountered and surmounted (L. 143)___The similarity of these two words in form, pronunciation and style adds to Sophie's sense of triumph.
 Encounter ___ find oneself faced by (danger, difficulties, etc.)
 e. g. The freshmen encountered a lot of difficulties after they entered Peking University.
 Surmount ___overcome (difficulties); get over (obstacles)
 e. g. Who can surmount the temptation to go abroad?
36. But the tension had been too stupefying while it lasted not to leave some mental effects behind it. (LL. 143-145)___The mental strain had been so great during the crisis that it would definitely leave some mental effects behind it.
 tension ___mental, emotional or nervous strain; condition when feelings are tense, when relations between persons, groups, states, etc are strained
 e. g. racial tension / political tension

stupefy ___ make clear thought impossible

e. g. He was stupefied by what happened.

The girl was stupefied with amazement.

37. at random (L. 145) ___ without aim or purpose

e. g. shooting / dropping bombs at random

“Random” may also be used attributively, meaning “done, made, taken at random”.

e. g. random remarks / sampling

40. overdue (L. 151) ___ beyond the time fixed (for arrival, payment, etc.)

e. g. The bills are overdue. Will you pay them at once?

41. in the wake of (LL. 151-152) ___ after, following

e. g. The Relief Committee was founded immediately in the wake of the floods.

42. devastate (L. 152) ___ ruin, make devastate

e. g. That earthquake devastated this time-honored city.

43. he made no general announcement of a banquet in readiness (LL. 153-154) ___

An elaborate version meaning “he did not announce to all assembled in the Salon that the banquet was ready”.

44. reinstatement (L. 161) ___ replacing (in a former position or condition). The verb form is

“reinstale”.

e. g. He was reinstated with his full pay and seniority.

The shipping company promised to reinstale the damaged goods.

45. The second climax has come with the butler delivering the message to Sophie: The Duke of Syria and other guests are waiting for the banquet, but the kitchen staff have gone on strike. How can Sophie settle this crisis? Denying the kitchen staff's request would mean no banquet for the guests while the reinstatement of Gaspare would lead to a strike of the household servants. In either case there would be no dinner. Sophie was caught in the dilemma and could find no way out. The author skillfully spares himself the task of narrating what happens later on and leaves that for the reader -- the reader can surely visualize the situation in his mind and the process of visualizing the mess brings such mental satisfaction and appreciation of the irony of the story.

46. lapse (L. 165) ___ a big word meaning “interval; (of time) passing away”.

e. g. the lapse of time / a lapse of five years

47. The last paragraph is about the after-effect of that omelette event upon Sophie. It is recommendable for the lecturer to ask the class to infer the outcome of Sophie's unsuccessful banquet. Here are some suggested answers:

a) No banquet is served and the guests are offended. Sophie becomes the laughing stock of the upper society.

b) Sophie can not settle the crisis and a fit of hysteria comes over her.

c) Sophie bursts into hysteria whenever she gets excited and has to turn to doctors for help. It takes her 18 months to recover. But doctors still forbid her to attend anything exciting for fear of Sophie's another outburst.

d) Sophie alters immensely after her recovery. She converts to Conservatism and

regards socialism as foolery and takes on no servants belonging to the union.

三、时间安排及教学步骤：本单元计划用 7 小时

1. Warming-up discussion: the theme and plot of this story (half an hour)
2. Lecture the text (4 hours)
3. Discussion: style of this story (half an hour)
4. Check the exercises (2 hours)

四、检测手段/作业：

1. Oral translation at the beginning of each class
2. Check the exercises of this unit
3. Write a review of the story

《大学英语》第四册第十单元

一. 教学目的:

1. 了解英文讲演的语言特点。
2. 了解作者阐述论点的独特角度, 严密的逻辑和层层深入的论证方法。
3. 熟悉英文演讲中运用的修辞方法, 如排比, 重复等。

二. 语言要点:

1. 熟悉并掌握以下单词及词组:

load(3) assumption(6) subjugate(20) pledge(32) allegiance(32) root for(35)
owe to(38) evolve(39) mill(44) spell out(47) address oneself to(56)
overtake(84) console(84) revelation(85) menace(94) espouse(103) bland(120)
condescension(121) come about(136) emancipate(157) wreck(193)

2. 总结本文口头语言的一些特点:

1) 在代词的运用上偏向于用第二人称, 这样可使听众有参与感:

..... *one's* response to that question depends on where *you* find *yourself* in the world, what *your* sense of reality is... (3-5)

In the case of *the American Negro*, from the moment *you* are born every stick, and stone, every face is white. (28-29)

We were here for 400 years and now he tells *us* that maybe in 40 years, if *you* are good, we may let *you* become President. (163-164)

2) 运用插入语来总结, 解释, 强调, 举例:

Whether one civilization has a right to subjugate – in fact, to destroy – another. (18-20)

..... not the catalogue of disaster – the policeman, the taxi driver, the waiters, the landlady, the banks, the insurance companies, (45-46)

the harbors and the ports and the railroads of the country – the economy, especially in the South – could not conceivably be what they are (58-61)

She doesn't know quite whom she is dealing with – by which I mean ... (73-75)

3) 为使演讲更生动, 用具体的人物或名称来代替一般性的概念:

In the Deep South you are dealing with a sheriff or a landlady or the girl at the Western Union desk. *She* doesn't know... (71-77)

I picked cotton, *I* carried it to the market, *I* built the railroads under someone else's whip for nothing. (63-64)

3. 总结文章中运用的修辞手法:

1) 排比:

... was created by my labor and my sweat and the violation of my women and the murder of my children. (67-68)

What happens to the woman is ghastly. What happens to the man who does it is in some ways much, much worse. (96-98)

etc.

三. 时间安排及教学步骤。本单元计划使用 6 小时。

1. 作者介绍及课前讨论: (1 小时)

James Baldwin (1924-) is one of the major American Negro writers of the 20th century. His writings are characterized by fervor and eloquence, forcing his readers to see the shame in the treatment of the Negro in the United States. However, his work explores fundamental themes of the human condition, not just the Negro problem. He is most celebrated for his essays, especially his two books of autobiographical essays – *Notes of a Native Son* (1955) and *Nobody Knows My Name* (1961). His most important novels are *Go Tell It on the Mountain* (1953), *Tell Me How Long the Train's Been Gone* (1968), etc. Among his plays is the notable *Blues for Mr. Charley* (1964).

让学生讨论一下美国梦的概念。

2. 详细讲解课文，并让学生注意修辞手法及其他语言特点。(3 小时)

3. 课后练习 I, XIII, XV, XVIII (2 小时)

四. 检测手段/作业:

1. 翻译练习:

1) 她把她的财富归功于辛勤的工作和好运气。

She owes her wealth to hard work and good luck.

2) 他一生对国忠诚。

His allegiance to his country lasted all his life.

3) 这位幼儿园的老师善于制服不听话的男孩。

This kindergarten teacher is good at subjugating unruly boys.

4) 让我们为中国足球队加油打气。

Let's root for the Chinese national football team.

5) 他正在着手解决一个难题。

He is addressing himself to a difficult problem.

6) 没有人喜欢别人用恩赐的态度对待自己。

No one likes to be condescended to.

7) 电脑将使我们摆脱过去各种繁重的工作。

The computer will emancipate us from all the hard work we once had to do.

8) 这次意外事故损坏了他的健康。

The accident wrecked his health.

2. 课后练习 I, XIII, XV

3. 写作练习 XVIII