

北京高校第六届青年教师教学基本功比赛

● 组 别：英语组

北京高校第六届青年教师教学基本功比赛教案

● 授课名称：大学英语

● 授课内容：第四单元《托尼·特里韦索诺的美国梦》

● 授 课 人：郑春萍

2009 年 4 月

第一部分 教学大纲

第四单元中文教学大纲

第四单元 美国梦

文章 A 托尼·特里韦索诺的美国梦

教学目的

- (1) 理解“美国梦”的深层内涵与现状。
- (2) 熟悉故事发展的线索。
- (3) 掌握新单词、词组及主要语法结构。
- (4) 全面提高听、说、读、写、译等的综合能力。

教学要求

- (1) 以辩证的眼光分析“美国梦”，进一步理解美国文化。
- (2) 熟悉故事发展的线索。
- (3) 掌握单词、词组及主要语法结构。
- (4) 学习两类记忆单词的方法。
- (5) 完成剪贴画——“我心中的美国梦”。

教学重点及难点

- (1) 文化背景知识介绍——“美国梦”。
- (2) 故事发展的线索。
- (3) 新单词、新词组及其搭配、新的语法结构。

教学方法

- (1) 启发式教学法。
- (2) 互动式教学法。
- (3) 认知法。
- (4) 语法翻译法。

课堂组织及时间分配

课堂组织	课堂活动		时间分配	教学手段
第一部分	热身训练	课堂调查及讨论	3 分钟	多媒体, 提问
		听说练习	5 分钟	多媒体, 板书, 提问, 讲解
		略读和扫读	2 分钟	略读、查读, 多媒体, 提问, 讲解
第二部分	文化背景知识	什么是“美国梦”?	30 分钟	多媒体, 提问, 讲解
	课文分析			
	语言点讲解			
第三部分	课后作业及参考文献		30 分钟	多媒体, 提问, 讲解, 答疑

第四单元英文教学大纲

Lesson Plan

Unit 4 American Dream

Text A Tony Trivisonno's American Dream

Teaching Objectives

Students are going to

- (1) understand what the American Dream is.
- (2) know the main idea (How Tony Trivisonno realized his American Dream through his own efforts).
- (3) grasp the key language points and grammatical structures in the text.
- (4) conduct a series of reading, listening, speaking and writing activities related to the theme of the unit.

Teaching Requirements

Students should

- (1) have a critical view on the American Dream.
- (2) get a clear understanding of the text.
- (3) master new words and phrases.
- (4) do some extra readings and exercises after class.
- (5) make a collage about the American Dream after class in teams.

Focuses and Difficulties

- (1) Culture Note: the American Dream.
- (2) Comprehension of Text A.
- (3) New words and phrases.

Teaching Methodology

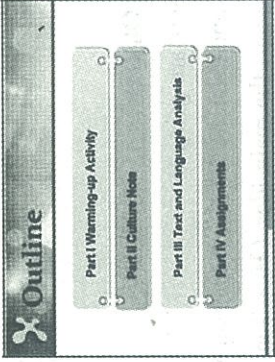
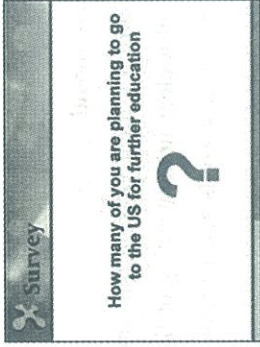
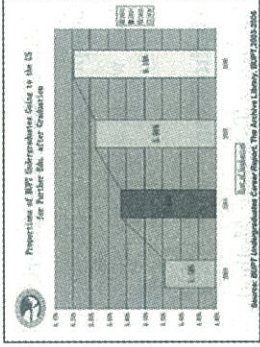
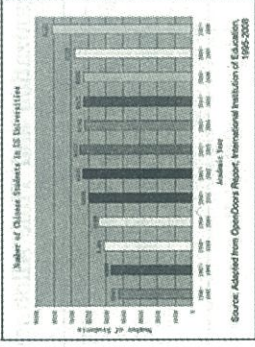
- (1) Inspiring Teaching Method.
- (2) Interactive Teaching Method.
- (3) Cognitive Method.
- (4) The Grammar-Translation Method.

Class Organization and Time Allotment



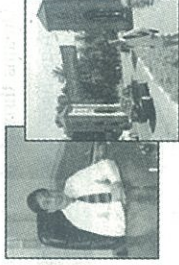
Part I	Warming up Activities	Task 1: Outline and Survey	3 minutes
		Task 2: Listening, Speaking and Homework Checking	5 minutes
Part II	Culture Note	Task 3: Skimming and Scanning	2 minutes
		The American Dream	10 minutes
Part III	Text and Language Analysis	See Part III on Pages 393 - 396	30 minutes

Part I Warming-up Activities


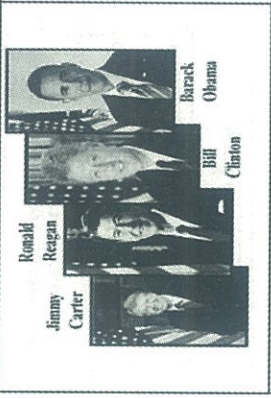

Task 1: Outline and Survey (3 minutes)

Activities/Objectives/Notes	Materials and Setup
<p>Presentation: Outline of the Lecture</p> <p>Objective: Presenting a clear picture of what the teacher and students are going to accomplish in this class.</p>	<p>1</p>  <p>An Outline</p>
<p>Activities: An in-class survey</p> <p>Lead-in question: "How many of you want to go to the United States for further education?"</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Warming students up with a practical and interesting topic. 2. Encouraging students to speak out in English. 	<p>2</p>  <p>An In-Class Survey</p>
<p>Presentation: Two charts</p> <p>Follow-up questions:</p> <ol style="list-style-type: none"> 1. "How high is the percentage of students at BUPT going to the US for further education?" 2. "What does the chart tell you?" 	<p>3</p>  <p>A Figure about BUPT Undergraduates Going to the US for Further Education</p>
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Showing the fact that there is an increasing number of BUPT undergraduates going to the US for further education. 2. Indicating the number of Chinese students studying in the US has doubled over the past ten years. 3. Leading students to think about those phenomena and then introducing the topic of Unit Four — "The American Dream." 	<p>4</p>  <p>A Figure about Chinese Students in the US Universities</p>

Task 2: Listening, Speaking and Homework Checking (5 minutes)

Activities/Objectives/Notes	Materials and Setup
<p>Activities: Listening and Speaking</p> <ol style="list-style-type: none"> 1. Teacher shows the video clip to students. 2. Students retell those parts of the video clip about the American Dream which they understood. 3. Teacher writes some of the items down based on students' answers on the blackboard. <p>Objective: Checking students' listening comprehension.</p> <p>Notes: Script for the video clip Liberation of Humanity. Freedom of Mankind. Nothing but a dream. Truly created equal. There is no income tax. I am not a slave. People do make [a] difference. Follow the Constitution.</p>	<p>5</p> <p>What is the "American Dream"?</p>  <p>A Video Clip about the American Dream in <u>Children's Mind</u></p> <p>6</p> <p><i>Liberation. Freedom. Equality. Do make difference. Nothing but a dream.</i></p> <p>A Writing on the Blackboard</p>
<p>Activities: Homework Checking</p> <p>Students answer comprehension questions at the end of first pre-reading materials assigned during the last class.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Integrating homework checking with further understanding of the American Dream. 2. Understanding different opinions on the American Dream. 	<p>7</p> <p>Homework Checking</p>  <p>Essays of Five Friends in the US (See Attachment I)</p> <p>8</p>  <p><u>Contrasting Opinions</u> (See Attachment I)</p>


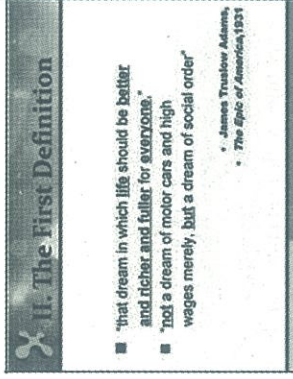
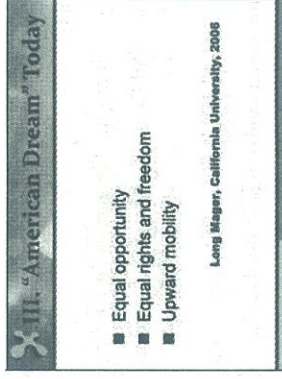

Task 3: Skimming and Scanning (2 minutes)


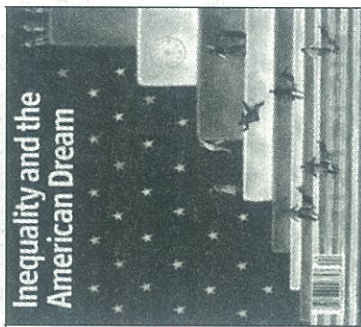

Activities/Objectives/Notes	Materials and Setup
<p>Activities: Skimming and Scanning</p> <p>(1) Students do skimming, scanning and list representatives of the American Dream according to Professor Kimball.</p> <p>(2) Follow-up question: Why can these eight guys be considered representatives of the American Dream?</p> <p>Objectives:</p> <p>(1) Enhancing students' techniques of doing speed reading.</p> <p>(2) Showing another view on the American Dream.</p> <p>(3) Broadening students' field of vision by introducing eight famous figures of the US political arena.</p> <p>Notes: Eight famous individuals and the reasons why they are the representatives?</p> <p>Names:</p> <p>Barak Obama Jimmy Carter Ronald Reagan Bill Clinton Gary Locke Steven Chu Bobby Jindal Arnold Schwarzenegger</p> <p>Reasons for being the examples of the American Dream:</p> <p>(1) The four presidents are all from humble background and realized their American Dreams through their own efforts.</p> <p>(2) The next four figures are examples of immigrants who realized their American Dreams.</p>	<p>9</p>  <p>A Native American's Essay (See Attachment II)</p>
	<p>10</p>  <p>Representatives of the American Dream</p>
	<p>11</p>  <p>Representatives of the American Dream</p>

Part II Culture Note

(10 minutes in total)

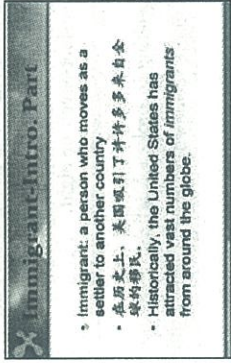

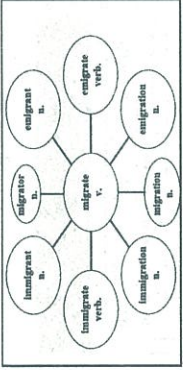

The American Dream

Activities/Objectives/Notes	Materials and Setup
<p>Presentation: The Background of the American Dream</p> <p>In the <u>Declaration of Independence</u> (4 July, 1776), American founding fathers held certain truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. Those romantic ideals laid the foundation for the concept of the American Dream.</p>	<p>1</p>  <p>Declaration of Independence</p>
<p>Lead-in question:</p> <p>Who is the first person having proposed the definition of the American Dream?</p> <p>Presentation:</p> <p>The term was first used by James Truslow Adams in his book the <i>Epic of America</i> which was written in 1931. He states: the American Dream is that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is not a dream of motor cars and high wages merely, but a dream of social order (214 - 15).</p>	<p>2</p>  <p>James Truslow Adams's Definition</p>
<p>Presentation:</p> <p>Long Mager (2006), a professor at California University summarizes three elements of the American Dream:</p> <ol style="list-style-type: none"> (1) Equal opportunity to achieve success. (2) Equal rights and freedom. (3) Upward mobility regardless of family background. (Source: http://lcweb2.loc.gov/97/american/dream/thedream.html) 	<p>3</p>  <p>Long Mager's Definition</p>
<p>Follow-up question:</p> <p>Has the American Dream become a reality?</p>	<p>4</p>  <p>A Question</p>

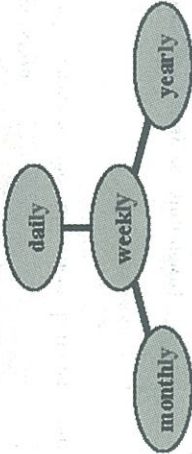

Activities/Objectives/Notes	Materials and Setup									
<p>Evidence 1:</p> <p>A public-opinion poll in 2006 conducted by CNN (Cable News Network) .</p> <p>Presentation:</p> <p>The survey shows 54% of Americans believe that the American Dream is just a dream.</p>	<p>5</p> <div></div> <p>A Public-Opinion Poll in 2006</p>									
<p>Evidence 2:</p> <p>A table indicating the inequality in income between top managers and employees.</p>	<p>6</p> <table><tr><th>Annual Income</th><th>In 1970s</th><th>In 1990s</th></tr><tr><td>Top Managers</td><td>\$ 1, 300, 000</td><td>\$ 37, 500, 000</td></tr><tr><td>Employees</td><td>\$ 3, 333</td><td>\$ 3, 750</td></tr></table> <p>A Table Showing Inequality in the US (杜青琳, “美国梦是美国空想?”)</p>	Annual Income	In 1970s	In 1990s	Top Managers	\$ 1, 300, 000	\$ 37, 500, 000	Employees	\$ 3, 333	\$ 3, 750
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<p>Evidence 3:</p> <p>A cover story titled with Inequality and the American Dream.</p> <p>Presentation:</p> <p>On June 17th, 2006, The Economist published a cover story, Inequality and the American Dream. The following is a summary of its main points:</p> <p>(1) The rich are the big gainers in the US;</p> <p>(2) The world’s most impressive economic machine needs a little adjusting;</p> <p>(3) More opportunities should be given to the ordinary people and the rungs of the social ladder should be shortened.</p>	<p>7</p> <div></div> <p>A Cover Story</p>									
<p>Follow-up question: Do you still think that the American Dream has become a reality?</p> <p>Teacher tells students to refer to the three articles in homework assignments for this class.</p>	<p>8</p> <div><div> IV. Question</div><div>Do you still believe that the “American Dream” has become a reality?</div><div>?</div></div> <p>Assignment – 1</p>									

Part III Text and Language Analysis

(30 minutes in total)

Activities/Objectives/Notes	Materials and Setup
<p>Activities: Students do the following two exercises:</p> <p>Exercise - 1: Translation 在历史上, 美国吸引了许许多多来自全球的移民。</p> <p>Key: Historically, the United States has attracted vast numbers of immigrants from around the globe.</p> <p>Exercise - 2: Multiple Choice Mr. Brown _____ from Germany to the US before the World War II. (CET - 4, 1998)</p> <p>A. lived B. immigrated C. emigrated D. shifted</p>	<p>1</p> 
<p>Presentation: Teacher explains the general structure of an English word and tells students the first hint for enlarging English vocabulary and memorizing words by adding prefixes or suffixes to the root.</p>	<p>2</p>  <p>General Structure of an English Word</p>
<p>Notes: The word migrate which means to move from one place to another, is the word base or root for the word immigrant. By adding various types of prefixes and suffixes, we can get another eight words immediately and won't forget them since they are so easy to figure out.</p>	<p>3</p>  <p>A Chart about the Family of migrate</p>
<p>Presentation: Teacher uses a comic picture to clarify the difference between emigrate and immigrate, emigrant and immigrant, and further explain the key to Exercise - 2 above.</p>	<p>4</p>  <p>A Cartoon Presentation</p>

Activities/ Objectives/ Notes	Materials and Setup															
<p>Presentation:</p> <p>Teacher explains the differences between “turn away” and “turn down.”</p> <p>Notes: turn away vs. turn down:</p> <p>turn away:</p> <p>to refuse to help sb.</p> <p>他怎么说也是我的儿子，他有困难，我不能拒绝帮他。</p> <p>He’s my son after all, and I can’t just turn him away when he is in trouble.</p> <p>turn down:</p> <p>to reject or refuse a piece of advice, or a suggestion</p> <p>购物的时候，你一定要善于拒绝销售员的推销。</p> <p>You shall learn to turn down the push of the salesman when you go shopping.</p>	<p>9</p> <div><p>turn away (Para 4 line 11)</p><ul style="list-style-type: none">• refuse to help sb.• 他怎么说也是我的儿子，他有困难，我不能拒绝帮他。• He’s my son after all, I can’t just turn him away when he is in trouble.</div> <div><p>turn away vs. turn down</p><ul style="list-style-type: none">• turn down: to reject or refuse a piece of advice, or a suggestion• 购物的时候，你一定要善于拒绝销售员的推销。• You shall learn to turn down the push of the salesman when you go shopping.</div>															
<p>Activities:</p> <p>Teacher asks students the question: “Why did the author turn Tony away?”</p> <p>Teacher leads students to talk about the Depression Days based on the information “When,” “Where” and the “Consequence.”</p>	<p>10</p> <div><p>Depression Days (line, 10)</p><ul style="list-style-type: none">• When? Lasted from 1929 until World War II• Where? It started in the US, and soon spread around the world.• Consequence? Many businesses and banks failed and millions of people lost their jobs.</div>															
<p>Activities: Group Discussion</p> <p>1. Teacher asks students to pay attention to Paragraphs 13 to 21.</p> <p>2. Students sum up what Tony achieved during this time interval.</p>	<p>11</p> <div><p>What did they do then?</p><table><tr><th>Time</th><th>Tony</th><th>The author</th></tr><tr><td>The next two days</td><td>He just moved the lawn, didn't ask for pay.</td><td>He forgot about Tony.</td></tr><tr><td>On Friday</td><td>He still moved the lawn.</td><td>He complimented Tony.</td></tr><tr><td>Then</td><td>He cleaned up the yard and took care of any sick birds.</td><td>He managed to work out some kind of small monthly pay.</td></tr><tr><td>In the fall</td><td>He asked to get a job at the factory.</td><td>He agreed to give Tony the job.</td></tr></table></div>	Time	Tony	The author	The next two days	He just moved the lawn, didn't ask for pay.	He forgot about Tony.	On Friday	He still moved the lawn.	He complimented Tony.	Then	He cleaned up the yard and took care of any sick birds.	He managed to work out some kind of small monthly pay.	In the fall	He asked to get a job at the factory.	He agreed to give Tony the job.
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<p>Activities:</p> <p>Teacher explains the verb phrase “work out” and lists another three related phrases, explaining their Chinese meanings.</p>	<p>12</p> <div><p>work out (line 24)</p><ul style="list-style-type: none">• set aside a certain amount of money• 挤出，省出<p>worked out the equations 解出方程式</p><p>worked out differences 找到区别</p><p>work out a plan 制定计划</p></div>															

Activities/ Objectives/Notes	Materials and Setup																
<p>Presentation:</p> <p>Teacher explains the word “weekly” and lists several related phrases with suffix “ly.”</p>	<p>13</p> 																
<p>Activities: Group Discussion</p> <ol style="list-style-type: none">1. Teacher asks students to pay attention to Paragraphs 13 to 21.2. Students sum up what Tony achieved during this time interval through group discussion.	<p>14</p> <p>What is the story next?</p> <table><tr><th>Time</th><th>Person</th><th>Tony</th><th>The author</th></tr><tr><td>The months passed.</td><td></td><td>He asked to be an apprentice.</td><td>He didn't turn Tony down.</td></tr><tr><td>Months later</td><td></td><td>He graduated as a skilled grinder.</td><td>He felt delighted.</td></tr><tr><td>A year or two passed</td><td></td><td>He told the author he wanted to buy a house.</td><td>He helped Tony contact the real estate agent and persuaded him to give Tony the mortgage.</td></tr></table>	Time	Person	Tony	The author	The months passed.		He asked to be an apprentice.	He didn't turn Tony down.	Months later		He graduated as a skilled grinder.	He felt delighted.	A year or two passed		He told the author he wanted to buy a house.	He helped Tony contact the real estate agent and persuaded him to give Tony the mortgage.
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<p>Activities: Assignments</p> <ol style="list-style-type: none">1. Reading Comprehension: Read three articles (see your class email box).2. Making a collage — My “American Dream.”3. Write 100-word description of the collage.	<p>15</p>  <p>A Sample of Students' Homework</p>																
<p>Works Cited</p> <p>Adams James Truslow. <u>The Epic of America</u>. Boston: Little, Brown, and Company, 1931.</p> <p>Long Pager. “The Real American Dream.” http://lweb2.loc.gov/97/american/dream/thedream.html</p> <p>The Economist. <u>Inequality and the American Dream</u>. June 15th 2006.</p> <p>The Economist. “The Rich, the Poor and the Growing Gap Between Them.” Jun 15th, 2006.</p> <p>杜青琳. 《美国梦是美国空想?》载《华盛顿观察》, 2005 年第 6 期。 http://www.washingtonobserver.org/lifestyle_show.aspx?id=1006</p>																	