



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

总主编 李荫华

全新版大学英语

New College English (Second Edition)

(第二版)

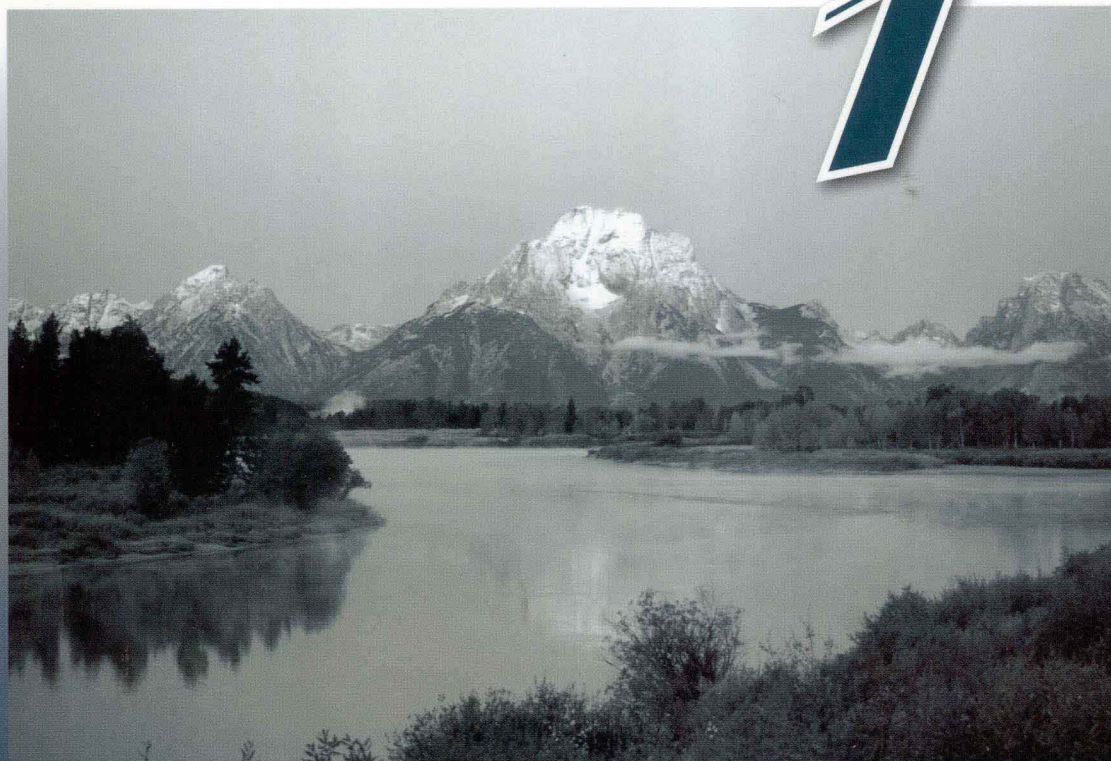
Reading Course 1

Teacher's Manual

阅读教程
(高级本)
教师手册

主编 柯彦玢

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遵循教学规律 结合教学实际 满足教学需要

《全新版大学英语》（第二版）系列教材秉承首版教材的优良传统，继承兼收并蓄的折中主义教学理念，参照《大学英语课程教学要求》修订，更加贴近教学实际，更有效提升学习者语言综合能力，更好满足新时期人才培养需求。

丰富深厚的编写底蕴：国内外知名专家教授联袂修订，集数十年教学和教材编写经验，融合学界最新外语教学成果，紧密结合我国外语学习者实际需求，打造国家规划教材之精品。

科学创新的教学设计：选文情理兼顾，练习注重实效，语料丰富精当，教参详尽实用；教材内容涵盖语言知识、应用技能、学习策略和跨文化交际，注重听说读写译均衡发展。

合理完善的教程架构：综合、听说、阅读、快速阅读、语法手册等有机融合，充分满足分级、分类教学的需要。

全新互动的教学模式：先进完善的网络教学系统，特色鲜明的学习资源，丰富实用的电子教案；自主学习和教师指导相得益彰，全方位构建完整、多元、立体化的教学平台。

书名	级别		品种	配套
综合教程	预备级，1—6册		学生用书 教师手册	MP3光盘 电子教案
听说教程	预备级，1—6册		学生用书 教师手册	MP3光盘 电子教案
阅读教程（高级本）	预备级	1—6册	学生用书 教师手册	
阅读教程（通用本）		1—6册	学生用书 教师手册	
快速阅读	1—6册		学生用书	助学光盘
语法手册	全一册			

主干教材推荐使用“新理念大学英语网络教学系统”中的配套网络课件。



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前言

一

《全新版大学英语》系列教材酝酿于上世纪末,诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念,运用多媒体、网络等现代教育技术,立足本国,博采众长,完全自主编写而成,是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是:遵循外语教学的客观规律,满足我国当代大学生学习的实际需求,既适用于课堂教学又便于学生上机上网自主学习,既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力,尤其是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写,供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是:充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法,详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题,学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收,自行规划、设计,自行选材、编写。为此,本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是:

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进,既可改善语言教学环境和教学手段,又便于学生个性化学习和语言操练,有助于师生之间的沟通。但这一模式不应一成不变,它应随着各校、各班级的具体情况而有所不同。此外,在利用现代信息技术的同时,应充分发挥传统课堂教学的优势,使之相辅相成。

2. 提倡学生自主学习,同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学,教师更应加强课外辅导,应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时,充分兼顾对学生读、写、译等应用能力的培养,使学生能较好地掌握英语的书面语。这不仅是大学英语课程本身的性质所使然,更是我国多数大学生今后学习、工作的需要。而学生的外语学习,特别是说、写方面的实践活动,必须以读、听一定量的语言素材输入为前提。因此,必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节,才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪;题材广泛,以反映现实生活为主,科普内容亦占有一定比重;体裁多样;语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础

课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材,以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式,如pair work、group discussion、debate等,或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要,除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地在《综合教程》中参照四、六级考卷设计了Test Yourself,以帮助学生熟悉考试题型。

教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中,1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本,供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

二

《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材,并获得2003年度上海市优秀教材一等奖。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业,正在新的历史起点上全面向前推进;教育改革也在向纵深发展,作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》,作为各高等学校组织非英语专业本科生英语教学的主要依据;目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势,我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订,使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》（高级本）60%以上的文章是重新选用的。《阅读教程》（通用本）也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》（第二版）系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华
2010年3月

编者的话

1. 编写宗旨

本教程为学生提供较系统的、丰富多彩的课外阅读材料，旨在培养学生的阅读能力，扩大学生的知识面和词汇量，使学生在理解和欣赏两方面都得到提高。

2. 全书框架

全教程共分6册，每册配有相应的教师手册1册。

每册分8个单元，共24课。每课包括以下几个部分：

- 1) 除个别词语改换、段落删节外，全部课文均采用原文。改动的原则是在最大限度地保持原作的文体与文字的同时，降低学生的阅读难度。修订版第一册的课文是全新的，其他各册也适量更换课文，既保持上一版的质量，又体现满足学生的需求、与时俱进的发展意识。
- 2) 课文前设有Introduction，课文配有脚注，提供简单易懂的Background Information。这部分内容使学生对课文的主要内容和背景知识有一个大概的印象，既解决阅读课文时遇到的部分困难，又能提高阅读兴趣。
- 3) 注解采用边注的形式，列出所有可能对阅读形成障碍的单词和词组，用中文或英文解释。采用边注是为了节省时间、方便阅读、降低难度。应鼓励学生边读边猜词的意思，猜不出再看边注。详细列出单词和词组的目的是使学生把更多的时间和精力转向语言的其他方面，加强对课文的整体意识。
- 4) 课文后设Reading Skills and Practice，内容包括根据上下文猜测词义的练习和根据课文特点设计的、能解决本课阅读难点的阅读技能练习。安排这部分内容是为了使学生对课文的篇章结构及语言特点等有一个比较清醒的认识，把词的学习与词所处的语境紧密联系起来。
- 5) 多项选择是引导学生加深对课文内容的理解。
- 6) 词汇练习和句子结构练习的形式灵活多样，旨在培养学生对语言基本要素的学习意识，提高阅读与写作能力。
- 7) 英译汉练习是通过翻译加强对课文的理解，提高学生的翻译水平。所选句子均为课文中的难点。
- 8) 思考问题是要锻炼学生的分析、归纳、欣赏和口头表达的能力。

阅读是以理解和欣赏为目的的，不宜对语言做深入的探讨，点到即可。

本教程加上教师手册也适合学生自学，教师只需稍加指导、适当检查即可。

每册书最后附有总词汇表，供学生查找和记忆。表中无标记词为一般要求词汇，标(★)号的为较高要求词汇，标(▲)号的为更高要求词汇，标(#)号的为大纲外词汇。

3. 关于教师手册

教师手册主要包括以下部分：

- 1) 背景知识；

2) 课堂教学建议(供参考): 阅读技能训练和对课文的一般性理解, 必要时提供难度大的词、句的释义和一词多义辨析;

3) 练习答案和英译汉参考答案。

教师可根据学生的程度利用教师手册。程度高的可讲得细一些, 程度低的可侧重课文的一般性理解。

4. 答谢

本教程由北京大学英语系大学英语教研室组织编写, 得到了学校各级领导的大力支持。总主编李荫华教授从选篇到整个编写过程给予了悉心的指导, 审阅了全书; 语言专家Anthony J. Ward帮助改写课文并负责终审; 上海外语教育出版社的谢宇老师为本书的编辑和出版做了大量的工作; 美籍外教Brent Bean 和Vanita Bean 夫妇审校了本册的学生用书与教师手册, 并提出了许多宝贵的意见; 刘红中老师对本书的总体规划提出了宝贵的建议; 参与本书编写的我的同事们为本书付出了艰辛的劳动; 刘星云老师承担了本书的打字及技术处理工作; 马小琦老师负责与外教的联络工作, 在此一并表达深深的谢意。

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1. The Grammarian Who Lost a War of Words

Information Related to the Text

1 James S. Hirsch

James S. Hirsch was born in St. Louis in 1962. He received his bachelor's degree in journalism from the University of Missouri at Columbia and his master's degree from the University of Texas. Then he worked for three years as a reporter for *The New York Times* before joining the staff of *The Wall Street Journal* in 1989. "The Grammarian Who Lost a War of Words" appeared in the December 29, 1994 issue of the *Journal*.

2 Grammar and Usage

Grammar is the system by which a language functions, while usage is the way people use that system. Usage thus reflects attitudes toward language and what is regarded as "standard." Standard usage is basically determined by the majority of the educated people of a country. This group includes government leaders, teachers, and men and women who write for newspapers and magazines.

All language habits do not result from standard usage. Most people who live in the United States use certain forms of speech heard in their region. These forms of speech are called *dialects*. A person's use of language also depends on the situation. An individual may speak formal English at a dinner party but use informal English at a sports event. Language habits can be influenced by a person's occupation as well. People who work in an automobile plant may use slang which outsiders cannot understand. At other times, those same workers use standard English.

Many people want to know what is "correct" or "incorrect" English. A sentence may be grammatical or ungrammatical, but no absolute agreement exists about all usages and standard practices. The best guide to the use of English is what is appropriate or inappropriate at a particular time or place. We can consult dictionaries and grammar handbooks for the guidelines of appropriate usage.

Part I Developing Reading Skills

This part gives suggested answers to the exercises of reading skills. The teacher might integrate this part into the interpretation of the text, instead of making it an independent exercise.

1 How to Read Between the Lines: Direct Speech

In this essay the author tells a story about Mr. Hogan, an English teacher who has exerted profound influence on him. He quotes Mr. Hogan's witty, stinging remarks from which we get to know his character. The use of direct speech adds credibility to his description.

- 1) "Give them an inch, and they take a mile." (LI.4–5)

(This sentence means that if you allow students a little freedom or power, they will try to get a lot more. With this idiom, Mr. Hogan stresses that language teachers should be strict with their students and set high standards for language learning.)

- 2) "Your mind is so low,"... "that even the hand of God could not reach down into the mud and lift you to the depths of degradation." (LI.14–16)

(This sentence means that the student is so stupid and hopeless that even God can do nothing to help him/her. "The mud" suggests a bad situation from which you cannot escape. To understand the sentence, the teacher needs to introduce the allusion from the Bible.

*I waited patiently for the Lord; he turned to me and
heard my cry. He lifted me
out of the slimy pit, out of the mud and mire; he set my
feet on a rock and gave
me a firm place to stand. (Psalm 40:1–2, NIV)*

- 3) "The world was changing on me, and I had to make adjustments," ... "I didn't really feel free to be myself." (LI.30–33)

(Mr. Hogan felt sorry when he realized that he could not keep up with the times. His teaching style and faith in standard English went against the tide, which left him completely helpless.)

- 4) ... "In the bloodstream of life, you are a clot"... (L.72)

("A clot" originally refers to a thick solid mass formed when blood dries. In this metaphorical expression, Mr. Hogan compares life to the bloodstream, and the student to a clot. Literally, the quotation means that the student is like a clot which stops the flow of blood. Note: a clod is a stupid person.)

- 5) "Would you go to bed with me for \$50,000?" (LI.79–80)

(What Mr. Hogan intends to say is that to steal money is immoral and should be punished for whatever sum.)

- 6) ..."I'll kill him." (L.89)

(Mr. Hogan loved the language so much that he could not stand any misuse of it. The quotation also shows that Mr. Hogan likes his students so much that he does not want to hide his true feelings.)

Teacher's Comment

The purpose of these quotations is to show what kind of person Mr. Hogan is. As a master of language, Mr. Hogan is skillful at using old sayings, metaphors and illusions to express his ideas and make comments. By employing words with negative meanings (such as "low," "mud," "degradation," "clot" and "kill"), making comments that are rich in meanings and sensory images, he voiced his hatred for the degradation of language. His satirical rhetoric or playful mockery is meant to animate the class and raise the students' awareness about their mistakes, not to hurt them. But unfortunately, when he hit the nail on the head, some students were offended.

2 How to Detect the Meanings of the Following with the Help of the Context and Other Clues

- 1) *grammarian* a person who specializes in grammar or syntax

(The word comes from "grammar." The suffix "-ian" means "someone studying a particular subject." In this essay, the word refers to a grammar teacher.)

- 2) *a war of words* fight against the misuse of language

(In the title the word "grammarian" suggests that the fight has something to do with language.)

- 3) *playful* intended to be fun rather than serious

(The word comes from "play," which suggests that the remark is made for fun and should not be taken seriously.)

- 4) *low* below an acceptable quality

(This word figuratively means that the student is extremely stupid.)

- 5) *enliven* make something more interesting or active

(The root of the word is "live." As the prefix "en-" means "make," the word "enliven" suggests that Mr. Hogan animates his class with his cutting wit.)

- 6) *touchy* easily becoming offended or annoyed

(The students did not like Mr. Hogan's pointed language.)

- 7) *pointed* direct in meaning, showing that you disapprove of something

(The noun form of the word is "point," which means a sharp end. When the word is used

to describe something said, it means “cutting.”)

- 8) *tree-lined* having trees on both sides

(The word is a combination of two words, “tree” and “line.” “Line” means to form rows along the sides of something.)

- 9) *noticeable* easy to notice; obvious

(The first thing we may notice about Mr. Hogan is his cough. The suffix “-able” means easy to do something.)

- 10) *sly humor* tricky humor

(Other similar expressions such as “playful mockery,” “finely formed insults,” “cutting wit” and “pointed flourishes” in the essay can help students understand this phrase.)

- 11) *well-regarded* having a good reputation

(The word is a combination of “well” and “regard.” The noun form of “regard” means “respect and liking.”)

- 12) *cultural tides* developments in culture

(“Tide” originally means the regular rising and falling of the level of the sea. “To swim against the cultural tides” is a figurative expression, which means that Mr. Hogan goes against the popular beliefs.)

- 13) *devalue* reduce the value

(This word is formed by “de-” and “value.” As the prefix “de-” means “reduce,” the word “devalue” suggests that grammar is not as important as it used to be.)

- 14) *quicken* make something quicker

(The word is formed by “quick” and “-en.” The suffix “-en” is added to “quick,” turning the adjective into the verb. Another word with similar structure is “weaken” in LI. 94–95.)

- 15) *tough* strict

(In the previous paragraphs, the author tells us that Mr. Hogan is very strict with his students. So the word “also” in this sentence tells that Mr. Hogan is strict with instructors as well.)

- 16) *sharp* pointed

(When the word is used to describe something said, other similar expressions in the essay will give some clues, such as “cutting wit,” “pointed flourishes” and “stinging rhetoric.”)

- 17) *bloodstream* the blood flowing in your body
(The word consists of “blood” and “stream.” The word “stream” is used to emphasize the flowing of blood in the body.)
- 18) *presently* at the moment
(The meaning of this word has been explained in LI. 51–52. “Presently” in this sentence is a misuse, which should be replaced by “currently.”)

Part II General Comprehension of the Text

1 The teacher might begin by asking the students the following questions about the title.

- 1) What does the title mean?
(A grammar teacher who failed in the struggle to purify language.)
- 2) Does the title reflect the content of the story?
(A good title should be short and simple, indicating the subject matter of the writing. From this title, we know that this piece of writing is about a teacher who failed in his fight against nonstandard English. This title introduces who the person is, what he does, and the consequences of his action.)

2 Then the teacher might divide students into small groups and ask them to discuss the following questions about the organization of the text.

- 1) What type of writing is this: a piece of description, narration, argumentation or explanation?
(This is a description. But the description goes hand in hand with narration.)
- 2) How does the author describe Mr. Hogan’s character?
(The author depicts Mr. Hogan’s character by telling what he says, what he does, his opinions of language and his relationship with students and teachers. The author tries to present Mr. Hogan with two devices. One is to use direct speech to frame a vivid picture of the teacher’s good grasp of language, stinging style, his passion for language and his helplessness. Mr. Hogan uses figurative language—imaginative comparisons between two dissimilar things such as “mud” and “clot”—to make his criticism more striking. The other is to give a detailed narration about Mr. Hogan’s toughness on his students and colleagues. As his sly humor cannot be appreciated by most of his students, a tense relationship is formed between Mr. Hogan and his students, which leads to his early retirement.)
- 3) What is the purpose of the essay?
(Although the essay concentrates on the controversial teaching style of Mr. Hogan, the author made efforts to depict Mr. Hogan’s devotion to the defense of standard English. It is evident that he appreciates what Mr. Hogan has done and shows great respect for the teacher. He wrote this essay to draw people’s attention to the accuracy of language.)

- 3** Ask the students to work in pairs and discuss the character traits of Mr. Hogan. With one student listing the character traits of Mr. Hogan, the other gives the supporting details.

Character Traits	Supporting Details
Mr. Hogan was strict with his students.	Mr. Hogan encouraged his students to follow grammar rules and use words with strong effect. For example, he didn't want his students to use "to be" because he thought it lacked punch. He didn't hesitate to use insulting words to criticize his students for their bad mistakes. For example, a student is regarded as having a "low mind" and another student is described as a "clot."
Mr. Hogan loved language and made every effort to fight against nonstandard English.	Mr. Hogan liked to use powerful words (such as "kill" and "degradation") and effective images (such as "mud" and "clot") to impress the students who had spoiled language. He banned students from using "none" with a plural verb. He tried his best to fight against ambiguous antecedents, superfluous commas and creeping colloquialisms.
Mr. Hogan gave his students a new understanding of language.	Mr. Hogan broke down the language and made the students feel as if they were studying it for the first time.
Mr. Hogan lived a well-organized life.	His living room was well arranged, like a well-written sentence, functional, free of anything unnecessary and with just enough detail.
Mr. Hogan felt helpless in the changing world.	Mr. Hogan said: "The world was changing on me, and I had to make adjustments. I didn't really feel free to be myself." The statement reveals that Mr. Hogan was not used to the change of the world and his teaching methods were no longer acceptable.
Mr. Hogan was also tough on instructors.	Mr. Hogan insisted that instructors should learn more grammar. When an instructor objected, Mr. Hogan asked the teacher to analyze the sentence "I like him singing to me" and corrected the mistake she had made.
Mr. Hogan had a sharp tongue.	Mr. Hogan made sharp satirical remarks in class such as "Your mind is so low that even the hand of God could not reach down into the mud and lift you to the depths of degradation." and "In the bloodstream of life, you are a clot." Although he made effective statements, students could not appreciate his sly humor. For example, when he said, "Would you go to bed with me for \$50,000?" the girl student could not understand his real intention and felt humiliated.