

# 2017 年外语学院参赛教案

## 高级英语读写

### Advanced English Reading and Writing

#### 课程信息

课程类别：必修

主讲教师：范莉

授课对象：英语专业 15 级

授课时长：4 个学时

#### 一、教学目标

本课程旨在“以读为轴、以思为辐、以写为辘”，以培养思辨性思维为目标与标尺，将阅读与写作、输入与输出融合起来，构建一个动态、灵活、方便、经济、高效、便于更新、易于操作的读写模式，从而促进学生巩固所学、温故知新，有效提高外语教学效率。

本课程的教学内容包括三个层面：语言学习、阅读技巧、写作技巧。指导学生通过阅读丰富题材的课程内容，提高对信息的摄取能力、理解能力、过滤能力、重组能力与评析能力，对问题的发现能力、归纳能力与解决能力，对语言的知识深度与学习技巧；引导学生在阅读成果的基础之上，结合阅读材料的题材与内容进行口头讨论与写作实践，熟悉和掌握撰写英语一般文体与学术文体的特，从而提高英语读写的综合能力。

## 二、基本要求

了解课文背景知识，深入理解主题与内容，掌握重点词汇和句式用法，熟悉课文的文体特色和语言风格；熟练使用跳读法与略读法；掌握短文写作中的四要素，了解实现观点鲜明、论点一致、论据合理、篇章连贯等基本技巧；能根据相关题材与内容按要求撰写短文。

## 三、内容概要与时分分配

- (1) 语言知识：课文的主题与内容；词汇与句式。（2个学时）
- (2) 阅读技巧：跳读法、略读法；凭借已知信息进行合理预测和推断。（1个学时）
- (3) 写作技巧：短文写作的四要素（论点一致、有理有据、连贯统一，句子写作）。（1个学时）
- (4) 写作实践。

## 四、教学方法与手段

交际教学法与任务驱动教学法灵活使用。注重学生评析式思维的培养、语言实践能力的提高。

## 五、教学内容、重点与难点

### Unit 9. Media and Communication

#### WHO TEXTS?

*David Crystal*

#### The author

**David Crystal**, (born 6 July 1941) is a British **linguist**, **writer**, **editor**, **lecturer and broadcaster**.

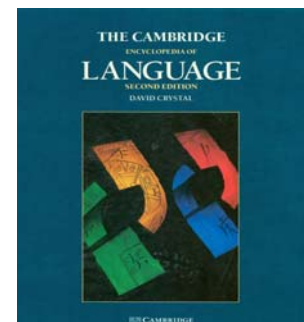
Crystal was born in Lisburn, Northern Ireland. He grew up in Holyhead, North Wales, and Liverpool, England, where he attended St Mary's College from 1951.

Crystal has authored, co-authored, and edited over 120 books on a wide variety of subjects, specialising among other things in editing reference works, including (as author) the *Cambridge Encyclopedia of Language* (1987, 1997, 2010) and the *Cambridge Encyclopedia of the English Language* (1995, 2003), and (as editor) the *Cambridge Biographical Dictionary*, the *Cambridge Factfinder*, the *Cambridge Encyclopedia*, and the *New Penguin Encyclopedia* (2003).

He has also edited literary works and published several books for the general reader about linguistics and the English language, which use varied graphics and short essays to communicate technical material in an **accessible** manner. (from Wiki)

### Shortened list of his books on linguistics and English use:

1. *A dictionary of linguistics and phonetics*
2. *A Glossary of Netspeak and Textspeak*
3. *An Encyclopedic Dictionary of Language and Languages*
4. *English as a global language*
5. *English language*
6. *How Language Works*
7. *Investigating English Style*
8. *Language and the Internet*
9. *Language death*
10. *Pronouncing Shakespeare*
11. *Rediscover Grammar*
12. *Texting: the gr8 db8*
13. *The Cambridge encyclopedia of language*
14. *The Stories of English*
15. *What is linguistics?*
16. *Who Cares About English Usage?*



His homepage: <http://www.davidcrystal.com/>



## His lecture that was delivered at Cambridge:

<http://www.tudou.com/programs/view/fgJaGYanpKA/>

## His talk on texts and tweets: (video,4:50)

## The highlight of the discussion:

- ✍ The title
- ✍ The genre (argumentative, descriptive, or expository?)
- ✍ The warm-up oral activity
  - Oral discussion: Who texts and why?
- ✍ An outline



## ✍ The title

### WHO TEXTS?

- ? The research issues

Who? --- *Who texts?*

Why? --- *Why do they choose to text?*



## ✍ The genre (argumentative, descriptive, or expository?)

- a. Argumentative (arguments + evidence (examples, statistics))
- b. A chapter in a book – Academic



Texting – the great debate

### Contents

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## Texting – the great debate

### ? the writing purpose

( • a question to be answered after the study of the outline is cond



## ✍️ The warm-up oral activity

### a. Oral discussion: Who texts and why?



### David Crystal's answers:

#### ⇒ Who?

The major group of users: young people

(Para. 1 “The conventional wisdom is that it’s a teenage thing.”

“the younger you are the more likely you are to text.”)

#### ⇒ Why?

Less expensive (Para. 6)

Immediate, direct, and personal, convenient, unobtrusive (Para. 8)



## Texting abbreviations

### Texting abbreviations in Chinese

e.g.



Abbreviation	Meaning
555	呜呜
88	bye-bye
bs	鄙视
cm	臭美
dd	弟弟
ddd	顶
gg	哥哥
dx	大虾
jj	姐姐
mm	妹妹
kl	恐龙

## Texting abbreviations in English

Abbreviation	Meaning
@	
2b, 2B	
2moro	
ab	
add	
afaik	
aml	
atm	
b4	
bf	
bion	
btr	
btw	
c%l	
cm	
cu	
cuZ, cos	



If one knows the knacks of using some text abbreviations or coinages very well, what is your judgment about his/her character?



### David Crystal's answers:

- An index of being still young**  
(Para. 3 "Teens and young adults were the biggest users of texting abbreviations")
- An index of belonging** (Para. 7)
- An index of prestige** (Para. 7)

### ~~✎~~ An outline

Part	Para	Main Idea	Task
1  Texting: the commonest use of a mobile phone	1	Introductory paragraph:  Texting has become the commonest use of a mobile phone.	1. Summarize the paragraph by finding the key sentences.  2. Discuss the way the author organizes the paragraph. Argument--- evidence  3. Another pattern of organization that

			<p>is used in this paragraph</p> <p>“on the other hand” ---contrast  “a teenage thing”--- “plainly, youth isn’t the only factor.”</p> <p>4. Notice the function of the sentence “plainly, youth isn’t the only factor.” in transition  (Leading the readers to the discussion about other factors)  ==para. 6</p>
<p>2</p> <p>Texting: a global trend</p>	<p>2</p>	<p>Texting is a global trend.</p>	<p>1. Find the topic sentence</p> <p>2. Analyze the author’s way to organize this paragraph</p> <p>The use of exemplification  Point === examples  (China, South Korea, Japan)</p> <p>3. Discuss Crystal’s way to use examples</p> <p>Any reason for choosing some countries as examples:</p> <p>Possible reason:  The area are rated in the middle along the dimension of wealth, which, on the one hand, allows the people in this area to find a possible access to some sophisticated high-tech devices and, on other hand, confronts them with some constraints.</p> <p>4. Discuss the proper ways to express age and percentage</p> <p>5. Word learning  Healthy==considerable, sizable  Context-based learning strategy</p>

<p>3</p> <p>Teens and young adults : the most enthusiastic users</p>	<p>3</p>	<p>Teens and young adults : the most enthusiastic users of SMS and the biggest users of texting abbreviations</p>	<p>1. Analyze the author’s way to organize this paragraph</p> <p>Topic sentence --- survey-based evidence</p> <p>Two points:</p> <ol style="list-style-type: none"> <li>a. Teens and young adults: the most enthusiastic users</li> <li>b. The use of texting abbreviations</li> </ol> <p>2. Find two expressions that are used to draw differences</p> <p>“At the other end of the age scale” “but”</p> <p>3. Analyze the transition between para. 1 and para. 2/para.3</p> <p>Two points given in para. 1 and then illustrations in para.2 and para. 3 respectively</p> <p>Para. 1:</p> <ol style="list-style-type: none"> <li>a. The commonest use of a mobile phone=== a global trend in para. 2</li> <li>b. A teenage thing === the most enthusiastic users in para. 3</li> </ol> <p>4. Word learning</p>
<p>4</p> <p>The differences in texting behavior between the sexes</p>	<p>4</p>	<p>The differences in texting behavior between the sexes</p>	<p>1. Find the topic sentence</p> <p>2. Use your own words to summarize the differences</p> <ol style="list-style-type: none"> <li>a. the time the first mobile phone was adopted</li> <li>b. the enthusiasm about texting</li> <li>c. the length of messages</li> <li>d. the number of words</li> <li>e. the awareness of orthographic conventions</li> </ol>

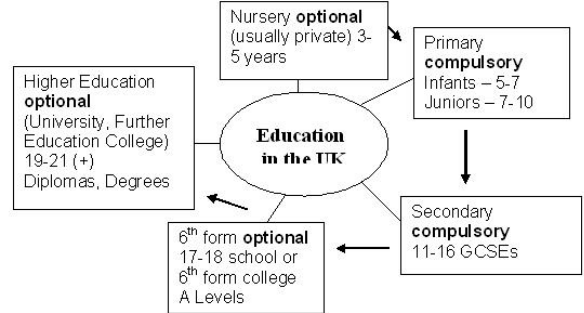
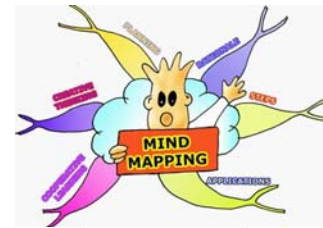


			<p>f. the frequency of expressing salutation and farewell</p> <p>g. the content of messages</p> <p>3. notice the function of the phrase “in addition”</p> <p>4. word learning</p>
	5	A brief summary of Paragraph 4	word learning
5	6	<p>The factors contributing to the great popularity of texting.</p> <p>The first: less expensive</p>	<p>a. Analyze the author’s way to organize this paragraph</p> <p>Start this paragraph with a question, which introduces the issue in the following discussion</p> <p>2. Use China and Philippines as major examples and also touch the situation in wealthier countries</p> <p>5. Discuss the advantage of using questions to start an article or a paragraph</p> <p>Arousing deep thinking in readers and therefore increase their interests in further reading</p>
	7	<p>The nature of texting: appealing</p> <p>An index of belonging and an index of prestige</p>	<p>1. Analyze the transition between para. 6 and paras. 7/8</p> <p>The economic factors === noticeable, directly perceivable</p> <p>The nature of communicating medium === profound</p> <p>The discussion is led into from the “<b>shell</b>” into the “<b>kernel</b>”.</p> <p>2. Find the key sentences/phrases to summarize this paragraph</p> <p>3. Word learning</p>

			More about the expression of emotive meaning
	8	<p>the communicative strengths of texting:  more immediate, direct, and personal;  more convenient;  more unobtrusive</p>	<ol style="list-style-type: none"> <li>Find adjectives that are used to describe the communicative strengths of texting   More immediate, direct, personal  More convenient  Unobtrusive</li> <li>Analyze the author's way to support his argument   <ol style="list-style-type: none"> <li>Supposing different situations</li> <li>Using commercial trials in 2007 as an example</li> </ol> </li> <li>Word learning</li> </ol>

**Mind mapping = 3D thinking**

e.g.



*(Notes: The two maps are taken from the Internet as examples.)*

**One example:**

# At War with the Planet

Barry Commoner

## Problem—Reason—Solution

**Problem:** Two worlds at war.



## Cause-effect analysis

**Reason:** Two spheres are governed by very different laws.

**Ecosphere**

**vs.**

**Technosphere**

Para. 6

→ Everything is connected to everything else.

e.g. fish

→ Conclusion: Everything fits properly into the preexisting system.

Para. 7-9

→ The component parts have a very different relation to their surroundings.

→ Impose itself on the neighborhood rather than defined by it.

e.g. car/fertilizer

→ Conclusion:

Para. 7-8

hardly suitable, hostile to the environment

Para. 10

→ Everything has to go somewhere; closed cyclical process.

e.g. fish

→ Conclusion: There is no such thing as “waste”.

Para. 11

→ The technosphere is dominated by linear process.

e.g. food-waste, uranium, fossil fuels

→ Conclusion: always waste; an assault on the cyclical processes

Para. 12

→ Nature knows best;

Para. 13

→ Rapid and relentless change and variation.

<p>→Consistent, harmonious, conservative</p> <p>→Slow, temporary changes.</p> <p>→Conclusion: harmonious</p>	<p>e.g. cars/ writing instrument/nylon</p> <p>→Conclusion: insidious, destructive</p>
<p>Para. 15</p> <p>→Consequences of failure: there is no free lunch.</p> <p>→Any distortion of an ecological cycle, or the intrusion of an incompatible component leads unavoidably to harmful effects.</p>	<p>Para. 15</p> <p>→Nearly every modern technology has grave faults and has a serious impact on the environment.</p> <p>Para. 16</p> <p>→A debt is the mortgage on a factory building.</p> <p>→The debts created by the technosphere and transferred to the ecosphere, they are never canceled; damage is unavoidable.</p>



## **Solutions:**

### **Solution 1:**

**Can we take sides as in a conventional war? No!**

Para. 18

If we ignore the ecosphere, we will create a marketplace in “bads”-things that are not only useless but often deadly/ potentially suicidal

Para. 19

If we ignore the technosphere, our positions will become nonhumanist or even antihumanist ones.

**The author’s attitude about the dilemma Para. 20-21**

**extreme cases of taking sides**

**Para. 20: Technologies that are compatible with the ecosphere exist.**

### **Solution 2**

- 1 understanding the war
- 2 working out a design for negotiating an end to this suicidal war  
interplay/ interaction  
para. 2: the division has been breached.
- 3 preventing future casualties

## Issue: Texting —popular

### Paragraph 1: introduction

- a. The text messages had become the commonest use of a mobile phone.
- b. The younger you are, the more likely you are to text.



### Paragraph 2:

Common use: a global trend

### Paragraph 3:

Teens and young adults: the biggest users

WHO?



Paragraph 4-5: differences in texting behavior between sexes



Paragraph 6-8: factors contributing to the great popularity of texting

WHY?

## ~~✍~~ Writing skills



- a. Organization: logical and clear
- b. Use of language: readability and clarity
- c. Use of evidence: sufficient use of examples and surveys

### The use of evidence and examples

One example to show the power of examples

e.g.



(a) Our locally supported TV channel presents a variety of excellent educational shows. The shows are informative on lots of different subjects for both **children** and **adults**. The information they offer makes channel 19 well worth the public funds that support it.

(b) Our locally supported TV channel presents a variety of excellent educational shows. For example, **young children** can learn their alphabet and numbers from Sesame Street; imaginative older children can be encouraged to create by watching Kids' Writes, a show on which four hosts read and act out stories written and sent in by youngsters from eight to fourteen. **Adults** may enjoy learning about antiques and collectibles from a program called The Collector; each week the show features an in-depth look at buying, selling, trading, and displaying collectible items, from Depression glass to teddy bears to Shaker furniture. Those folks wishing to become handy around the home can use information on repairs from plumbing to wiring on This Old House, while the nonmusical can learn the difference between scat singing and arias on such programs as Jazz! and Opera Today. Money-minded viewers may profit from the tips dropped by stockbrokers who appear on Wall Street Week. The information offered makes these and other educational shows on channel 19 well worth the public funds that support the station.

**The issues to think about:**

- (a) Relevance of examples/evidence
- (b) Quality of examples/evidence
- (c) Clarity and persuasiveness of examples/evidence

**The problems to avoid:**

- (a) Lack of specific details
- (b) Lack of coherence

**Summarize the types of example David Crystal uses and cite examples to support your analysis.**

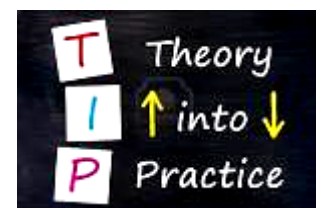


- (a) The information from the mobile phone insurer or the consultancy firm  
(as in Paragraphs 1 and 2)
- (b) The survey conducted by the UK regulatory body office (as in Paragraph 1)
- (c) The research report (as in Paragraph 3)

**Types of evidence:**

- (a) Statistical evidence
- (b) Empirical evidence  
The evidence from observation and experiment
- (c) Textual evidence  
The evidence from the study of the ways the things are worded
- (d) Evidence from authorities  
The opinions of an expert in the subject area used as evidence  
e.g. Most of the scholars in this field hold the view that ...
- (e) Anecdotal evidence  
“Things unpublished”, such as a piece of experience, a little story.

**Difference between opinions and evidence:**



**Exercise:** Identify opinions and facts/evidence

1. The Mona Lisa has been a part of France's royal collection since the early sixteenth century.
2. The painting of the polite lady with the self-satisfied expression is perhaps the most recognized work of art in the world.
3. The other worldly landscape in the background seems at odds with Mona Lisa's maternal image in the foreground.
5. Leonardo painted the Mona Lisa with oils on a poplar wooden panel.

6. Mona Lisa seems like a goddess or a saint.

**More about the expression of emotive meaning:**

(1) Traditional culture panders to people...

**pander to [pander to sb/sth] *phr v***

[Date: 1600-1700; Origin: pander '*someone who finds lovers for others*' (14-20 centuries), from Pandarus man in an ancient Greek story who acted as a messenger between lovers]

(from *Longman*)

(2) The propaganda of traditional culture...

**Propaganda 1: the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person**

**2 : ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause**

**Brainstorming examples:**

**Attitudes, Images and Language: A study of the reports on G 20 in Hangzhou**

*Judge the following news items are released by a China's media or a foreign one according to the photo and the language used in the news items.*

**Item 1**



Europe  
**China hoping to avoid sensitive topics as G-20 summit host**



([https://www.washingtonpost.com/world/europe/china-hoping-to-avoid-sensitive-topics-as-g-20-summit-host/2016/09/02/8abf012e-70d8-11e6-993f-73c693a89820\\_story.html](https://www.washingtonpost.com/world/europe/china-hoping-to-avoid-sensitive-topics-as-g-20-summit-host/2016/09/02/8abf012e-70d8-11e6-993f-73c693a89820_story.html))

**Item 2**

**The world awaits China's G20 solutions**

HANGZHOU - As the scenic city of Hangzhou in eastern China gets itself ready for the G20 summit, the host country is poised to come up with solutions for a sluggish global economy.

The leaders' meeting comes as the world pins its hopes on China and other major economies sketching out a road-map to solve the conundrum facing a world economy plagued by weak growth and rising protectionism.

Despite concerns over its economic slowdown, China is undoubtedly a role model for other economies to look up to, and it remains the single largest contributor to world economic growth.

Stephen S. Roach, a senior fellow at Yale University's Jackson Institute of Global Affairs, estimated in late August that China could contribute to nearly 39 percent of the world's economic growth this year.

As a matter of fact, the Chinese economy has also been under heavy downward pressure, largely due to its ongoing shift from reliance on investment and foreign trade toward innovation and consumption.

Chinese policymakers have not resorted to aggressive stimulus that could work in the short term but would create enormous after-effects.

The Chinese solution is to stay calm and cool, and call for an end to unsustainable growth, while pressing ahead with structural reform and encouraging innovation and entrepreneurship.

Painful restructuring is starting to take effect: economic freefall has been avoided and new growth engines such as the high-tech sector and consumption are taking shape.

As most major economies suffer structural problems, structural reform should be a natural recipe for building new paths for growth, and is on the agenda of the G20 summit accordingly.

In Hangzhou, where the online retail giant Alibaba is headquartered and Internet-based businesses are booming, innovation is also likely to be adopted by the leaders as another engine for more robust growth.

...

The screenshot shows the China Daily website interface. At the top, there is a navigation bar with the site's name 'CHINA DAILY' and 'COM.CN' in Chinese characters. Below this is a secondary navigation bar with various categories: HOME, CHINA, WORLD, BUSINESS, LIFESTYLE, CULTURE, TRAVEL, SPORTS, OPINION, REGIONAL, FORUM, and NEWSPAPER. The main content area features a headline 'The world awaits China's G20 solutions' with a sub-headline 'Business / Hangzhou G20'. The article text begins with 'HANGZHOU - As the scenic city of Hangzhou in eastern China gets itself ready for the G20 summit, the host country is poised to come up with solutions for a sluggish global economy.' To the right of the article, there is a sidebar titled 'Most Viewed' and 'Today's Top News' containing a list of related news items.

[http://www.chinadaily.com.cn/business/2016hangzhoug20/2016-09/03/content\\_2668](http://www.chinadaily.com.cn/business/2016hangzhoug20/2016-09/03/content_2668)

[8629.htm](#))

## 🗨️ Speaking Practice

### The Wechat Language: its characteristics and use



### Emoticon, Emoji



## Oxford's 2015 Word Of The Year Is... An Emoji?

### Making history one *emoji* at a time.

Every year since 2004, Oxford University Press has chosen an official ‘word of the year’ that captures the past year. This year, 2015, Oxford announced that the "face with tears of joy emoji" was the winner.



Other dictionary companies also participate in the choosing of a word each year, some dating much further back than Oxford's. The criteria for Oxford's word of the year does not require that the word be coined during the year or even be listed in their dictionary, but only that it is or defines experience that gains prominence or notability in the given time frame. The committee that selects the word of the year consists of lexicographers, consultants to the dictionary team, and editorial, marketing, and publicity staff.

In 2014, the word of the year was “vape,” the year before, it was “selfie.” However, breaking headlines and leaving mouths gaped, the 2015 word of the year isn't actually a word at all, but an emoji. The other candidates, left on the short list, include *on fleek*, *lumbersexual*, *they*, *ad blocker*, *refugee*, *Dark Web*, *sharing economy*, and *Brexit*.

### Writing Exercise

Select one topic about the impact of the internet on language to write a short essay, which should be devoted to the discussion about a certain issue closely related to the article and moreover, should contain at least 500 words. You are strongly encouraged to make a simple survey about one issue that involves language use either in English or in Chinese.

“Field work” is STRONGLY ENCOURAGED.  
Late essays will NOT BE ACCEPTED!

**Deadline:** Sept. 26, 2017