

# unit 7

Book One

## The Fun They Had



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# The Fun They Had

tewxt1

Lead-in Activities

Text-structure Analysis

language points

after reading



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# lead-in activity



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## ☛ Topics for discussion:

- ☛ 1) Discuss the advantages and disadvantages of the fact that people are getting more and more dependent on computers.
- ☛ 2) Have you ever read any science fiction about the future world? Please name a free and tells us one of the stories.





Additional information about the author:

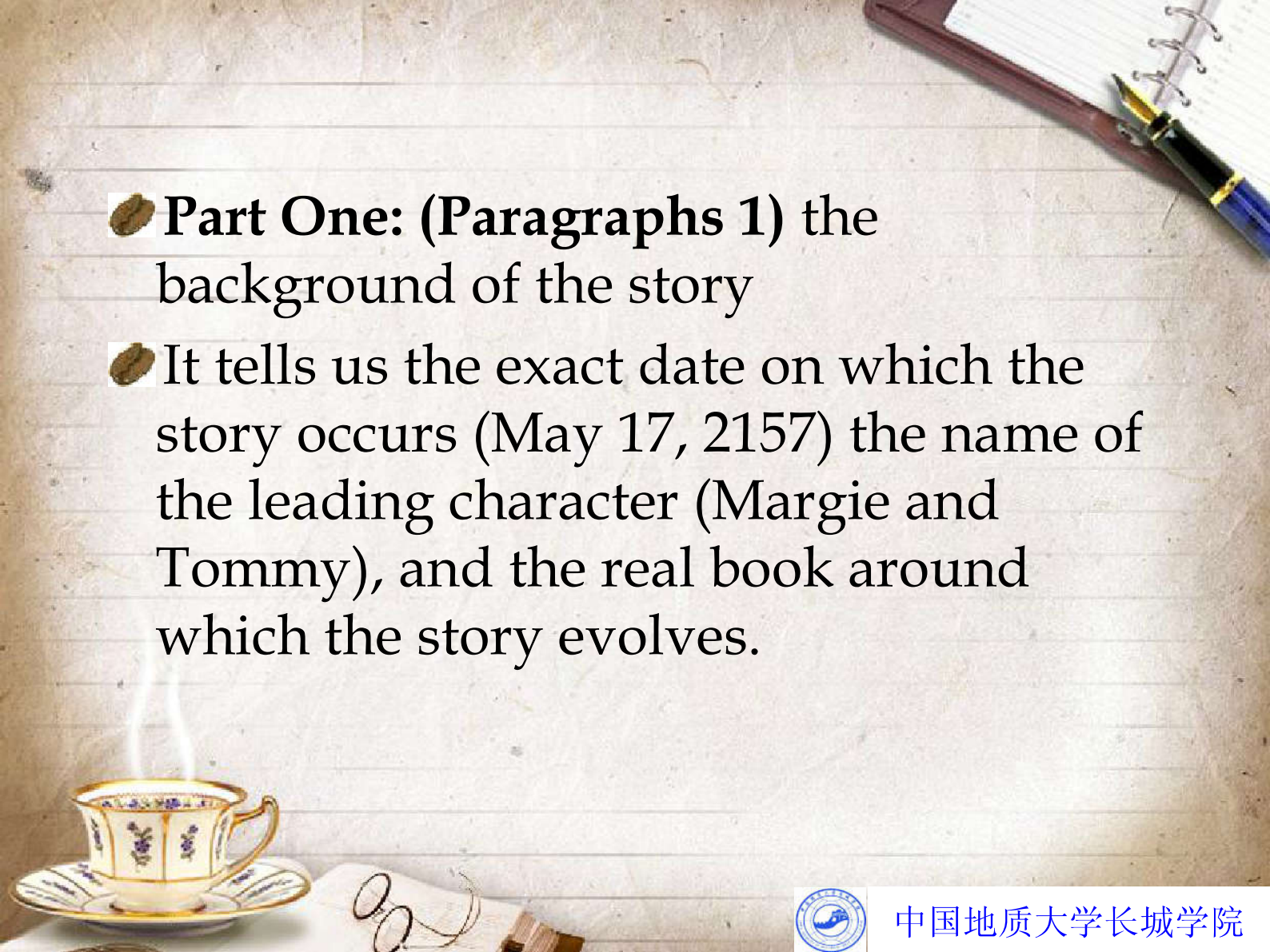
Isaac Asimov, the author of the text, is an American biochemist and author. He was born in the former USSR on January 2, 1920. He was taken to the United States at the age of 3 and brought up in Brooklyn, New York. He graduated from Columbia University in 1939, and got his Ph.D. in the same university in 1947. He taught biochemistry at Boston university, but he is most widely known for his science fiction. Some of his best known works are *I, Robot*, published in 1950 and *The Foundation Trilogy*, published in 1951-1953.



# text structure analysis



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☛ **Part One: (Paragraphs 1)** the background of the story

☛ It tells us the exact date on which the story occurs (May 17, 2157) the name of the leading character (Margie and Tommy), and the real book around which the story evolves.



- **Part Two: (Paragraphs 2-31)** the longest and the most important portion of the story, with a somewhat long conversation between the two leading characters running through most of it.
- This part informs us that Margie, a girl who is eleven years old in 2157, always strongly hates school, for her teacher is a mechanical one and she has to learn at regular hours and put her homework and test paper in the slot. And through the talk with Tommy, a boy who is 13 in the year of 2157 and who is familiar with the book about school hundreds of years ago, Margie gets to know about the kind of school where human beings served as teachers centuries ago.





A decorative background featuring a spiral-bound notebook with a pen in the top right corner, a teacup and saucer on the left, and a small white object with a string in the bottom center. The text is overlaid on this background.

### ● Part Three: (Para. 31-35)

● This part tells us something about the school room and the mechanical teacher. Besides, Margie's psychological activities are also described. She was thinking about how nice the old school was and how the school kids must have loved it in the old days; she was meditating on how fortunate they were and what great fun they had. What's more, this part reveals indirectly how children in the distant future dislike school with a mechanical teacher only and how they wish to have human teachers teaching them.



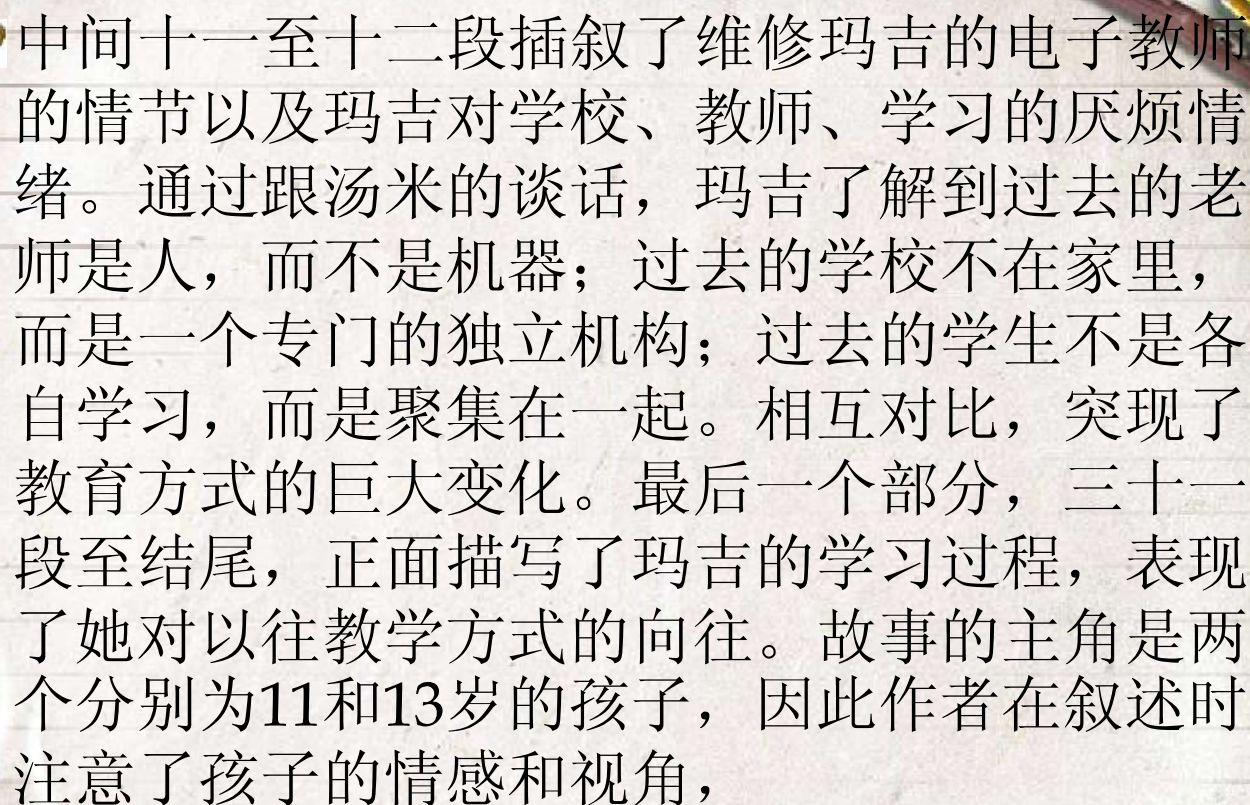
## ● 写作风格

- 艾西莫夫（Issac Asimov）于1951年为报业辛迪加的一份报纸写了这篇文章，后来发表在《科幻小说》杂志上。这篇科幻故事是艾西莫夫做经常被收录的文章之一，描述了2157年5月17日发生的事情，以独特的角度向读者展现了科技发展带来的学习方式上的革新。虽然里面对于电脑教育的设想已经过时，艾西莫夫没有让主角们直接在键盘上打字，而是花时间学习一种打孔的编码，但是总体情节还是很好的。



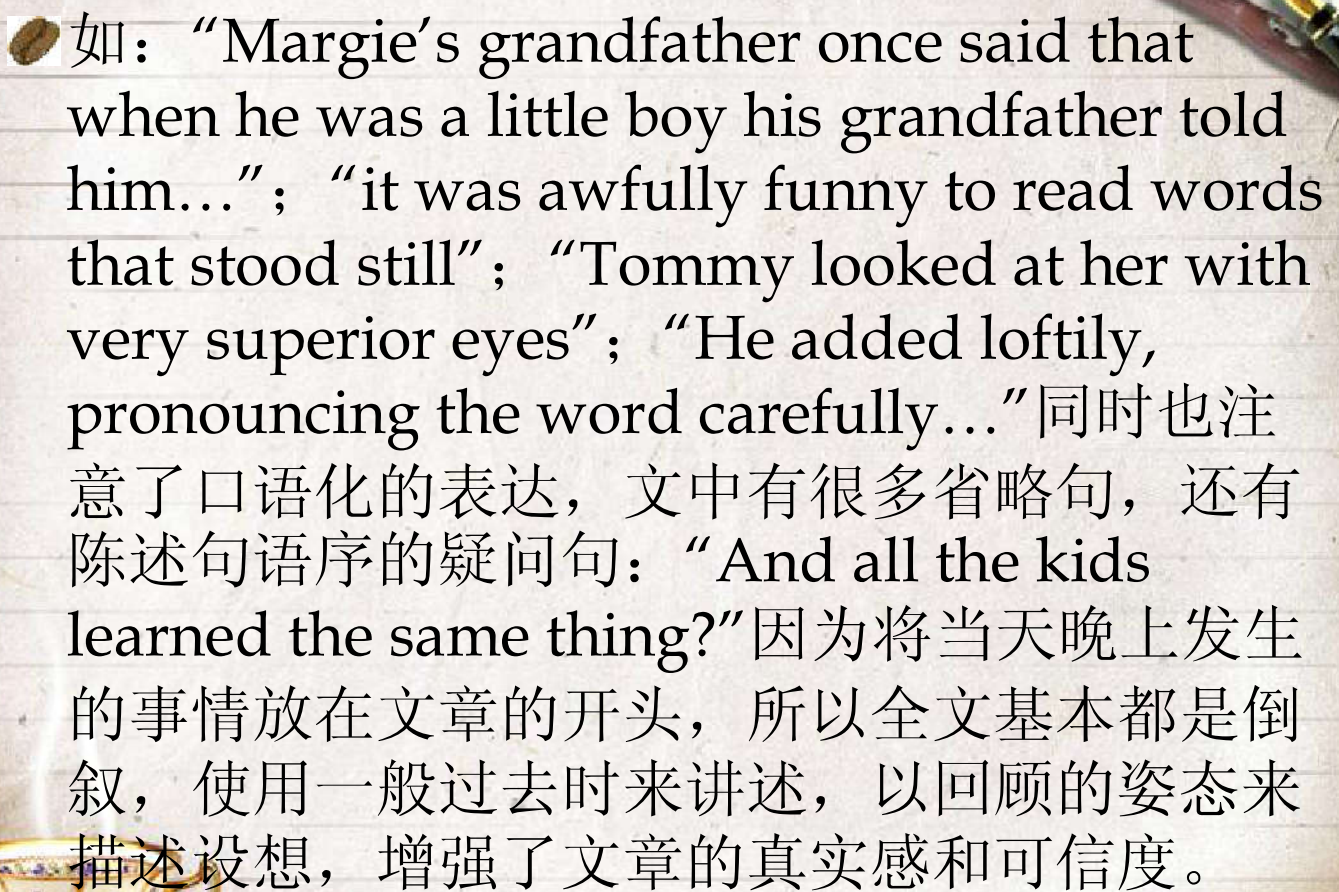
● 本文采取第三人称，按照时间的发展顺序进行叙述，只在开头和中间部分时间有所变化。开头第一段是文章的第一部分，两句话交代了故事背景，更重要的是，作者不留痕迹地点明了故事发生的时间：2157年5月17号的日记里，玛吉记录了汤米发现了一本真正的书这件事情，这样不仅使读者了解了本文的重要线索——书，而且直接将时间定位到未来，为以后的科幻描写做好了铺垫。中间部分从第二至三十段，基本上全由对话组成，讲述了玛吉和汤米一起看书的经过，





● 中间十一至十二段插叙了维修玛吉的电子教师的情节以及玛吉对学校、教师、学习的厌烦情绪。通过跟汤米的谈话，玛吉了解到过去的老师是人，而不是机器；过去的学校不在家里，而是一个专门的独立机构；过去的学生不是各自学习，而是聚集在一起。相互对比，突现了教育方式的巨大变化。最后一个部分，三十一段至结尾，正面描写了玛吉的学习过程，表现了她对以往教学方式的向往。故事的主角是两个分别为11和13岁的孩子，因此作者在叙述时注意了孩子的情感和视角，









如：“Margie’s grandfather once said that when he was a little boy his grandfather told him...”；“it was awfully funny to read words that stood still”；“Tommy looked at her with very superior eyes”；“He added loftily, pronouncing the word carefully...”同时也注意了口语化的表达，文中有很多省略句，还有陈述句语序的疑问句：“And all the kids learned the same thing?”因为将当天晚上发生的事情放在文章的开头，所以全文基本都是倒叙，使用一般过去时来讲述，以回顾的姿态来描述设想，增强了文章的真实感和可信度。

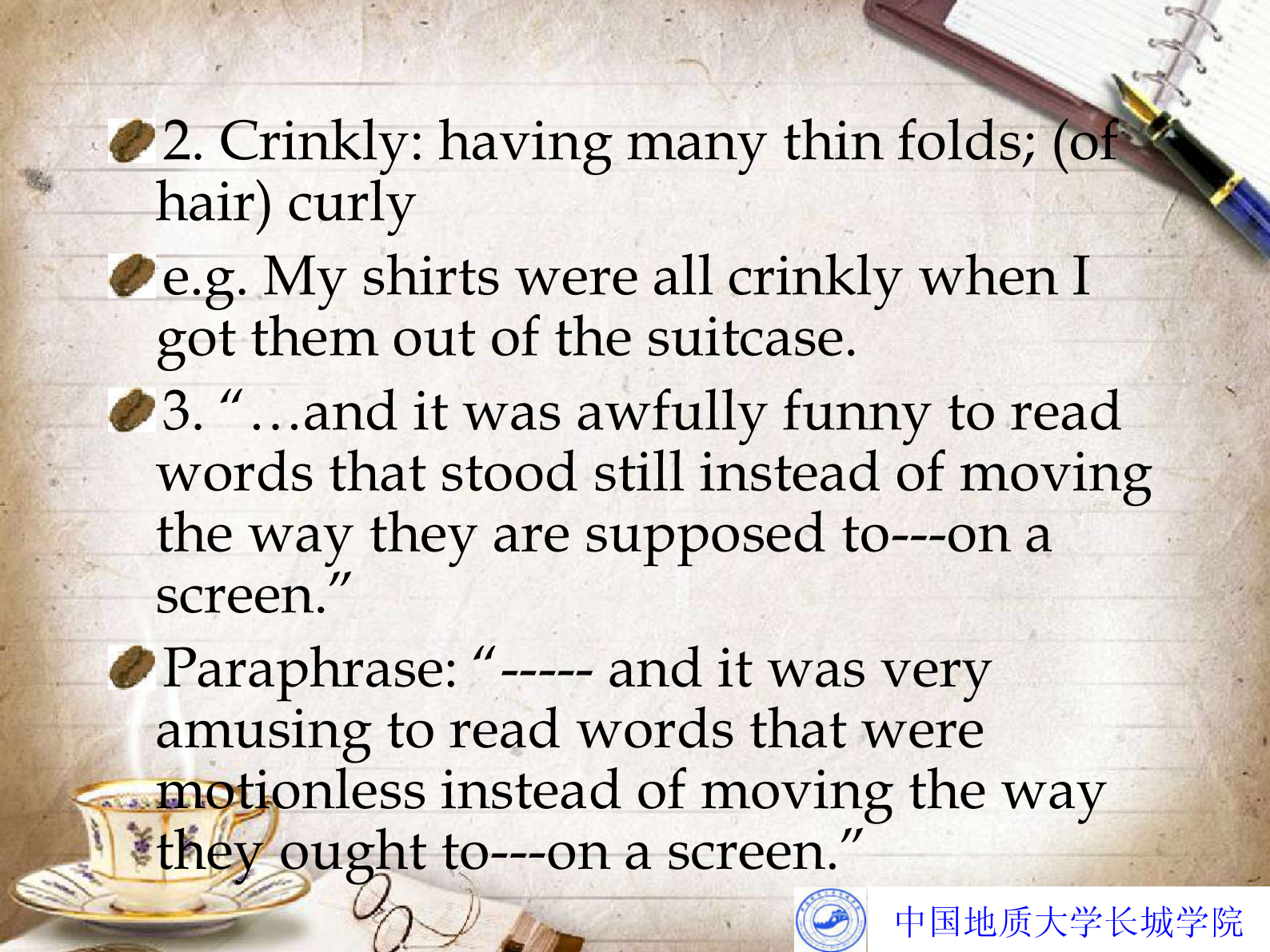


# Language points



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 . head: 1) lead; be at the front of; be at the top of e.g. The president's car headed the procession She will head the cast. 2) be in charge of e.g. The Commission of Inquiry headed by the president of the Board of Trustees is investigating the cases



2. Crinkly: having many thin folds; (of hair) curly

e.g. My shirts were all crinkly when I got them out of the suitcase.

3. "...and it was awfully funny to read words that stood still instead of moving the way they are supposed to---on a screen."

Paraphrase: "----- and it was very amusing to read words that were motionless instead of moving the way they ought to---on a screen."







☛ 4. be supposed to

☛ 1) have a duty or responsibility to do sth.

☛ e.g. Everybody is supposed to bring a bottle to the party

☛ 2) be generally considered to be

☛ e.g. I haven't seen it myself, but it is supposed to be a very good film.



5. “When you are through with the book, you just throw it away, I guess.”

Paraphrase: “When you have finished reading a book, you merely cast it away, I believe.”

6. through:


1) in at one side, end or surface, and out at the other; all the way.

e.g. The guard at the gate wouldn't let us through.

2) from the beginning to the end, to completion

e.g. You should read the article through before you translate it.






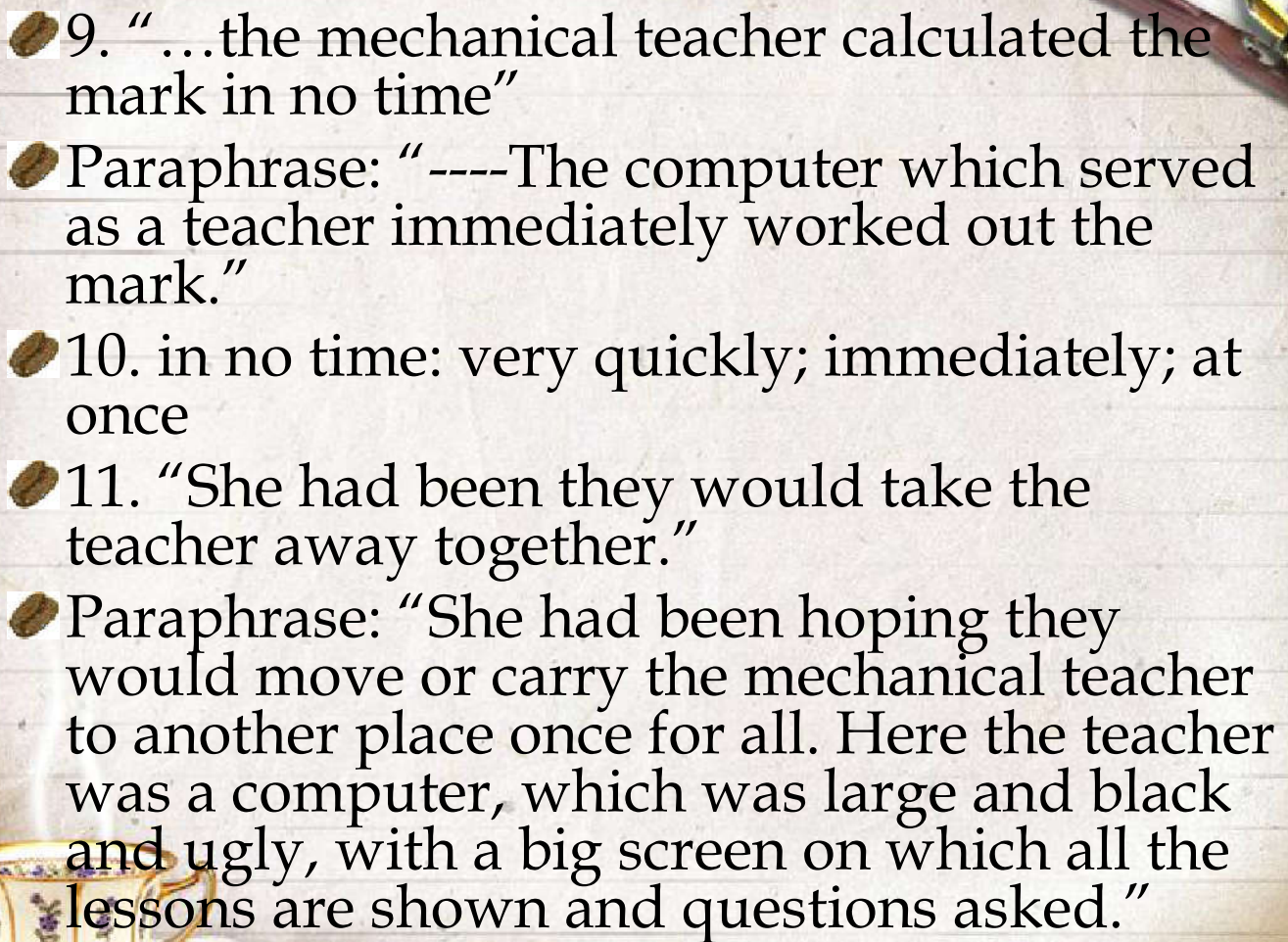
7. scornful: showing contempt for; showing strong and sometimes angry disrespect towards sb. or sth. that is regarded as worthless.

e.g. His scornful laugh greatly embarrassed me.

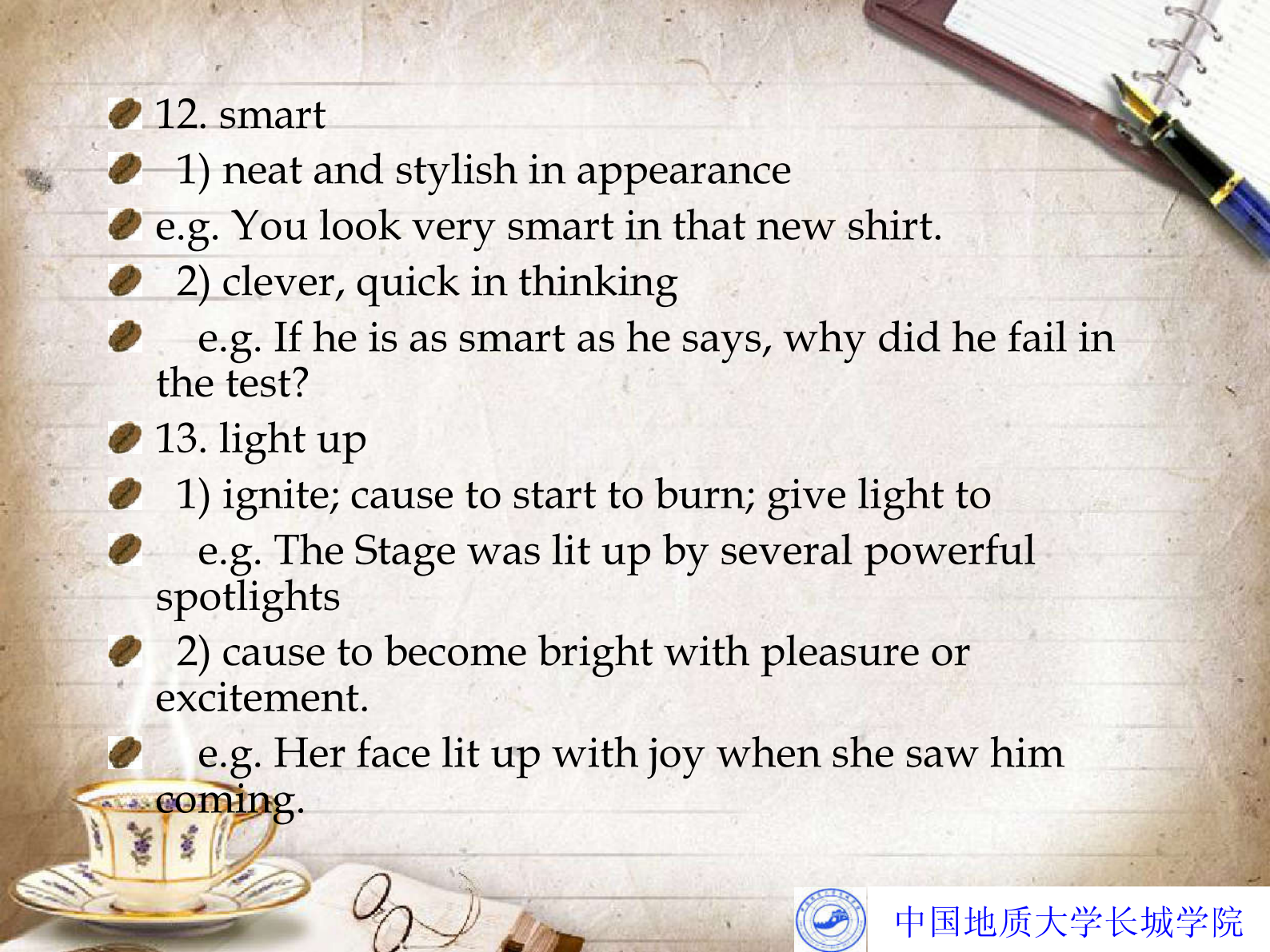
8. “What’s there to write about school?”

Analysis: This is a rhetorical question, which calls for no answer. A positive rhetorical question is negative in meaning. Here it means “there is nothing at all to write about school.”



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- A background image of a desk with a notebook, a pen, and a teacup on a saucer.
- 9. "...the mechanical teacher calculated the mark in no time"
  - Paraphrase: "----The computer which served as a teacher immediately worked out the mark."
  - 10. in no time: very quickly; immediately; at once
  - 11. "She had been they would take the teacher away together."
  - Paraphrase: "She had been hoping they would move or carry the mechanical teacher to another place once for all. Here the teacher was a computer, which was large and black and ugly, with a big screen on which all the lessons are shown and questions asked."





● 12. smart

● 1) neat and stylish in appearance

● e.g. You look very smart in that new shirt.

● 2) clever, quick in thinking

● e.g. If he is as smart as he says, why did he fail in the test?

● 13. light up

● 1) ignite; cause to start to burn; give light to

● e.g. The Stage was lit up by several powerful spotlights

● 2) cause to become bright with pleasure or excitement.

● e.g. Her face lit up with joy when she saw him coming.





The End



Thanks



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