SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

《英语阅读（1）》课程教案

周次1 第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 1 Love |
| 本次授课目的与要求1. 通过课文的学习，掌握词汇的运用。
2. 学会分析长难句子。
3. 理解文章的中心思想。
4. 掌握预读的阅读技巧。
 |
| 教学设计思路第一部分：课文学习。通过文章结构划分和提问互动，探讨文章主旨分析、词汇运用、句意理解、难句翻译等。第二部分：在阅读过程中，引导学生注意篇章大意，学会预读和快速阅读技巧。第三部分：做完课后练习，并校对答案。 |
| 本次教学重点与难点重点词汇及句子：Words: wilt/ spurt/ writhe/ riddle/ incubate/ devour/ agony/ doom/ pant(*v*) loamySentences:1. Bob was jumping and snapping at the snake so as to make it strikeand throw itself off guard.1. The shell on it was thin and tough and the egg appeared under the surface to be a watery egg.
2. It was moving like a huge black rope winds around a windlass.
3. I took a stick and threw him over the bank into the dewy sprouts on the cliff.

难点：Mastery of reading skill： Previewing |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Requirements of the course ;Methods of Assessment 20’2. Reading skill: previewing 15’3. Warming up questions and discussion: 15’How do you define “love”?Do you believe there is love between men and animals?What do you think of love between mother and children?4. Background introduction 105. Reading text 1 and getting to know the structure of the text. 25’Summarizing the lecture 5’ | 讲/问/练师生互动 |
| 课外复习、预习要求及作业布置课后作业:3篇fast reading 与1篇home reading预习:unit 2 |
| 课后反思 | Through the lectures, the students can understand how great mother’s love is. |

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《英语阅读（1）》课程教案

周次 2 第2次课 2 学时 教案撰写人

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| 课程单元名称 | Unit 2 Little House in the Big Woods |
| 本次授课目的与要求1. 了解美国西进运动的历史背景；
2. 掌握重点词汇及长难点句；
3. 通过阅读，学会故事类文章的欣赏；
4. 掌握预读的阅读技巧。
 |
| 教学设计思路 从学生的学习生活中选取事例，分析和判断解决问题的方法，从客观角度看待事物，分析利弊，例如：思考怎样处理学习任务与参加课外社团的关系，由此导入课文。 |
| 本次教学重点与难点重点词汇及句子：Words: thaw/ chores/ faint/ mend/ obedience/ snuggle/ icicle/ strap/ slam/ hugSentences：At noon all the big icicles along the eaves of the little house quivered and sparkled in the sunshine and drops of water hung trembling at their tips./ …they said their prayers and snuggled into the trundle./ a china-blue pattern on a white ground/难点：Mastery of reading skill： Previewing |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Doing ask-and-answer activities 5’2. Warming up questions and discussion: 15’ 1）Do you want to live in the woods for a couple of days? Why?2) What would you do if you meet big animals in the wilderness?3. Reading text 1 and explaining the key language points. 30’4. Asking the students to answer questions about the text.15’5. Doing exercises after Text 1 and checking the answers. 15’6. Reading skills. Previewing. 10’  | 讲/问/练师生互动 |
| 课外复习、预习要求及作业布置课后作业:3篇fast reading 与1篇home reading预习:unit 3 |
| 课后反思 | Through the lectures, the students can learn some information concerning American western movement. |

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《英语阅读（1）》课程教案

周次 3 第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 3 Young William Shakespeare |
| 本次授课目的与要求1. 了解莎士比亚基本信息；
2. 掌握重点词汇及长难点句；
3. 通过阅读，学会传记文章的欣赏；

4. 通过全文阅读，让学生掌握全文大意。 |
| 教学设计思路第一部分：课文学习。通过文章结构划分和提问互动，探讨文章主旨分析、词汇运用、句意理解、难句翻译等。第二部分：在阅读过程中，引导学生注意篇章大意，学会传记文章阅读技巧。第三部分：布置课后练习。  |
| 本次教学重点与难点重点：记叙文的时间顺序难点：掌握阅读技巧，获取全文主旨大意。 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’
2. What do you know about Shakespeare? What amusing anecdotes did you learn about Shakespeare?
3. Does the world really know much about his personal life?
4. Does Shakespeare show his talent in his early years?

2. Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’4. Asking the students to answer questions about the text. 25’1. Summarizing the lecture 10’

  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit4 |
| 课后反思 | Through the lectures, the students can understand the early experiences of William Shakespeare  |

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《英语阅读（1）》课程教案

周次 4 第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 4 Migratory Birds and Coffee |
| 本次授课目的与要求understand the relationship between migratory birds and coffee plantingtake a test on fast readinglearn to determine the topic of a reading passagelearn some interesting facts about insects |
| 教学设计思路Background information: What do you think is the relationship between migratory birds and coffee according to the title？How much do you know about the ecology and ecosystem?What are the advantages of traditional coffee plantations? Words explanation and text analysis,  |
| 本次教学重点与难点重点：text one 难点：understanding the topic. A topic is the subject (who or what) the reading passage is about. It is usually discussed as a whole within a passage. Based on the topic the author expresses his idea. It can be the bigger one or a smaller one. |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’1. How many parts can the text be divided into? What’s the main idea of each part?
2. What is the relationship between migratory birds and shade grown coffee?

Reading text 1 and getting to know the structure of the text. 15’2. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 25’1）What are the advantages of shade coffee cultivation?2）Why do people begin to adopt sun coffee production?3）What are the consequences of sun coffee production?How can migratory birds and coffee plantation be balanced?2.4. 1.Summarizing the lecture 10’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit5 |
| 课后反思 | Through the lectures, the students can understand the relationship between migratory birds and coffee  |

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《英语阅读（1）》课程教案

周次 5第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 5 cheating |
| 本次授课目的与要求read a story in which a boy cheated on a test and then came to know that was wronglearn to determine the main idea in a reading passagetake a test on fast readingread a story of a child who stayed away from school for a day |
| 教学设计思路Background information: What do you think of cheating on tests? Have you ever cheated or let others copy your answers on a test? If yes, how did you feel after that? Why do you think people want to cheat on the test? Words explanation and text analysis, 1. Stack with: flashcard (教学用)抽认卡bunch: 堆. before long: 不久以后 Sensible ['sensəbl] adj.明智的, 合情理的, =reasonable |
| 本次教学重点与难点重点：text one 难点：Distinguishing topics from the main idea, Authors most frequently use the first sentence of a paragraph to state the main idea. However, they may place it in the middle, at the end, or leave it unstated. In that event, you must find out the main idea yourself. |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’1.Why did he feel too sick to eat lunch while he was thinking about cheating?2.Why did he want to run away from home? Reading text 1 and getting to know the structure of the text. 15’2. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’Do you thinking the boy really likes Mr. Burke or not?What happened in the evening before the test? And why did the boy have no time to prepare the test?Why did the boy say that he had finished the homework?Did the boy enjoy the special? Why not?4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit6 准备测验  |
| 课后反思 | Through the lectures, the students can understand the importance of being honest. |

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《英语阅读（1）》课程教案

周次6 第1次课 学时 2 教案撰写人 

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| 课程单元名称 | 测验 |
| 本次授课目的与要求：认真阅读题目，完成测验 |
| 教学设计思路学生阅读题目，教师解释题目要点，学生完成答题 |
| 本次教学重点与难点学生在规定时间内完成测验t |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1, PartⅠ Matches 5’2, Part Ⅱ Blanks 20’3 Part Ⅲ Reading Comprehension 25’4. Ⅳ Cloze. 20’5. Part Ⅴ Translation 20’ |   testing |
| 课外复习、预习要求及作业布置巩固本册知识 |
| 课后反思 |  Through the test, the teacher can learn roughly how well students have studied the course |

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《英语阅读（1）》课程教案

周次 7第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 6 Fool’s Paradise |
| 本次授课目的与要求read a tale told by Singerlearn some moral lesson from the taletake a test on fast readingread the tale Sleeping Ugly |
| 教学设计思路Background information: Do you believe the existence of the paradise?Would you be happy if you were given a lot of time to sleep or play?Words explanation: on the household of somebody: Constantly ['kɔnstəntli] adv.不断地, 经常地By nature 天生Reserve [ri'zə:v] 保留, take over: v.接收, 接管, 接任, 承袭in despair: adv. 失望地Consult [kən'sʌlt] v. 请教, 就诊Specialist ['speʃəlist] 专家, 专科医生Celebrated: 著名的：Known and praised widely; noted. text analysis.  |
| 本次教学重点与难点重点：text one 难点：understanding the theme of the text |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’* 1. What was his life and childhood like?
	2. What kind of illness did Atzel get?

2.Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’* 1. What did the paradise look like in Atzel’s imagination?
	2. What was Atzel’s nature? Why did he want to go to paradise?
	3. What methods did the family and the doctors use?

4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit7  |
| 课后反思 | Through the lectures, the students can understand the importance of living a real life |

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《英语阅读（1）》课程教案

周次 8第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 7 The call of the wild  |
| 本次授课目的与要求be familiar with Jack London and his worksget some knowledge of the Klondike Gold Rush appreciate the language and writing skill in this noveltake a test on fast readinglearn to guess meanings of words from context  |
| 教学设计思路Background information: How do you understand the word “call” in the title?How does The Call of the Wild present the human-dog relationship? Words explanation: entirely [in'taiəli]simplified: Santa Clara valley 圣克拉拉县（旧金山东南）） growl [graul] n.吠声, 咆哮声v.怒吠, 咆哮, 吼crash. V. 撞击 hit hard leash [li:ʃ] n. (系狗的)皮带, 控制, 约束 v Dyea Beach ( 阿拉斯加）戴依海岸torn [tɔ:n] adj.撕开harness (n.) 马具，背带text analysis.  |
| 本次教学重点与难点重点：text one 难点：Guessing Meanings of Words from Context Concept, Synonym clues, Antonym clues |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’How many parts can the text be divided into? What’s the main idea of each part?2.Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’1. In what aspect was Buck different from the dogs in Judge Miller’s place?
2. What is the function of the detailed description of Buck’s comfortable life in Mr. Miller’s house?
3. What is the “law of club and fang”? What does it represent? How is Buck introduced to it?

4. What methods did the family and the doctors use?4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit8  |
| 课后反思 | Through the lectures, the students can understand the main idea of the novel |

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《英语阅读（1）》课程教案

周次 9第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 8 Two boxes of gold  |
| 本次授课目的与要求* figure out the assumptions and clues that help us to find the real criminal in this detective story
* learn to guess meanings of words from context
* learn to use some important words and phrases in the text
 |
| 教学设计思路Background information: Have you ever read detective stories? Can you share one detective story you have read? Can you brainstorm some words which can show your feelings while reading detective stories? Words explanation: Trust. V 委托Sample 样品Porter ['pɔ:tə] n.搬运工, Overcoat 大衣Waistcoat ['weistkəut] n. 背心, 马甲 stiff (a.) 硬邦邦的Neckcloth 领巾deck [dek] n.甲板, Mackintosh 雨衣text analysis.  |
| 本次教学重点与难点重点：text one * 难点：Guessing Meanings of Words from Context (II) Example clues, Clues of word association
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’1. Who sent the telegram? What was the telegram about?
2. What was Herbert asked to do when he met Mr. Schwarzmoor?

2.Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’What kind of the boxes did they use to carry the gold? What was the password to open the box?What happened when the porters tried to carry the boxes before they were on board?How many similar boxes were on the ship altogether? 4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit9  |
| 课后反思 | Through the lectures, the students can understand the main idea of the story. |

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《英语阅读（1）》课程教案

周次 10第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 9 Techniques That Might Smile upon Mona Lisa |
| 本次授课目的与要求* learn some new findings about art preservation
* learn how to understand the point of view
* take a test on fast reading
* learn some information about Shanghai Expo
 |
| 教学设计思路Background information:What do you know about the “Mona Lisa”?What ways are now commonly used in the preservation of art works? Words explanation: Canvas ['kænvəs] n.油布, （帆布）画布Frame (n.) 画框onlooker ['ɔn.lukə] n. 旁观者superimpose [.sju:pərim'pəuz] vt. 重叠, 添加 humidity[hju:'miditi] n.湿度, 湿气=dampness ['dæmpnis] n. 潮湿, 湿度, 含水量 intersect (v.) 交汇，汇合institution [.insti'tju:ʃən] n.机构, 名流text analysis.  |
| 本次教学重点与难点重点：text one 难点：technical words of painting  |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’1. How many parts can the text be divided into? What’s the main idea of each part?

2.Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’1. What was Mr. Mechlenburg trying to do to preserve priceless art works? Why?
2. What are the common practices of art preservation?
3. What findings were made by Mr. Mechlenburg?
4. What caused the warping of the Mona Lisa according to Mr. Mechlenburg?

4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit10 |
| 课后反思 | Through the lectures, the students can understand some painting conservation. techniques  |

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《英语阅读（1）》课程教案

周次 11第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 10 Techniques That Might Smile upon Mona Lisa |
| 本次授课目的与要求* get more information about London
* learn about two common sequences of events
* take a test on fast reading
* learn more about Great Britain
 |
| 教学设计思路Background information: How much do you known about London? Which place in London do you like to visit most? Why?Words explanation: urban rural, suburb, outskirts.text analysis.  |
| 本次教学重点与难点重点：text one 难点： Recognizing organization & seeing relationship, Sequence of events, time order and space order. |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’1. How many parts can the text be divided into? What’s the main idea of each part?

2.Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’1. In what way is London different from other cities?
2. What does “Greater London”, the “City of London”, “the north bank”, “the south bank”, the “West End” and the “East End” refer to respectively?
3. What are the famous landmarks in London?
4. How has London developed to its present day?

4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit11 |
| 课后反思 | Through the lectures, the students can understand some landmarks of London  |

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《英语阅读（1）》课程教案

周次12第1次课 学时 2 教案撰写人 

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| 课程单元名称 | 测验2 |
| 本次授课目的与要求：认真阅读题目，完成测验 |
| 教学设计思路学生阅读题目，教师解释题目要点，学生完成答题 |
| 本次教学重点与难点学生在规定时间内完成测验t |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1, PartⅠ Matches 5’2, Part Ⅱ Blanks 20’3 Part Ⅲ Reading Comprehension 25’4. Ⅳ Cloze. 20’5. Part Ⅴ Translation 20’ |   testing |
| 课外复习、预习要求及作业布置巩固本册知识 |
| 课后反思 |  Through the test, the teacher can learn roughly how well students have studied the course |

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《英语阅读（1）》课程教案

周次 13第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 11 The All-American Slurp |
| 本次授课目的与要求* understand the differences between China and America in food and table manners
* take a test on fast reading
* learn about ways of understanding supporting details
 |
| 教学设计思路Background information: How much do you know about American food and table manners?Can you give a description of Chinese food and table manners?Words explanation: 1. slurp [slə:p] v. 啜食, 饮食出声n. 啜食2. trivial ['triviəl] adj.不重要的, 琐3. disgrace[dis'greis] v.耻辱, 丢脸 n.耻辱4. celery ['seləri] n.芹菜5. dis-infect [.disin'fekt] vt. 消毒, 杀菌6. relish ['reliʃ] n.开胃菜, 调味品， 享受 text analysis.  |
| 本次教学重点与难点重点：text one 难点：Relating the main idea and detailsSorting out major and minor details |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’How many parts can the text be divided into? What’s the main idea of each part?2.Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’1. What's the difference between the writer's family and other American guests in eating celery?
2. How did Chinese people usually eat celery?
3. Where did they have dinner at the Gleasons' house?
4. How did the family members make progress in learning English?

4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit12 |
| 课后反思 | Through the lectures, the students can understand cultural difference between China and America  |

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《英语阅读（1）》课程教案

周次 14第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 12 On the Wrong Side of the Global Divide |
| 本次授课目的与要求* learn something about HIV/AIDS
* learn about the living status of those infected with HIV/AIDS
* take a test on fast reading
 |
| 教学设计思路Background information: Can you brainstorm some words when you hear the word AIDS?How much do you know about HIV/AIDS? How do you think can people prevent from being infected?Words explanation: whitewash 白色涂料kiosk n. 亭, 凉亭, 报摊 exuberant [ig'zju:bərənt] adj. 繁茂的, 丰富的hub [hʌb] n.中心, vein[vein] n.静脉, pneumonia [nju:'məunjə] n.肺炎text analysis.  |
| 本次教学重点与难点重点：text one 难点：understanding (HIV/AIDS)Human immunodeficiency virus infection and acquired immune deficiency syndrome is a spectrum of conditions caused by infection with the human immunodeficiency virus (HIV). |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’How many parts can the text be divided into? What’s the main idea of each part?2.Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’1. How will the health of people who are infected with HIV/AIDS deteriorate? What happened to Grace's daughter? Can Grace afford ARVs?
2. Who is Dessa and what kind of life is she leading?

4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit13 |
| 课后反思 | Through the lectures, the students can understand the situation of aids infectiton. |

**上 海 建 桥 学 院**

《英语阅读（1）》课程教案

周次 15第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 13 Your College Experience |
| 本次授课目的与要求* understand the real meaning of college
* understand why college is important to society and individuals
* learn about outcomes of college
* take a test on fast reading
 |
| 教学设计思路Background information: You are in college for some time now. How would you define college? Words explanation: relive, upheaval, accumulate, oriented text analysis.  |
| 本次教学重点与难点重点：text one 难点：Finding the Point of View ,Determine who the narrator is and what personal feelings may be expressed |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’How is college often portrayed in books and films?2. Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’4. Asking the students to answer questions about the text. 30’What's the percentage of Americans attending college in 1900? What's the percentage now?How is college often portrayed in books and films? What is one of the definitions of college? What is the most important skill you'll need to learn in college?4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置预习：Text1，Unit14 |
| 课后反思 | Through the lectures, the students can understand how the college experience can enrich their life in many ways. |

**上 海 建 桥 学 院**

《英语阅读（1）》课程教案

周次 16第1次课 2学时 教案撰写人 

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| 课程单元名称 | Unit 14 The Confidence Game |
| 本次授课目的与要求understand the meaning of sportsmanshiplearn to guess meanings of words from word-formation understand what is meant by confidence gametake a test on fast reading |
| 教学设计思路Background information: What do you think is confidence? How can a person be confident?Have you ever participated in sports meetings? What's the result?Words explanation: show up, bark, motivate, agitating, babble,spenttext analysis.  |
| 本次教学重点与难点重点：text one 难点：Guessing Meanings of Words from Word-formation, Six methods of English word-formation |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Warming up questions and discussion: 10’How did Tobi act after Angela joined the team?2.Reading text 1 and getting to know the structure of the text. 15’3. Explaining the key language points. 30’3. Asking the students to answer questions about the text. 30’1. What is sportsmanship according to the coach?
2. Why was the Riverdale Meet so important?
3. Why did Angela offer an orange to Tobi at the Riverdale Meet?
4. How did Angela usually psych herself up for a race?

4. Summarizing the lecture 5’  | 讲授师生互动 |
| 课外复习、预习要求及作业布置准备考试 |
| 课后反思 | Through the lectures, the students can different how to build confidence in a game. |