



四川外语学院成都学院

教 案

201 ~ 201 学年第一学期

系

翻 译 系

教 研 室 (组)

一 年 级 精 读 教 研 组

课 程 名 称

精 读

授 课 年 级

授 课 教 师

职 称

四川外语学院成都学院教务处制

二〇一 年 月

教 案 (首 页)

课程名称	英语精读	授课专业	翻译	班级	
授课方式	课堂讲授 (√) 实践课 ()		考核方式	考试(√) 考查()	
课程类别	必修课	公共必修课 () 专业必修课 (√)			
	选修课	公共选修课 () 专业限选课 () 专业任选课 ()			
课程总学时			周学时	6	
学时分配	课堂讲授		学时; 实践课	学时	
教 学 目 标	<p>精读课是英语专业学生的专业必修课程, 其地位和作用历来为英语教学工作者所公认。本学期为大一第一学期, 教学目标具体包括: 尽快帮助学生熟悉语言环境并掌握自主学习方法, 使其养成良好的学习习惯, 引导学生对学习内容的正确理解和分析鉴别, 帮助学生正确使用英语工具书; 整顿提高学生的语音、语调和朗读技巧, 通过大量练习, 消化并提升中学所学的词汇和语法知识, 使之成为语言交际的实际技能; 介绍各种文化及语言现象, 全面提高学生听说读写译的技巧; 词汇方面, 扩大基本词汇 2000 左右, 介绍构词法, 通过练习介绍搭配、习惯用法等, 语法方面, 在巩固中学所学语法知识外, 还要介绍一些新的语法项目, 为完成下一年任务打下基础, 为通过英语专业四级做准备。</p>				
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	出版社及出版时间	北京: 外语教学与研究出版社, 2010 年			
指定参考书	<ol style="list-style-type: none"> 1. 高等学校外语专业指导委员会《高等学校英语专业教学大纲》, 上海: 上海外语教育出版社, 北京: 外语教学与研究出版社, 2000 年 2. 章振邦《新编英语语法教程》上海: 上海外语教育出版社, 2005 年 3. 薄冰《高级英语语法》北京: 高等教育出版社, 1990 年 4. 陈汉生《新编高等学校英语专业四级考试指南》上海: 上海外语教育出版社, 2005 年 5. 李燕, 左志军《现代大学英语精读一教材全解》长春: 东北师范大学出版社, 2010 年 6. Daniel Roach《英语发音词典》上海: 上海外语出版社, 1999 年 				

教 案

周 3 次	第 周, 第 次课	授课时间	年 月 日- 日
授课章节	Lesson One Half a Day		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	
授 课 要 点	本 (章) 节 教 学 目 标	<p>On completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. memorize and learn to use all the new words in text 2. master the language points in text A. 3. acquire the usage of simple past tense , past perfect tense and attributive clause. 4.read and retell text A with appropriate pronunciation, intonation and fluency. 5. get familiar with the writing style of the text. 	
	教 学 重 点 和 难 点	<p>Important points:</p> <ol style="list-style-type: none"> 1. Master the usage of key words in glossary. 2. Understand the content of text A. 3. Deal with the exercise. <p>Difficult points:</p> <ol style="list-style-type: none"> 1. Master the usage of the key phrases in the text A. 2. Translate sentences in text A. 3. Learn the usage of simple past tense ,past perfect tense and attributive clause. 	
思 考 题 或 作 业	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Preview 2. Exercises of text A 3. Reading new words and text A according to the record 4. Review of words, phrases and language points 5. Further discussion 6. Self-learning of text B 		

教学内容与组织安排

The first period of class (45 min)

I . Self-introduction (25min)

i. Ask several Ss to do self-introduction. The questions may as follows:

Qs: What's your name, where do you come from, and how's your first day in college?

ii. Show them some funny pictures and video clips about how kids act in school on their first day, so that to amuse the students and activate the class.

iii. Give them corresponding expressions to guide their speech.

Useful expressions:

My name is ...you can call me...

I come from...

The first at college is interesting.

The buildings are cute and lovely.

Our college is quite far away from the city, it's in deep country.

Teachers and classmates are nice.

Our dormitory is awesome.

The food in the canteen is delicious/dreadful.

II . Glossary (20 min)

i. Ask several students to read the glossary, and ask other students to observe whether they have mistakes in pronunciation. (3 min)

Pay attention to the pronunciation of the some particular words.

ii. Lead the whole class to read the words in the glossary. (2 min)

iii. The teacher gives certain information of the key words in the glossary. (16 min)

1) Beneficial (to sth/sb)

♣ Adj. improving a situation, having a helpful or useful effect.有利的, 有帮助的, 有用的

♣ Synonym: favorable, advantageous.

♣ T: e.g. A good diet is beneficial to health.

♣ S: 良好的饮食有利于健康。

♥Word formation

Benefit.

T: Noun. An advantage that sth gives you; a helpful and useful effect that sth has.

Ss: 优势, 益处, 成效。

T: e.g. He couldn't see the benefit of arguing any longer.

Ss: 他看不出再争论下去有什么好处。

T: Verb. To be useful to sb or improve their life in some way.对某人有用, (使) 受益。

e.g. 我们应该把这笔钱花在大家都能得意的事情上。

Ss: We should spend the money on something that will benefit everyone.

Beneficiary. N. ~ of sth. ① A person who gains as a result of sth. 受益者, 受惠人。

E.g. who will be the main beneficiary of the cuts in income tax? 削减所得税的主要得益人将是谁?

② a person who receives money or property when sb dies

Ss: 遗产继承人。

2) Border

N. the line that divides two countries or areas; the land near the line. 国界, 边界, 边疆, 边界地区。

E.g. To cross the border 穿越边界

T: V. (of a country or an area) to share a border with another country or area.

Ss: 和..毗邻, 与..接壤

e.g. the countries bordering the Baltic 波罗的海沿岸国家 ‘

T: to form a line around or along the edge of sth. 沿..的边, 环绕..; 给..镶边。

e.g. Meadows bordered the path to the woods.

Ss: 通往森林的小径两边全是草坪。

T: The large garden is bordered by a stream.

Ss: 大花园紧邻着一条小溪。

3) Cling

V. ~ (on) to sth/sb. To hold on tightly to sb/sth. 紧抓, 紧握, 紧抱。

E.g. Survivors clinging to a raft 紧紧抓住救生筏的幸存者

She clung to her baby. 她紧紧抱住她的孩子。

Cling on tight! 紧紧抓住! 抓紧点!

~ to sth. To stick to sth 粘住, 附着。

T: E.g. 烟味仍附着在她的衣服上不散。

Ss: The smell of smoke clung to her clothes.

Cling film = plastic wrap (in American English) (尤指包装食物的) 透明薄膜, 塑料保鲜薄膜。

4) Convince

V. ~sb/yourself (of sth) to make sb/yourself believe that sth is true. 使确信, 使相信, 使信服。

T: E.g. You'll have to convince them of your enthusiasm for the job.

Ss: 你要使他们相信你殷切希望得到这份工作。

~ sb to do sth. Persuade sb to do sth. 说服, 劝说 (某人做某事)

T: e.g. I've been trying to convince him to see a doctor.

Ss: 我一直劝他去看病。

♥ Word formation

Convinced. adj. ~ of sth/that. Completely sure of sth. 坚信; 深信; 确信。

T: e.g. I am convinced of her innocence.

Ss: 我坚信她是清白无辜的。

Convincing. Adj that makes sb believe that sth is true. 令人信服的, 有说服力的。

T: E.g. 我觉得她的话很有说服力。
Ss: She sounded very convincing to me.

The second period of class (45 min)

I . Warming up

Greeting Ss and review some key words in last period.

II .Glossary (20 min)

T: Continue to explain new words.

5) Perseverance

T: N. the quality of continuing to try to achieve a particular aim in spite of difficulties.

Ss: 毅力，韧性，不屈不挠的精神。

E.g. They showed great perseverance in the face of difficulty.他们面对困难表现出了坚强的毅力。

♥Word formation

Persevere. V. ~ (in sth/in doing sth)| ~ (with sb/sth). to continue trying to do or achieve sth in spite of difficulties. 坚持，孜孜以求。

T: E.g. despite a number of setbacks, they persevered in their attempts to fly around the world in balloon.

Ss: 虽屡遭挫折，他们仍不断尝试乘气球环游世界。

Persevering .adj. showing determination to achieve a particular aim in spite of difficulties. 坚忍不拔的，不屈不挠的。

6) Revolve

V. to go in a circle around a central point.旋转，环绕，转动。

T: e.g. the earth revolves around the sun.

Ss: 地球绕太阳公转。

Revolver.左轮手枪

Revolving stage/ door 旋转舞台/旋转门。

7) startled

T: **adj.** surprised and often slightly frightened

Ss: 吃惊的

T: a startled look 一脸吃惊

♥Word formation

startle v. give a sudden shock or surprise to (a person or an animal); cause to move or jump suddenly (from surprise)

Ss: 使.....吃惊

T: I was startled by the news you told me.

Ss: 听到你说的消息我很吃惊。

startling adj. very surprising; astonishing; remarkable
a startling news

8) Basis: n.① the reason why people take a particular action.缘由，原因。

T: E.g.: Some videos are banned on the basis that they are too violent.

Ss:有些录像带因暴力镜头过多而被查禁。

② the important facts, ideas, or events that support sth and that it can develop from
基础, 要素, 基点。

T: E.g.: 美满婚姻的基础是信赖。

Ss: The basis of marriage is trust.

♥ **Base n.**

根基, 底座 The lamp has a very heavy base. 这台灯的底座很沉。

居所, 大本营, 总部。I spent a lot of time in Britain but Paris is still my base.

军事/海军基地 an air base 空军基地

♥ **Basic adj.**

基本的, 基础的 basic information/ideas 基本信息/思想

初级的, 初步的, 最简单的

T: My knowledge of French is pretty basic.

Ss: 我的法语学的很粗浅。

基本需要的, 必需的 basic human rights 基本人权

♥ **Basically adv.** 大体上, 基本上 the two approaches are basically very similar. 两种方法其实差不多。

总的来说, 根本上来说

T: Basically, there isn't a lot we can do about it.

Ss: 总的来说, 我们对此做不了很多事。

III. Word formation (Vocabulary) (22 min)

Teaching steps: This part is about noun suffixes and adverb suffixes. Tell Ss how to change the parts of speech by adding one or more letters to the head or end of the words. Get them to know prefix and suffix. At the same time, tell them how to change a verb into a noun by adding suffix to the verb and also add suffix to an Adj. in order to change it into Adv.

Noun suffixes

-action/-tion/-sion

Verb+ -action/-tion/-sion → Noun

Examples:

Act → action;

discuss → discussion

Adverb suffixes

Adjective +ly → Adverb

Examples:

quick → quickly

angry → angrily

More about this kind of word formation

—ful cheerful useful grateful faithful

—less careless homeless fearless motherless

—ish childish reddish Swedish selfish

—ive active collective decisive destructive

—ous courageous famous continuous erroneous

—able acceptable agreeable applicable comfortable

—ic realistic poetic historic energetic

—ant ignorant significant defiant observant

—ly friendly leisurely lively daily

- al critical accidental continual exceptional
- y rainy handy thirsty dirty
- ent different dependent consistent obedient
- ary imaginary revolutionary honorary secondary
- some troublesome burdensome lonesome tiresome
- like childlike womanlike warlike manlike
- en golden wooden earthen woolen
- ed landed moneyed cultured talented
- ate fortunate affectionate collegiate passionate

IV. Assignment (3 min)

1. To memorize new words and expressions and their corresponding usage.
2. Preview the text and answer these questions on page 8 “Speaking” orally.
2. Finish Vocabulary 1, 3) and 4) on page 11.

教 学 后 记

教学内容与组织安排

The third period of class (45 min)

I. Review (10 min)

1. Review some key words in the glossary
2. Ask two students to the blackboard to do dictation.

II. Introduction/Background and structure to Text A: (20 min)

1. About author:

(1)Education and background:

Naguib Mahfouz was born on the 11th Dec. 1911 in an old quarter of Cairo, the youngest son of a merchant. He studied philosophy at King Faud I (now Cairo) University, graduating in 1934. He worked in university administration and then in 1939 he worked for the Mini-stry of Islamic Affairs. He was later Head of the State Cinema Organisation at the Ministry of Culture. He also worked as a journalist. Although widely translated, his works are not available in most Middle Eastern countries because of his support of Sadat's Camp David initiative. In 1994 he survived an assassination attempt by Islamic extremists.

(2)Works:

Naguib Mahfouz was the first Arab to win the Nobel prize for literature, in 1988. He has been described as "a Dickens of the Cairo cafés" and "the Balzac of Egypt".

He is now the author of no fewer than 30 novels, more than 100 short stories, and more than 200 articles. Half of his novels have been made into films which have circulated throughout the Arabic-speaking world.

Mahfouz began writing when he was 17. His first novel was published in 1939 and ten more were written before the Egyptian Revolution of July 1952, when he stopped writing for several years. One novel was republished in 1953, however, and the appearance of The Cairo Trilogy in 1957 made him famous throughout the Arab world as a depicor of traditional urban life.

Works of his second writing period:

The Children of Gebelawi (1959)

The Thief and the Dogs (1961)

Autumn Quail (1962)

Small Talk on the Nile (1966)

Miramar (1967)

(3)how he pictures the world

The picture of the world as it emerges from the bulk of Mahfouz's work is very gloomy

indeed, though not completely despondent. It shows that the author's social utopia is far from being realized. Mahfouz seems to conceive of time as a metaphysical force of oppression. His novels have consistently shown time as the bringer of change, and change as a very painful process, and very often time is not content until it has dealt his heroes the final blow of death.

To sum up, in Mahfouz's dark tapestry of the world there are only two bright spots. These consists of man's continuing struggle for equality on the one hand and the promise of scientific progress on the other; meanwhile, life is a tragedy.

2. About text:

In 1989 "Half a Day" was first published in Arabic as part of a short story collection entitled *The False Dawn*. In 1991 "Half a Day" was included in an English-language collection entitled *The Time and the Place*. "Half a Day" belongs to the later phase of Mahfouz's literary career, which is characterized by a shift from social realism to a more modern, experimental mode of writing. It is a very short allegorical tale in which the narrator begins the day as a young boy entering school for the first time, but leaves the schoolyard an old man whose life has passed in what seemed like only "half a day." The central allegorical implications of this tale are a commentary on the human condition; an entire life span is experienced as only "half a day" in the school of life. The story also means the cycle of life, whereby the narrator passes through childhood, middle age and old age in the course of one day. "Half a Day" is an allegory in which a child's experiences at school symbolize a typical person's experiences of coming of age and maturation. This allegory is achieved through a multiplication and overlapping of "times." That is, the boy's narration suggests more than one unit of time (some obvious units or concepts of measure are: one minute, childhood, one light year, an average human life-span, a millennium, and so forth). "Half a Day" can only be fully understood if interpreted as an allegorical tale, in which each element is symbolic of some greater meaning. The central allegorical motif of "Half a Day" is that a morning spent in school is symbolic of an entire lifetime spent in the school of life. Everything that occurs in the story represents common experiences of the human condition: birth, childhood, old age, death, the afterlife, religion, love, friendship, pain, fear, joy, learning, memory, and nostalgia, as well as the cycle of life from generation to generation....

The author of the story uses a strategy commonly used in fiction writing-the protagonist returns after being absent for a short time to find everything changed beyond recognition. The best example is perhaps Washington Irving's "Rip Van Winkle". Rip was a simple good-natured man. One fine day he went with his dog to the mountains to hunt squirrels. He drank something a queer old man offered him, and fell fast asleep. When he woke up he found himself an old man and great changes had occurred in his village during his absence. In the village inn the portrait of George III had been replaced by one of General Washington. This technique is often used to emphasize rapid changes in society. The setting of the story is not clear, but this is not important as long as what the author tries to get across is something universal.

3. Discussion on the structure of the text (5mins)

The text can be conveniently divided into three parts.

In the first part (para . 1---7), we learn about the boy's misgivings about school. He found it hard to be away from home and mom, and thought school was a punishment.

The second part (para . 8---16) describes how the boy felt about school. He found that life at school was rich and colorful in many ways, although it also required discipline and hard work.

In the last part of the text(para . 17---20), the boy walked out of the school to find that the outside world had changed beyond measure and that he had grown into an old man.

III Explanation of language points, including vocabulary and some phrases in details of para.1 (15 min)

1. I walked alongside my father, clutching his right hand.

Clutching his right hand: this is a present participle used to modify the main verb "walk" showing the manner in which the narrator walked.

Other examples from the text: (find it in first four paras by students)

My mother stood at the window watching our progress.

I turned towards her from time to time, hoping she would help.

"I'm not punishing you," he said, laughing.

alongside: side by side, next to

Clutch: v; to hold/grip sth tightly

E.g. He clutched the rope we threw to him.

Mary was clutching her doll to her chest. (玛丽把她的布娃娃抱在怀里)

(phr) clutch at sth: try to seize sth

E.g. He clutched at the branch, but he failed.

(idm) clutch at a straw/straws: try to grasp a slight chance to escape

n; set of eggs that a hen sits on and that hatch together(一窝蛋)

device that connects and disconnects working parts in a machine(接合器, 离合器)

2. They did not make me happy: I wasn't happy, as I usually was when I had new clothes to wear. Here "they" refers to the narrator's new clothes.

3. ...as this was the day I was to be thrown into school for the first time: because it was the day I started school.

Q: What does the author imply by using "to be thrown into school"?

The writer used "to be thrown into school" to show that the little boy in the story didn't want to go to school. He was forced by his father to do so. This is not a common collocation. A common collocation with "to be thrown into(an unpleasant place)" is "to be thrown into prison/jail".

To throw sb. into(a place): to force sb. to go to a place.:

E.g. without a nanny, she have to throw her little baby into the kindergarden.

To throw sb. out (of a place): to force sb. to leave a place.:

E.g. They will throw me out of school if I fail three exams.

The fourth period of class (45 min)

I. Explanation of language points, including vocabulary and some phrases in details of para.2 to para.7(35min)

4. My mother stood at the window watching our progress, and I turned towards her from time to time, hoping she would help.

Progress: motion towards sth

E.g. The walkers were making slow progress up the rocky path.

The boat made good progress with a following wind. (那船顺风行驶得很快)

Our progress: our slow and difficult movement towards the school. (my mother was anxious to know how my father would get me to go.)

From time to time: sometimes, but not very often.

Hoping she would help: hoping she would stop my father taking me to school, or talk to my father so that he would change his mind about sending me to school.

→ what does this sentence tell us about the boy's relations with his parents?

It seems that the boy was closer to his mother. Probably his mother was gentle while his father was strict.

5. A street lined with gardens....: a street where there are gardens...along both sides.

Lined with: past participle phrase used here to modify "a street". It can be regarded as a relative clause cut short. For example:

A novel (that was) written by Charles Dickens.

Personal computer made in China.

6. Why school? : Why do I have to go to school? / why are you going to throw me into school?

This is an elliptical question. Such questions are common in conversation.

7. What have I done? : I don't think I have done anything wrong to be punished like this. (little children often think that taking them away from Mom is the worst punishment.)

This is a rhetorical question-one that expresses strong feeling or opinion and doesn't require an answer. It is used to say something more positively than in a statement. More examples:

---We want you to go and tell the boy's parents the news.

---Why me?

---We will go to Tianjin this weekend.

---What for?

8. It's a place that makes useful men out of boys.

to make A out of B. : to make B become A...

E.g. the army made a man of him. 军队把他培养成了个男子汉。

Hardships make a man out of a boy.

9. Don't you want to be useful like your brothers? 难道你不想像你哥哥们那样成为有用的人吗? This is also a rhetorical question.

10. I didn't believe there was really any good to be had in tearing me away from my

home and throwing me into the huge, high-walled building. : I didn't think it was useful to take me away from home and put me into that building with high walls. (the school building looked like a prison to the boy.)

there is no good (in) doing sth= It is no good/use (in) doing sth: It is not useful to do sth.

E.g. There is no good (There is not any good, It is no good/use) in talking too much before we get enough evidence.

To tear oneself/sb. away from...: to make sb. leave a place or a person unwillingly because one has to.

E.g. Can't you tear yourself away from the TV for dinner?

11. ...we could see the courtyard, vast and full of boys and girls.

Vast and full of boys and girls: This adjective phrase modifies "the courtyard". When used as an attributive modifier, adjective phrases are often placed after the noun they qualify.

E.g. can you recommend some books easy for freshmen to read?

12. Go in by yourself: go into the school alone. (I'm not going with you.)

13. Put a smile on your face...: make an effort to smile...

14. Clung to his hand: held his hand tightly.

Cling (Clung, Clung): hold on tightly to sb/sth

E.g. Cling on tight!(抓紧)

They clung to each other as they said goodbye. (他们告别时, 紧紧地拥抱在一起)

15. "be a man," he said/ "today you truly begin life." : "be brave." He said. "your life begin today." (This means that your carefree days are gone forever. Starting from today, you've got something important to do- to learn and to prepare yourself for your career.)

Man: a person who is strong and brave or has other qualities that people think are characteristic of males.

E.g. Mrs. Baker found her daughter was more a man than her son was. 女儿比儿子更男子气。

To be man enough (to do sth./for sth.) to be strong or brave enough.

E.g. he is not man enough to accept his failure gracefully.

16. You will find me waiting for you when it's time to leave: I will come to fetch you when school is over. I will be waiting for you here at the gate.

II. Discussion and summary (9 min)

1. ask students the questions to help them understand para. 1-7.

Give them 5 min to discuss and then ask them to present their answers.

Questions for Comprehension (Details)

See textbook P7

III. Assignment (1min)

1. review the grammar points

2. read the text

3.do exercise on page 10-11

教 学 后 记

教学内容与组织安排

The fifth period of class (45 min)

I. Review (10 min)

1. review some key words and give examples.
2. review the content we have covered.

II. Explanation of language points, including vocabulary and some phrases in details of para.8 to para.12 (35min)

17. Then the faces of the boys and girls came into view: then I could see the faces of the boys and girls.

To come into view: to begin to be seen.

E.g. After ten mins' walk, a bus stop came into view.

As soon as we turned the corner, the cinema came into view. (我们一转过弯, 就看到电影院了)

18. I felt I was a stranger who had lost his way: In this strange place, I felt confused and didn't know what to do.

19. But then some boys began to glance at me in curiosity, and one of them came over and asked.....

glance at: ,take a quick look on sb or sth; read sth quickly or superficially

E.g. glance at one's watch

She glanced shyly at him and then lowered her eyes.(她羞怯地偷看了他一下, 随即垂下眼帘)

20. I did not know what to say. “question word+to do” can be used as the object of certain verbs.

E.g. In front of so many books I didn't know which to choose.

It is so hard for me that I don't know how to do it next.

21. Some of the children burst into tears: to begin to cry.

To burst into tears: to begin to cry.

E.g. After his play, all the classmates burst into tears.

22. A lady came along, followed by a group of men.

Probably the lady was the headmaster of the school.

Followed by a group of men: a past participle phrase that tells us how the lady came (or in what manner the lady came)

23. The men began sorting us into ranks: the men began arranging us into lines/rows.

To sort sth (out) into/from sth: arrange things in groups; separate things of one type, class, etc from things of other type, etc

E.g. He was sorting his stamps into piles.

We must sort out the good apples from bad.

24. We were formed into an intricate pattern in the great courtyard... : We were made to

stand in different places to form regular lines or shapes in the big courtyard...

25. ...from each floor we were overlooked by a long balcony roofed in wood: on one side of the courtyard was a building with a long wood-roofed balcony on each floor where we could be seen. (from the balcony on each floor of the building people could see the pattern into which we formed.)

The sixth period of class (45 mins)

I. Explanation of language points, including vocabulary and some phrases

in details of para.13 to para.15 (35mins)

26. Well/ it seemed that my misgivings had had no basis: Well perhaps my doubt, worry and fear about what school would be like were groundless (without good reason). / Well, it seemed that I was wrong to think that school was a dreadful place.

27. From the first moments I made many friends and fell in love with many girls. When I found school was a nice place to be in, I began to behave like a man---making friends and falling in love.

This is a humorous remark to suggest that the boys' attitude towards school changed a great deal.

28. I had never imagined school would have this rich variety of experiences: I never thought life at school would be so colorful and interesting.

29. ...we were told the story of the Creator of the universe: we were told how God create the world in 7days.

30. ...woke up to go on with friendship and love, playing and learning: ...after the nap, we continued our business at school---making friends, falling in love, playing and learning.

To go on with sth. ... : to continue an activity, especially after a pause or break, e.g.

Let's go on with it after the lunch break.

31. our path, however, was not totally sweet and unclouded: School life wasn't just fun and pleasure. (there were serious tasks and unpleasant things, too.)

32. it was not all a matter of playing and fooling around: What we did at school wasn't just playing and wasting time doing nothing useful.

All: adv completely.

A matter of sth. /of doing sth. : a situation that involves sth. or depends on sth.

E.g. Learning is a matter of seeing much, suffering much and studying much.

To fool around: to waste time instead of doing sth. That you should be doing

33. Rivalries could bring about pain and hatred , or give rise to fighting: when two or more boys fell in love with the same girls, it might cause the boys to suffer, or to hate each other, or to fight.

To bring about sth. : to make sth. happen,

E.g. science has brought about many changes in our lives.

To give rise to: (formal) to cause sth. to happen or exist.

E.g. poor living conditions give rise to many diseases.

34. And while the lady would sometimes smile, she would often yell and scold: though

the lady sometimes smiled at us, she often shouted at us and scolded us.

“**Would**” here is used to show that a past action occurs pretty often.

“**While**” here is a conjunction of concession.

35. Even more frequently she would resort to physical punishment: she used physical punishment more than she scolded us.

Physical punishment: something that causes physical pain or discomfort to the pupils, such as whipping or making a pupil stand in a corner of the classroom. It was a common practice in the old days when people believed in “spare the rod, spoil the child”.

To resort to sth. : to make use of sth. ; to turn to sth. (especially sth. bad) as a solution.
E.g.

Try not to resort to violence.

II. Discussion and summary (9 min)

1. ask students the questions to help them understand para. 8-15.

Give them 5 min to discuss and then ask them to present their answers.

Questions for Comprehension (Details)

See textbook P7

III. Assignment (1min)

1. review the grammar points
2. read the text
3. do exercise on page 12-13

教 学 后 记

教学内容与组织安排

The seventh period of class (45 min)

I. Review (10 min)

1. review some key words and give examples.
2. review the content we have covered.

II. Explanation of language points, including vocabulary and some phrases

in details of para.16 to para.17(35min)

36. In addition, the time for changing one's mind was over and gone and there was no question of ever returning to the paradise of home. Besides, it was impossible for us to quit school and return to the good old days when we stayed home playing and fooling around all day. Our childhood was gone, never to come back.

Over and gone: ended

There is no question (of sth. happening/sb.doing sth.): there is no possibility,

E.g. There is no question of their dismissing you at the moment.

37.Nothing lay ahead of us but exertion, struggle, and perseverance: we would have to do our best and keep working very till we finished school. This was what I imagined our school days would be like. / the kind of life that was waiting for us at school would be full of exertion, struggle and perseverance.

but exertion, struggle, and perseverance: this prepositional phrase modifies “nothing”. Normally this phrases are placed right after “nothing”, but that would make subject of the sentence too long.

Nothing but: only.

E.g. she ate nothing but apple for lunch.

Right now he thinks about nothing but his research.

38. Those who were able took advantage of the opportunities for success and happiness that presented themselves: if there came opportunities, capable students would seize them to achieve success and happiness.

To take advantage of sth.: to make use of sth. (such as an opportunity)well.

To take advantage of sb: means to treat sb. unfairly to get what one wants.

To present itself/themselves: (formal) to appear, happen. E.g.

When the chance to study at Harvard presented itself, I jumped at it.

39. I said goodbye to friends and sweethearts and passed through the gate: I said goodbye to friends and the girls I had fallen in love with and went out of the gate.

40. In vain: uselessly; without a successful result. E.g.

his parents tried in vain to persuade him to quit smoking.

41. on one's own: alone; without help, e.g.

today young people like to live on their own.

42. ...came to a startled halt. : I stopped, greatly surprised.

To come to a halt: to stop.

To bring sth. to a halt: to cause sth. to stop.

E.g. Air traffic in the country was brought to a halt by heavy snowstorms.

43. When did all these cars invade it? : When did all these cars come into street? / when did so many cars appear in the street?

To invade: to enter a place in large number, especially in a way that causes confusion.

44. How did these hills of rubbish find their way to cover its sides? : How did the street come to be covered with so much rubbish on both sides? Where did they come from?

(sth.) to find one's way: to arrive or get to a place.

45. High buildings had taken over... : high buildings now stood where there used to be fields that bordered the street...

46. ...here and there stood conjurers showing off their tricks, or making snakes appear from baskets.

This is an inverted sentence. The subject is “conjurers”; the main verb is “stood”.

Inversion occurs because the subject is too long. The two present participle phrases “showing...” and “making...” modify the subject “conjurers”

Here and there: in various places.

**47. Then there was a band announcing the opening of a circus,,,
announcing... :** that was announcing...

48. ...with clowns and weight lifters walking in front.

The “with+noun+doing” construction is used adverbially modifying “announcing”

The eighth period of class (45 min)

I. Explanation of language points, including vocabulary and some phrases in details of para.18 (8min)

49. ...but the stream of cars would not let up: ...but it looked as if the line of moving cars would never stop.

To let up: (informal)(of an unpleasant situation) to stop or to become less serious.

50. Extremely irritated, I wondered when I would be able to cross: I was very angry and didn't know when I could cross the street.

The past participle phrase “Extremely irritated” denotes the state the boy, or the old man was in when he was waiting to cross the street.

II. At the end of the lesson we may have students discuss what they think the message of the story is, and why. (20mins)

The following are a few possibilities:

Time and tide wait for no man.

There is nothing permanent in life but change.

Education can never keep up with changes in society.

Life is short and time is precious.

Life is a dream. Do not take anything seriously.

Reasons:

“Half a Day” is an allegory in which a child's experiences at school symbolize a typical person's experiences of coming of age and maturation. This allegory is achieved through a multiplication and overlapping of "times." That is, the boy's narration suggests more than one unit of time (some obvious units or concepts of measure are: one minute, childhood, one light year, an average human life-span, a millennium, and so forth). "Half a Day" can only be fully understood if interpreted as an allegorical tale, in which each element is symbolic of some greater meaning. The central allegorical motif of "Half a Day" is that a morning spent in school is symbolic of an entire lifetime spent in the school of life. Everything that occurs in the story represents common experiences of the human condition: birth, childhood, old age, death, the afterlife, religion, love, friendship, pain, fear, joy, learning, memory, and nostalgia, as well as the cycle of life from generation to generation....

V At the end of the lesson we may have students discuss what they think

the message of the story is. The following are a few possibilities: (15mins)

Time and tide wait for no man.

There is nothing permanent in life but change.

Education can never keep up with changes in society.

Life is short and time is precious.

Life is a dream. Do not take anything seriously.

III. Assignment (2min)

1. review the grammar points
2. do exercise on page 14-18
3. Reading new words and text A according to the record
4. Review of words, phrases and language points
5. Further discussion

教学后记

教学内容与组织安排

The ninth period of class (45 min)

I. Discussion (10 min)

In order to have a better understanding of this text and its theme, Ss are required to discuss the Qs as follows: (They are encouraged to speak out.)

1. How we should understand the moral of the text?
2. What's the author's purpose of writing this story?
3. Do you agree with this statement: Life begins at school. School is a place that makes useful citizens out of boys and girls.

II. Dictation (10 min)

Dictate new words and important expressions in this Unit. Pay attention to perseverance (not prezeverance), irritated (not irritate), etc.

III. Exercises (20 min)

Exercise 3, Fill in the blanks with the given phrases.

1. Unlike high school students who have many classes to go to, university students should spend most of their time studying_____.

2. Peter loves to _____ his new fancy car, for it is just about the only property he has.

3. When the speaker stepped onto the platform, the audience _____ thunderous applause (雷鸣般的掌声).

4. Clearly it was the town's poverty that had _____ its high crime rate.

5. Both sides are willing to sit down and talk because they know it is stupid _____force.

6. It had suddenly started raining when he returned home, wet all over and trembling with his clothes _____ his body.

7. The heavy rains they had last summer _____ serious flooding.

8. When he was in England, he _____ every opportunity to improve his spoken English.

10. He tried to make his father change his mind, but it was all _____ because his father was determined to _____ a great musician _____ him.

Suggested answers: 1. on their own 2. show off 3. burst into 4. given rise to 5. brought about 6. to resort to 7. clinging to 8. gave rise to 9. took advantage of 10. in vain, make, out of

Exercise 4, Translation.

1. 他们利用我们求助无门的困境把我们公司接管了。

They took advantage of our helpless situation and took over our company.

2. 虽然我们面前仍有困难，但我肯定我们中国人有智慧靠自己实现国家的和平统一。

Although there are still difficulties ahead of us, I am sure that we Chinese people will have the wisdom to bring about the peaceful unification of our country on our own.

3. 只强调国内生产总值是错误的，它会引起很多严重问题。

It is wrong to put emphasis on nothing but GDP. It will give rise to many serious problems.

4. 他喜欢炫耀他的财富，但是这完全是徒劳的，人们仍然像躲避毒药那样躲避他。

He loves to show off his wealth, but this is all in vain. People still avoid him as though he were poison.

5. 他不久就爱上了这个村子。他决心和村民一起把这个地方变成一个花园。

He soon fell in love with the village and was determined to make it a beautiful garden together with other villagers.

6. 我们必须花更多的钱来和全球气温上升作斗争。另外，我认为我们还必须采用严厉的法律措施。这不只是一个钱的问题。

We must spend more money fighting against global warming. In addition, we must resort to tough laws. It is not just a matter of money.

7. 当警察到达学校的时候，学生和老师在一种茫然不知所措的状态。

When the police arrive at the school, the students and the teachers were still in a daze.

8. 这个腐败的官员还在死死抓住他的权力不放。他拒绝靠边站。

This corrupt official was still clinging to his power. He refused to step aside.

9. 当那个人最后进入视界时，我发现他原来是我父亲。不知道他怎么在这大雪中找到这个地方的。那时候，我放声大哭起来。

When the man finally came into view, I found it was my father. I didn't know how he managed to find this place in the blinding snow. At that moment, I burst into tears.

10. 她不时地偷偷朝他张望。她发现自己第一次这样看一个年轻男子。

She glanced at him from time to time. It was the first time in her life that she had found herself looking at a young like that.

The tenth period of class (45 min)

I. Grammar and translation (22 min)

Page 16, Grammar. It is about past participle and attributive clause used as Adj.. Antecedent + relative pronoun/ Adv. + others. An example:

We walked along a street. The street was lined with gardens.

Answer: We walked along a street lined with gardens.

School is a place. This place makes useful men out of boys.

Answer: School is a place that makes useful men out of boys.

Exercise 4, page 18

1. 上大学之前，我没有想到大学生活如此丰富多彩。

Before I came to/ entered college, I had never thought life at college would be so rich and interesting.

2. 出生于 20 世纪 90 年代的中国大学生大多数是独生子女。

Most of the Chinese college students born in the 1990s are the only child of their families.

3. 了解他的人都因为他出色的工作而钦佩他。

All those who know him admire him for his hard work.

4. 我那天缺课了，因为我不知道课已提前到了周四。

I missed the class because I didn't know it had moved up to Thursday.

5. 在某些国家，超重的人会受到一定的惩罚。

In some countries, those who are overweight will be punished one way or another.

6. 在大火中失去家园的人们很快被安置到安全的地方。

Soon after the fire, those who had lost their homes were taken to a place of safety.

7. 再见面的时候，我们发现我们两人变化都很大。

When we met again, we found we both had changed a lot.

8. 以李教授为首的专家们很快就会来帮助农民解决问题。

A team of experts headed by Professor Li will soon come and help farmers solve their problems.

9. 现在种着西红柿的那块地以往是荒地。

The field planted with tomatoes used to be wasteland.

10. 我们老师叫我们读像矛盾、巴金那样大师们写的作品。

Our teacher told us to read books written by such masters as Mao Dun and Ba Jin.

II. Quiz (20 min)

1. Fill in the blanks with proper prepositions.

The change of air is particularly beneficial _____ her health.

He is now convinced _____ the truth of the report.

Please do not be irritated _____ his bad manners since he is merely trying to attract attention.

The old woman is unbearably curious _____ other people's business.

2. Prefixes

Fill in the blanks with proper words having the required prefix. After class, study such words as much as possible. mis-= wrong(ly), bad(ly), ill

1. The irresponsible _____ of a drunken driver resulted in an accident.

2. _____ never come singly.

3. I like your plan in principle; my only _____ is that it may take too long to carry out.

4. How can we clear up the _____ between the two families?

3. Fill in the blanks with proper words having the required prefix. After class, study such words as much as possible.

over- = above, across, beyond (overlook, ...)

1. The fire was completely _____ by daybreak.

2. Water from the kitchen sink _____ onto the floor.

3. Our garden is _____ from the neighbor's windows.

4. Well, I'll _____ it this time; but don't do it again

4. Fill in the blanks with proper words having the required prefix. After class, study such words as much as possible.

Var(i)=diverse, to change (vary, variation, various, variety, ...)

1. Features such as height, weight, and skin color ____ from individual to individual and from face to face.
2. The weatherman broadcasts the _____ in temperature twice a day.
3. The remarkable _____ of life on the Galapagos Islands inspired Charles Darwin to establish his theory of evolution.

III. Assignment (3 min)

1. Review language points in this Unit
2. Preview new words in Unit 2

教 学 后 记

教 案

周 3 次	第 周, 第 次课	授课时间	
授课章节	Unit Two The Boy and the Bank Officer		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. Ss get to know the names of some famous banks and terms related to banks. On the other hand this is basically an interesting anecdote with an unexpected ending. There is no need to try to read too much into it morally. For oral practice, students are advised to turn the story into a short play and act it out. 2. Ss are required to grasp glossary, idiomatic expressions, important sentences and grammar in the text. 3. Ss learn to explain difficult sentences through paraphrasing. 	
	教 学 重 点 和 难 点	<p>Important points:</p> <ol style="list-style-type: none"> 1. Learn some key phrases and sentence patterns. 2. Understand the main idea of the text 3. Let the students know how to use phrases. 4. Check and explain the exercises. <p>Difficult point:</p> <ol style="list-style-type: none"> 1. Master the usage of the important phrases and sentence pattern. 2. Analyze the structures of the long sentences. 3. Let the students learn how to summarize a text. 4. Let the students know how to paraphrase a sentence. 	
思 考 题 或 作 业	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Exercises in vocabulary and grammar 2. Write the story into a play and act it out 3. Translation exercises 4. Read text B and preview vocabulary and text of Lesson 3 		

教学内容与组织安排

The first period of class (45 min)

I. Warming up (20 min)

i. The speculation from the title

Ask the students to guess what might be related to by speculating just from the title, and have a discussion with the partners to share some thoughts.

ii. Questions for Pre-class reading

1. How do you understand the author's friend's attitude toward banks?

---He hates the bank. A banker is a man who lends you an umbrella when the weather is fair and takes it away from you when it rains.

2. What can banks do for us? And what about churches?

---Keep your money. Churches represent God, give people moral advices and preach moral lessons, tell people what to do and what not to do.

3. Why did the author go to bank one day?

---To open a checking account.

4. What did he see in the bank?

---A school boy tried to withdraw money from the bank.

5. Why did the officer refuse to have the boy withdraw money?

---A fourteen-year-old is not able to withdraw money without a letter from his parents

II. Introduction/Background and structure to Text A: (20 min)

i. Background Information (10 min)

Plot: a boy's withdrawal of money from bank

Setting: at the bank

Main characters: the bank officer, the boy, "I"

Theme: traditionally the poor and those who sympathize poor people regard bank as evil, or as enemy of the poor. Such suspicions and misgivings still linger on. This article seems to prove that prejudices of people like the author are ungrounded.

ii. Structure of the text (5 min)

Part I (para.1) : the attitude of the author's friend toward the bank.

Part II (paras. 2-23): the boy managed to withdraw money from the bank but was kindly refused.

Part III(paras.24-32): the bank officer cleared the fact.

iii. About the author (5 min)

Philip Dansken Ross (January 1 1858 - July 5, 1949) was a Canadian journalist, newspaper publisher, sportsman and ice hockey pioneer builder. He was born in Montreal, the son of Christina Chalmers Dansken and Montreal accountant Philip Simpson Ross (1827-1907) who was the founder of the Order of Chartered Accountants of Quebec and a

member of the Canadian Business Hall of Fame.

Philip Dansken Ross studied at McGill University and Queen's University. He played for the McGill University football and rowing clubs and he captained the McGill football club to victory against Harvard University in the first Canada-U.S. international football game in 1878. He was provincial single sculling champion twice. He also played lacrosse and founded several golf clubs. He joined the staff at the Montreal Star in 1880, worked as a journalist in Toronto and then was managing editor of the Montreal Star from 1885 to 1886.

In 1886, Ross became co-owner of the near-bankrupt Ottawa Evening Journal newspaper. In 1891 he bought out his partner and made it into a highly successful and respected paper. He served as its president for 60 years during which time he helped found the Canadian Press newspaper association.

He was a builder and sometimes player of the Ottawa Hockey Club, later to be known as the Ottawa Senators. With this club, he befriended the sons of Lord Stanley, the the Governor-General of Canada. In 1892, Lord Stanley appointed him to be a trustee for his championship ice hockey trophy, known today as the Stanley Cup. He helped found the Ontario Hockey Association in 1890

The second period of class (45 min)

I. Glossary (40 min)

i. Ask several students to read the glossary, and ask other students to observe whether they have mistakes in pronunciation. (3 min)

Pay attention to the pronunciation of the some particular words.

ii. Lead the whole class to read the words in the glossary. (2 min)

iii. The teacher gives some supplementary information of the key words in the glossary. (35 min)

▲ **happen to do**: occur by chance, take place

She happened to be out when he called yesterday.

When the fire broke out, I happened to be passing by.

She happened to be out when he called.

I happen to know sth about medicine, so he couldn't fool me.

happen: ---refer to accidental or unplanned event

occur: ---refer to accidental or unplanned event; more formal than **happen**

take place: suggest that an event is/was planned

▲ **in the first / second...place**: ---firstly / secondly...

in my / your... place: ---in my situation or circumstances

▲ **overlighted**: --- having too much light

over-: 1)above; outside; across

overcoat overhead overhang overall

2) to excess; too much

overtime overeat over-rich overburden

overcharge overweight overstaffed overwhelm

▲ **fortyish:** at about the age of forty

-ish: a).. reddish greenish bluish yellowish darkish brownish

b). foolish childish babyish boyish womanish snobbish
clownish

c). English Irish Polish Scottish Finnish Spanish
Swedish

d). selfish bookish

e). fiftyish fortyish

f). publish polish punish accomplish abolish astonish establish

▲ **mustache:** hair on upper lip

beard: hair growing on man's chin

goatee: short pointed beard

▲ **authority:** 1) powers to give orders and make others obey

The leader must be a person of authority.

2) person or group having the power to give orders or take actions

The health authority is investigating the matter.

3) person with special knowledge

She is an authority on phonetics.

▲ **more than (para. 4):** (colloq.) very; extremely; beyond

They were more than willing to help.

Some of the stories were really more than could be believed.

more... than...:

The child was more frightened than hurt.

He always seemed old to me, more like a grandfather than a father.

no more than: 1) only; just

It cost me only \$5 to buy the book.

Before long her white sails were no more than a speck upon the waters.

2) the same as

He's no more able to read Spanish than I am.

▲ **wear an expression of open dismay** (para. 5)

She look at her plate with an expression of disgust.

▲ **Hold one's attention**

He is able to hold the audience's attention even before he speaks.

他甚至能在开口之前就吸引住观众的注意。

It is hard to hold the attention of children a long time.

要长时间吸引孩子们的注意力是很难的。

▲ **Now if you'll excuse me. (para. 9)**

If you will excuse me, Miss Virtue, I need to call Josh about an assignment.

对不起啦，美德小姐，我得打电话给乔希问功课啦。

I hope you will excuse me if I have to leave early.

如果我必须早些离开，希望你能原谅我。

Will you excuse me if I have to arrive ten minutes late?

如果我不得不迟到十分钟的话，你会原谅我吗？

If for any reason a guest has to leave the table during a meal, he should ask the hostess,

Will you excuse me for a minute?

如果客人因故得中途离开餐桌，他得对女主人说：“请原谅，我得离开一会儿。”

Will you excuse me, I am afraid I have to go and see if I can catch the last bus .

请你原谅，恐怕我得走了，看看能否赶上末班车。

▲ **think twice about / doing sth** (para. 10):

---think carefully before deciding to do sth because you know about the dangers or problems

You should think twice about employing someone you've never met.

I'll think twice before taking out such a big loan.

Always think twice before paying out large sums of money.

支付大笔款项时总要三思而行。

If I were you, I'd think twice about it.

如果我是你我会三思而后行。

You must think twice before you take this step.

你在走这一步之前，应当三思。

Once bitten, twice shy.

---(saying) after an unpleasant experience one is careful to avoid sth similar

Lightning never strike in the same place twice.

---(saying) an unusual event, or one that happens by chance, is not likely to occur again in the exactly the same circumstances or to the same people.

▲ **as to + whether** : concerning / about / regarding

who

when

I can't decide as to when we should start.

It's still unclear as to whom this car belong to.

may... but... (para. 14)

You may be rich, but you can't buy anything.

You may lead a horse to water, but you can't force it to drink.

You may get high mark this time, but it doesn't mean you've learned everything.

have no choice/alternative but to

He had no alternative to resign/leave the company.

She had no choice but to sell her house.

We have no choice but to continue our reform.

(do / did/ does) + nothing ... but do:

I did nothing but follow the rules.

▲ **but:**

one cannot / couldn't but do sth: ---(fml) have to

I couldn't but admit that he was right and I was wrong.

(negative word) + but + clause: ---without the result that

No man is so cruel but he may feel some pity.

but for sb / sth: --- without sb / sth

But for the rain, we would have had a nice holiday.

▲ **opening** (16): good opportunity to do or talk about sth

a business opening 经商的好机会

The lawyer waited patiently for her opening, then exposed the inconsistency in the testimony.
律师耐心地等待着她有利的机会, 然后揭露其证据的不连续性。

Seize any opening you can. 只要有机会就要抓住。

The last speaker gives me the opening I am waiting for.

最后的发言者给了我等待已久的讲话机会。

He suffered an injury in training, creating the opening for Shaw.

他在训练中受伤,为肖创造了这次机会

▲ **move in for sth**: --- become active in doing sth

move in for the kill: prepare to finish off the opponent

I moved in for the kill.

The Mongols would harass the enemy from the sides until the latter were exhausted, then close in for the kill.

蒙古军会从四面八方不断侵扰敌人, 直到敌人筋疲力尽, 再包围并一举歼灭。

From time to time they would stalk, press their bodies to the ground, swish their tails and give every sign of going for the kill.

有时, 它们偷偷接近它, 身体贴向地面, 嗖嗖地摆动着尾巴, 现出要去杀戮的一切迹象。

The jet was in range. Its shining nose was on us as it closed in for the kill.

喷气机确实在射程以内。它闪亮的鼻子对着我们, 似乎它要靠近来进行屠杀。**move in on**

sb / sth: ---converge on sb / sth, esp. in a menacing way

The police moved in on the terrorists.

▲ **zero in on sb / sth** (para. 20)

1) aim guns, etc. at or find the range of (a particular target) 针对;瞄准

Artillery and mortars(迫击炮) were zeroed in on all avenues of approach.

2) fix attention on sb / sth; focus on sb / sth

We should zero in on the key issues for discussion

It's a good idea to zero in on what the two of you have in common, and make conversation based on those similarities.

确认你们两个的共同之处, 并且以其为基础进行交谈是个好主意。

The senate zero in on the Latin-American problem.

参议院集中注意拉丁美洲问题。

The goal of targeting is to zero in on that 20 percent.

因此锁定旨在瞄准 20%消费群体。

▲ you really shouldn't have interfered.

“Shouldn't/ might not have done” : criticism

You shouldn't have invited him.

You shouldn't have been so rude to her.

You shouldn't have so careless.

You shouldn't have taken that job.

▲ **damn**: (para 25)

adv. very used to show how good sth is , or how bad sth is

damn good / clever / well

We've been so damn busy all day. I'm shattered.

Adj. (before nouns) (spoken) used to show you are annoyed or angry with sb. or sth.

I can't get this damn button undone.

▲ **neighborhood**: (para. 30)

: all the homes and business in a small area within a larger town or city

-hood: the state or time of being n:

A happy childhood,

Growing to manhood,

There is no much likelihood.

▲ **Shake sb down**: get money from sb by using threat

Some neighborhood bully has shaken him down for a month.

Shake down peasants by pretending to arrest them

以逮捕为要挟向农民敲诈勒索

Two men had tried to shake him down for 500000 dollars.

有两个男人曾企图敲诈他 500000 美元。

Whilst we were traveling overseas some customs officials tried to shake us down for money.

当我们在外国旅游的时候，一些海关官员曾想通过一些方法来算计我们的钱。

II. Assignment (5min)

i, review the glossary

ii, read the text

iii. do exercise 1 on page 34

教 学 后 记

教学内容与组织安排

The third period of class (45 min)

I. Review (5 min)

i. Ask two students to read the following words and correct their pronunciation. (1 min)

alternative; damn; guy; interfere; mustache; shrug; withdrawal

ii. Ask two students to come to the blackboard to do the dictation and correct: (2 min)

idiot; irritation; passion; rear; series;

iii. The whole class quickly answer the following questions:

1. Where did the narrator go one day?
2. Why did he go there?
3. What did he see?
4. What draw his immediate attention? Why?
5. What did the bank officer look like?

II. Text appreciation: (5 min)

i. Main idea: ask two or three students to tell us the main idea of the text in their opinion, then compare and summarize: (2 min)

Modern societies cannot do without banks. Banks keep, lend and issue money as well as offering many other financial services. They also help t regulate the economy with changes in interest rate and in money supply. However, traditionally, poor people and people who sympathize with them have regarded banks as evil, as enemies of the poor. Such suspicions and misgivings obviously still linger on. This article seems to prove that the prejudices of people like the author are ungrounded.

ii. Ask two students to set the structure of the text, then compare and conclude: (3 min)

Part I. (para. 1): The unfavorable opinion of the narrator's friend on banks: They act like churches.

Part II. (para. 2-23): The narrator's experience at a West Side Bank in New York at lunchtime: the boy tried to withdraw money from the bank but was kindly refused.

Part III. (para. 24-32): The bank officer cleared the fault.

III. Text analysis: (35 min)

i. Ask a student to read para. 1, then correct his/her pronunciation and ask the following questions:

1. What is the passion? (sentence 1) ---- an especially strong feeling of hatred.
2. How to understand the last sentence? ---- It has certain associations. People usually think of a church as the spokesman of God; or as a powerful organization that controls your life and can interfere in your life. As for the sentence "they might act less like churches":

firstly, the author's friend thought banks acted to be churches, and he used this way to show that it was ridiculous.

3. Grammatical points:

happen to do / be:

T: She happened to be away, so I didn't see her.

S: 她恰好离开了，所以我没有看到她。

Ask two or three students to use this phrase to make sentences.

ii. Ask three students to read paragraph 2, 3, and 4, then correct their pronunciation.

Ask students to discuss the main idea of these paragraphs.

The narrator's impression of the bank officer and the boy: the bank officer looks like a man in power there; while the boy didn't look like a customer in a West Side Bank.

1. I began thinking about my friend the other day as I walked into a small, overlit branch office on West Side. (para. 2)

begin doing sth & begin by doing sth: the first one means start doing sth; the second one means to do sth as a start.

2. It was lunchtime and the only officer on duty was a fortynish black man with short, pressed hair, a pencil mustache, and a neatly pressed brown suit. (para. 3)

请学生译：一个四十来岁的黑人，一头短发吹得很平整，蓄着淡淡的一字胡，穿着一身笔挺的棕色西装。

uncurled hair, a thin mustache looking like a line drawn by a pencil, and a neat and tidy brown suit.

3. Everything about him suggested a carefully dressed authority. (para. 3)

Everything about him—his clothes, manner, etc. indicated that he was a carefully dressed man who had an important position and power.

4. ... a V-neck sweater, khakis, and loafers. (para. 4)

Suffix -er: it could indicate a person; or a thing:

eg: teacher; waiter; dancer; cooker; pain killer; can opener; dish washer.

5. ... he looked more like a kid from a prep school than a customer in West Side bank. (para. 4)

Ask students what does prep school mean?

It refers to preparatory school: prepares students for college.

The fourth period of class (45 min)

I. Continue analyzing the text: (40 min)

iii. Ask five students to read paragraph 5, 6, 7, 8, and 9, then correct their pronunciation. Ask students to summarize the main idea of these paragraphs.

The narrator's interest in the boy and his argument with the bank officer: the boy couldn't understand why the bank officer wouldn't let him withdraw money from his savings account; and the bank officer insisted that the boy bring a letter from his parents if he wanted to do so.

1. The boy continued to hold my attention because of what happened next. (para. 5)

First, ask students to collect some phrases about “attention”:

pay attention to; draw attention to; give attention to; catch attention; attract attention; get attention; have one’s attention; keep attention.

Second, let the students to compare the usage of because of and because.

_____ you helped me, I finished the task quickly.

_____ your help, I finished the task quickly.

(Because; Because of. because is a conjunction, so it could be added with a sentences; because of is a prepositional phrase, it could only be added with a noun or noun phrases)

2. He was holding an open savings-account book and wearing an expression of open dismay. (para. 6)

Ask the students to translate this sentence, and pay attention to their dealing with the two “open”: 他手拿一张摊开的储蓄账户存折，一脸绝望的表情。

The first “open” is the synonym of current or demand, it is the antonym of saving or deposit or regular; the second “open” means clear and obvious.

3. “But that doesn’t seem fair,” the boy said, his voice breaking. (para. 8)

Let the students compare the following two expressions: but that doesn’t seem fair & but that isn’t fair.

The original one is not as strong as the second one, and it showed the boy was afraid of the officer.

his voice breaking: Absolute construction functions as accompanying manner.

4. Now if you’ll excuse me. (para. 9)

It is a polite expression, used when one wants to go back to his work; to attend to another customer or just wants to end his conversation that is I’m sorry. The officer wanted to end the conversation to go back to his work, or to attend to other customers.

iv. Ask the students to read paragraph 10-23, then correct their pronunciation. Ask students to summarize the main idea of these paragraphs.

The narrator’s attempt to help the boy: the narrator argued with the bank officer for the boy; the bank officer wouldn’t listen; the boy left.

1. I didn’t think twice. (para. 11)

Ask the students to try to paraphrase this sentence: I didn’t think very carefully; I said without hesitation.

2. “I was going to open a new account,” I said, “but after seeing what’s going on here, I think I’ve changed my mind.” (para. 11)

Ask the students to translate this sentence: “我本打算开一个新的账户，”我说道，“但是在看到这里发生的一切以后，我想我改变主意了。”

3. “Excuse me?” he said. (para. 12)

Question: What did the officer really want to ask?

S: The officer really wanted to ask “but why? I can’t understand.”

It is a polite expression when you disagree with sb. but still want to be polite about it.

4. And since there doesn’t seem to be any question as to whether it’s his money or

his account, the bank's so-called policy is clearly ridiculous. (para. 13)

since: (conj.) Adverbial clause of reason

T: Since you can't answer the question, perhaps we'd better ask someone else.

S: 既然你不会回答这个问题，也许我们最好另外找人回答。

as to: about

T: He's very uncertain as to whether it's the right job for him.

S: 对于这份工作是否适合他这个问题，他也很不确定。

so-called: it is used when you think the name used is wrong or improper.

5. "It may seem ridiculous to you," he replied in a voice rising slightly in irritation, "but that is the bank's policy and I have no other alternative but to follow the rules."
(para. 14)

Sentence pattern: may ... but ... (It is used to show that although one thing is true, but sth. else seems very different is also true.)

Ask students to make sentences with this pattern.

Ask the students to paraphrase the last underlined sentence: I can't but acting according to the rules. / I can't do it any other way, and there is nothing else I can do.

IV. Assignment: (5 min)

- i. Review the grammatical points mentioned in this two class hours.
- ii. Review the content of the text and try to retell it in your own words.
- iii. Do exercise 1(rules of word formation) on P34.

教 学 后 记

教学内容与组织安排

The fifth period of class (45 min)

I. Review (10 min)

i. Ask several students to use the following phrases to make sentences: (2 min)

happen to be / do; zero in on sb; hold one's attention;

ii. Explain the parts in bold type in the following sentences. (3 min)

1. I began thinking about my friend **the other day** as I walked into a small, **overlit** branch office on the West Side.

2. ... the only officer on duty was a **fortyish** black man with short, **pressed hair**, a **pencil** mustache, and a **neatly pressed** brown suit.

3. He was holding an open savings-account book and **wearing an expression** of open dismay.

4. ... showed a **balance** of about \$100.

5. The boy looked **destroyed**. Silently, he put his savings book in a **rear-pocket** and walked out of the bank.

iii. Dictation (5 min)

II. Continue analyzing the text: (25 min)

接第二部分第三小节

5. The boy had stood hopefully next to me **during this exchange**, but now I was just as helpless. (para. 15)

during this exchange: how to understand it? Can you sue some other words to instead it?
---- during this argument.

6. I had my opening. (para. 16)

Ask the students to try to paraphrase this sentence:

I found a good chance to do or say something favorable, or upper hand.

我找到了对职员进行反击的机会。

7. I moved in for the kill. (para. 19)

Ask the students to discuss how to explain this sentence:

I began to prepare to kill, destroy or defeat my enemy.

Writing skill: The author was using this exaggerated expression for a humorous effect.

What he meant was that he thought now he had a strong argument to silence the bank officer.

我准备用有利的证据来驳倒银行职员。(作者用这种夸张的表达方式制造了一种幽默的效果。)

8. I **zeroed in on** the officer. (para. 20)

zero in on sb: to aim the gun at a target 瞄准目标

T: I'm going to have a strong argument to silence the bank officer.

S: 我把矛头指向职员。

9. “Because the tellers were not aware of his age before and now they are. It’s really very simple.” (para. 21)

be aware of: having or showing knowledge or understanding or realization or perception.

T: If you were aware of all that, you would change your mind.

S: 如果你知道了那一切,你会改变主意的。

10. You are really getting cheated. (para. 22)

“To get cheated” is another way of saying “to be cheated” with emphasis on the action rather than the state. It is common in informal English. Notice that the sentence is in the present continuous passive.

Example:

Joe got arrested for drunken driving last Saturday evening.

The poor boys never got invited anywhere.

Please give me five minutes: I must get changed.

iii. Ask 3 students to read paragraph 24-32, and correct their pronunciations. Then ask them to conclude the main idea of the rest part of the text.

The narrator realized why the bank officer rejected the boy’s request to withdraw money: the bank officer criticized the narrator for interference; the bank officer explained why he hadn’t allowed the boy to withdraw money.

1. you really shouldn’t have interfered. (para. 24)

Ask the students what the tone is and where do they get this information?

shouldn’t have done could indicate a kind of criticism

eg: You shouldn’t have been so careless.

I shouldn’t have told him.

She shouldn’t have taken that job.

2. And who might that be? (para. 27)

It is a polite way to ask for information.

Ask students to try to tell the tone of it using here ---- sarcastic

3. ... has been shaking this boy down... (para. 30)

... has been getting money from the boy by using threats...

4. Anyway, the police are on the case... (para. 30)

Anyway, the police are working on the case...

“Anyway” is often used in spoken English when you want to change the subject or return to the previous subject, to give additional information, to finish saying something, or to continue without all the details.

III. Summary (8 min)

Work in pairs and play the roles as instructed below.

i. The bank officer reports the boy’s case to his manager that morning, telling him what he has been told about the bully and the boy. The manager and the bank officer discuss what

they should do.

ii. The boy tells the bully that he has not been able to get the money. The bully is angry, and the boy tries his best to make him believe what has happened.

iii. The narrator meets his friend the following day. They start talking about banks again. His friend expresses his usual opinion that banks are not to be trusted and that people should have nothing to do with them. The narrator, however, does not agree with him this time, and tells his friend about his recent experience.

The sixth period of class: Exercise on textbook (45 Min)

I. Exercise on Preview (5 Min)

- i. Check whether Ss have done the exercise in the preview part
- ii. Help Ss to review and retell the main plot of the story again by choosing the right statement in this part.

II. Exercise on Vocabulary (10 min)

i. Tell Ss some techniques of word formation – Compound Word

1. **Compound word (复合词):** Compound words are formed through the combination of two or more words. Usually, the concentration of compound word lies in the last word that forms it and the parts of speech of these words can either be same or be different. According to the parts of speech, there are mainly 3 kinds of compound words.

2. **Two main compound words – compound noun, compound adjective, compound verb**

Compound noun (复合名词): Compound nouns are written as separate words (grapefruit juice), as words linked by a hyphen (sister-in-law), or as one word (schoolteacher).

Three major ways to form compound nouns:

① adjective + noun 形容词 + 名词

Ex. black + board → blackboard

hard + disk → hard disk

dead + line → deadline

easy + chair → easy chair (安乐椅)

② noun + noun 名词 + 名词

Ex. bed + room → bedroom

shoe + lace (花边) → shoelace (鞋带)

head + ache → headache

mother + land → motherland

③ verb + noun 动词 + 名词

Ex. drive + way → driveway

swear + word → swearword (咒骂的话)

jump + suit → jumpsuit

break + water → breakwater

Compound adjective (复合形容词): A compound adjective is formed when two or more adjectives work together to modify the same noun. These terms should be hyphenated to avoid confusion or ambiguity. However, combining an adverb (usually a word ending in "ly") and an adjective does not create a compound adjective. No hyphen is required because it is already clear that the adverb modifies the adjective rather than the subsequent

noun.

Three major ways to form compound adjectives

① noun / adjective / adv + adjective 名词/形容词/副词 + 形容词

Ex. world + famous → world-famous bitter + sweet → bitter-sweet
over + cautious → over-cautious seven+ year + old → seven-year-old

② noun / adjective / verb + noun + -ed 名词/形容词/动词/ 副词 + 名词 +
-ed

Ex. kind + heart + -ed → kind-hearted
honey + mouth + -ed → honey-mouthed

③ noun / adjective / adv + present participle/ past participle

Ex. so + called → so-called peace + loving → peace-loving
newly + married → newly-married heart + felt → heart-felt

1. Introduce some information about the suffix “-y” to the Ss

Suffix “-y”: Usually, this suffix is added to the end of a noun in order to form an adjective. Sometimes, the last letter of the noun need to be doubled when adding the suffix “-y” to it.

Ex. star + -y → starry (布满繁星的) rose + -y → rosy (玫瑰色的)
Skin + -y → skinny (皮包骨的) smell + -y → smelly (有臭味的)

2. Help Ss to do the exercise in the vocabulary part in order to strengthen their impression on the ways to form compound word and the usage of the suffix “-y”.

III. Learning the meaning and usage of phrases and similar words (10 min)

i. Ask Ss to look up these phrases and words in dictionary and share with the whole class the meanings and usages of them.

1. Phrases

as to: about; used when you are referring to sth 关于, 至于

Ex. As to tax, that will be deducted from your salary.

on duty: (of nurses, police officers, etc.) working at a particular time 值班

Ex. That young nurse is on duty today.

aware of: knowing or realizing sth 意识到, 明白

Ex. I have been aware of my mistake.

hear of: to know about sb/sth because you have been told about them 听说, 得知

Ex. He has never heard of this story before.

happen to: to take place, especially without plan (偶然) 发生, 出现

Ex. He happens to be there when the building gets on fire.

move in on: to move towards sb/sth from all directions, especially in a threatening way 从四面八方逼近

Ex. the police move in on the criminal.

because of: used to indicate the reason. It can only be following by noun 由于

Ex. This old man died because of cancer.

hand over: to give sb else your position of power or the responsibility for sth 把 (权利或责任) 移交给 (某人)

Ex. He finally handed over his responsibility for the company last year.

a series of: several events or things of a similar kind that happen one after the other 一系列

Ex. A series of things happened this year.

on the case: to be dealing with a particular matter, especially a criminal investigation. 处理事件 (尤其指刑事侦查)

Ex. We have two wonderful detectives on the case.

the other day: several days ago 几天前

Ex. I met him in the market the other day.

in the first place: used at the beginning of a sentence to introduce the different points you are making in an argument (用于句首) 第一、、、

Ex. He has all the qualification in the first place.

2. Similar words

a. speak / say / talk / tell

“Say” never has a person as the object. You say something or say something to somebody. “Say” is often used when you are giving somebody’s exact words.

“Speak” and “Talk” have similar meanings.

However, “Talk” is more common in spoken English and usually suggests that two or more people are having a conversation or discussing something.

Compared with “Talk”, “Speak” is a little more formal and suggests that someone is using their voice or that one person is saying something to a group.

When a noun follows “Speak”, it must be a language.

“Tell” usually has a person as object and often has two objects.

b. ago / before

“Ago” is used in expressions of time with the simple past tense to show how far in the past sth happened (与动词简单过去式连用, 表示“以前”)

“Before” usually is used as preposition and conjunction. However, it can also be used as a adverb, meaning “at an earlier time; in the past; already”. (用作副词, 表示“以前, 过去; 已经”)

c. since / after

“Since” is usually used with the present perfect or past perfect tense, and it means that “from a time in the past until a later past, or until now” (与现在完成时或过去完成时连用, 表示“自、、、以后; 从、、、以来”)

“After” means “at a time later than sth; when sth has happened” (意思为“在、、、以后”)

d. since / because

“Because” is a conjunction, thus it can be followed by a sentence. It is used to indicate the reason.

““Since” is usually used with the present perfect or past perfect tense, and it

means that “from a time in the past until a later past, or until now” (与现在完成时或过去完成时连用, 表示“自...以后; 从...以来”)

e. bring / take

“Bring” emphasizes on the action of taking thing from some other places to the place where you are

“Take” emphasized on the action of taking thing to some other place

f. remember / memorize / recall

“Remember” is not usually used in the progressive tenses. It means that “to have or keep an image in your memory of an event, a person or a place from the past”. It can be used as “sb remember to do sth” (通常不用于进行时, 表示“回想起, 记得, 记起”, 可以用作 remember to do sth)

“Memorize” means “to learn sth carefully so that you can remember it exactly”. It is usually followed by direct objects, such as to memorize a poem. (通常后接直接宾语, 表示“用心记忆以记住”)

“Recall” is formal verb, it can not be used in the progressive tenses and it means “to remember sth, especially sth happened long time ago”. Usually, people would use it as “recall the memory”(不用于进行时, 表示“回忆起; 回想起”, 强调记起记忆中很久远以前的事)

ii. Help Ss to do the exercise.

1. Fill in the blanks with the correct forms of the words and phrases listed below

twice	as to	on duty	think
aware of	hear of	happen to	move in on
because of	hand over	a series of	on the case
the other day	in the first place		

1. The two men began to _____ me when they saw I was alone. Luckily a police officer _____ pass by just at that time.
2. Are you _____ the problems in our education system now waiting to be solved?
3. I have never _____ a true scientist who is afraid of telling the people the truth.
4. He thinks we should _____ before we agree with the plan to build _____ more water power stations on the river.
5. _____ the strong protest by the people, the president of the country was forced to _____ his power.
6. I called on an old nursing friend of mine _____. But she was _____ and not yet come home.
7. Some of the nation’s best lawyers are _____. They are offering their services free because they have no doubt _____ the ethical nature of the case.
8. Without passion, language learning is very difficult. In fact, we shouldn’t have come to this school _____, if we were not interested in language.

2. Fill in each blank with the correct form of the appropriate word in the brackets.

Note that more than one word may be appropriate.

1. I would like to _____ (speak, say, talk) something about a book I read on Tibet three

weeks ___ (ago, before).

2. Have we ever met ___ (ago, before)? Ah, now I ___ (remember, recall, memorize).

3. Who ___ (spoke, said, told, talked) at the meeting? What did he ___ (speak, say, tell, talk)?

4. To ___ (speak, say, tell) the truth, we had a little quarrel one day last month, and ___ (since, after) that day, we did not ___ (speak, say, talk) to each other for a whole week.

5. ___ (Since, After, When) i came to this university i had many difficulties at first. Then I began to work really hard and ___ (since, after) then, I have made a lot progress.

6. I told her to ___ (bring, take) her raincoat ___ (since, because) it looked like rain.

7. Let me ask you a ___ (question, problem). Why is it some college graduates still cannot find jobs ___ (since, because, when) our economy is developing so fast?

8. ___ (Remember, Memorize, Recall) to ___ (bring, take) your daughter here next time. I'd like to meet her.

9. I know that it is not a ___ (matter, affair) of money, but i want you to know that money is not a ___ (question, problem).

IV. Exercise on Grammar(10 min)

i. Help Ss to review several phrases and rewrite the sentences by using these phrases

1. ought to do something: used to make a suggestion when you feel strongly that it is a good idea

2. if subject + verb (simple past), subject + would/should/might + main verb: if subject + verb (simple past), subject + would/should/might + main verb

ii. Help Ss to review the usage of subjunctive mood and do the exercises.

1. General review of the subjunctive mood

	Conditional Clause	Main clause
Present	If + subject + did / were	Subject + could / would / might / should do
Past	If + subject +had done	Subject + could /would / might / should have done
Future	If + subject +did / should / were to	Subject + could / would / might /should do

2. Help Ss to review the usage of subjunctive mood and do the exercises on book.

“Subject + shouldn't have + verb (past participle)”: used to say that an action in the past in unacceptable or undesirable

3. More exercise (translation by using subjunctive mood)

a. 你本不应该那么晚才睡

(You shouldn't have stayed up so late.)

- b. 你本不应该牺牲你生活中的一方面来成全另一方面。
(You shouldn't have sacrificed one aspect of your life for another)
- c. 他不应该在考试中作弊。
(He shouldn't have cheated in the examination.)

IV. Translation(10 min)

Do the translation exercise on book and help Ss to review the important phrases and words that are frequently used in English.

i. Translate the following sentences into English

1. 在我看来，这似乎不可能，但是其他所有人看起来都很有信心。
(It seems impossible to me, but all the others looked very confident.)
2. 我们朝四下一望，没有一个仍然矗立的建筑物了。地震似乎把一切都摧毁了。
(We looked around. There wasn't a building standing in sight. The earthquake seemed to have destroyed everything.)
3. -----他这些日子里似乎情绪很低落，不知道为什么。
(He seems to be in low spirits these days. I wonder why.)
-----我觉得那是因为他似乎学习上没有多少进步。他怕被同学瞧不起。
(I think it is because he doesn't seem to be making much progress in his studies. He is afraid of being looked upon by his classmates.)
4. -----你在找什么，迪克？
(What are you looking for, Dick?)
-----我好像把钥匙丢了。真烦人。
(I seem to have lost my key. How annoying!)
5. 如果你发现一个字在句中似乎说不通，你就应该查查字典。这是掌握意思的唯一办法。
(If you find a word that doesn't seem to make any sense in a sentence, you should look it up in the dictionary. That is the only way to learn to use a word.)
6. 他们继续争吵了几个钟头，两人似乎谁也不愿听对方的话。我突然想起有人说：“讨论是知识的交流，而争吵是无知的交换。”
(They went on arguing for hours. Neither was willing to listen to the other. I suddenly remembered someone saying: "Discussion is an exchange of knowledge while argument is an exchange of ignorance.")
7. 那里的形式似乎非常复杂，政府已经答应进行认真调查。
(The situation there seems quite complicated. The government has promised to look into it.)
8. 我爷爷似乎正在好起来，但是他仍然需要有照顾。
(My grandpa seems to be getting better and better, but he still needs somebody to look after him.)
9. 经济学家已得出结论：危机似乎很快就要结束了，世界经济正在好转
(Economists have come to the conclusion that the crisis seems to be coming to an end. World economy is looking up.)

10. 这次病后，我看了看我的银行账本。使我伤心的是，账上的余额几乎是零。我前三年在银行里的钱全花光了。

(When I got well I looked at my bank account. To my sadness, I found my balance was almost zero. All my sayings in the past three years were gone.)

ii. Translate the following sentence using one of the patterns listed in Grammar Exercises 1-2

Sentence patterns: ought to do something: used to make a suggestion when you feel strongly that it is a good idea

if subject + verb (simple past), subject + would/should/might + main verb: used when you are talking about an unlikely situation

Subject + shouldn't have + verb (past participle): used to say that an action in the past is unacceptable or undesirable

1. 你还是试一试别的方法吧。

(You ought to try a different method.)

2. 要不你再去和写作老师谈一谈?

(I think you ought to talk with our writing teacher about it.)

3. 我们还是立即向警方报告这次失窃吧。

(We ought to report the theft to the police immediately.)

4. 你的父母身体不好，你多去看看他们吧。

(You ought to see your parents more often now that they are not in good health.)

5. 你不该对长辈那样大声嚷嚷。

(You shouldn't have shouted at the elders like that.)

6. 这么重要的会议你是不该迟到的。

(You shouldn't have been late for such an important meeting.)

7. 难道吉姆不是你的朋友吗？他提出要帮你，你是不该拒绝的。

(Isn't Jim your friend? You shouldn't have turned down/ rejected his offer of help.)

8. 作为一个大学生，你是不该把业余时间都花在网络游戏上。

(As a college student, you shouldn't have spent all your free time playing computer games.)

9. 万一我这次失败了，我还会再试第二次的。

(If I failed this time, I would try for the second time.)

10. 要是地球继续变暖，这些岛屿将不复存在。

(If the global warming continued, these islands would disappear.)

11. 我要是现在有一百万元，我一定会给父母买一套房子。

(If I had a million yuan, I would buy my parents an apartment.)

12. 要是我当选为学生会主席，我没准会组织一次钢琴比赛。

(If I were elected president of the students' union, I might organize a piano competition.)

教学后记

教 案

周 3 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit Three Message of the Land		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	
授 课 要 点	本 (章) 节 教 学 目 标	<p>On completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. memorize and learn to use all the new words in text 2. master the language points in text A. 3. acquire the usage of simple present tense, the present continuous tense , the present perfect tense and emphatic sentence. 4.read and retell text A with appropriate pronunciation, intonation and fluency. 5. get familiar with the writing style of the text. 6. let Ss realize the gap between parents and them, then considerate and appreciate the love from their parents. 	
	教 学 重 点 和 难 点	<p>Important points:</p> <ol style="list-style-type: none"> 1. New words in the glossary 2. Word Formation <ol style="list-style-type: none"> 1) Prefix fore-: before; in front of ; un-: not; re-: again 2) Suffix able/ible, ful <p>n+able showing the qualities of v+able that can be; fit to be -en: turns some adj. and n. into v.</p> <p>Difficult points:</p> <p>Usage of some important new words in this lesson:</p> <ol style="list-style-type: none"> 1) the grammatical function of simple present tense, the present continuous tense , the present perfect tense 2) the usage of emphatic sentence 3) the structure of simile and metaphor 	
思 考 题 或 作 业	<p>Assignment:</p> <ol style="list-style-type: none"> 1.Preview 2.Do the exercises of text A 3.Read new words and text A according to the record 4.Review the words, phrases and language points 5.Have a further discussion 6.Learn text B on their own 		

教学内容与组织安排

The first period of class (45mins)

I. Warm-up questions and discussion: (10mins)

1. Have you ever been to the countryside?
2. Are you from the countryside? Do you have any relatives live in the countryside and have their own land to plant food?
3. In the countryside, most farmers who are still working on their land are young or old?
4. Where do the other people go?
5. Can you imagine the rural life in the future?

II. Glossary: (35mins)

A. Reading and correction (10mins)

Ss read the glossary by themselves first, then T invites some Ss to read and T corrects the pronunciation, at last Ss read the glossary after the recording.

B. New words analysis (25mins)

1. **barter**: v./ n. exchange (goods, property, etc) for other goods, etc without using money

barter sth. for sth.:

They have been bartering wheat for cotton and timber.

barter with sb. for sth.:

The prisoners tried to barter with the guards for their freedom.

2. **complain** vt. & vi.

1) If you complain about a situation, you say that you are not satisfied with it.

Miners have complained bitterly that the government did not fulfill their promises.

矿工们已愤愤地抱怨政府没有兑现他们的承诺。

The couple complained about the high cost of visiting Europe.

He complained to the police that the boys had stolen his apples.

他向警方控告那些男孩偷了他的苹果。

2) If you complain of pain or illness, you say that you are feeling pain or feeling ill.

He complained of a headache.

**Contrast complain about vs. complain of
complaint n.**

3. **condemn**: vt. If you condemn something, you say that it is very bad and unacceptable.

Most people condemn war.

Political leaders united yesterday to condemn the latest wave of violence.

政治领袖们昨天联合谴责最近发生的一波暴力事件。

condemnable adj.

condemnation n.

4. **exhausted** adj. very tired

She was too exhausted and distressed to talk about the tragedy.

她太疲惫和忧伤了，不想谈论那场悲剧。

v.

exhaust

Don't exhaust him.

We have exhausted all our material resources.

adj.

exhaustive 详尽的；彻底的；消耗的

exhausting 使筋疲力尽的；使耗尽的

exhaustible 可被用尽的；会枯竭的

adv.

exhaustively 耗尽一切地

n.

exhaust 排气；废气；排气装置

exhaustion 枯竭；耗尽；精疲力竭

5. fashionable adj. modern, stylish

old-fashioned adj.

fashion n.

in / after the fashion of sb: (fml) like sb

She paints in the fashion of Picasso.

come into / be in fashion: become or be popular

go / be out of fashion: become outdated

6. greed n. a strong desire to have more of something, such as food or money, than is necessary or fair

greedy adj.

He attacked greedy bosses for awarding themselves big raises.

He was dominated by greedy egotism.

他被贪婪的私欲所左右。

greedily adv.

The second period of class (45mins)

I. New words analysis (20mins)

1. heal vt.&vi.

1) When a broken bone or other injury heals, or if someone or something heals it, it becomes healthy and normal again.

He could heal you of your pneumonia, you'd better go to see him as soon as possible.

他可以治好你的肺炎，你最好尽快去找他给你医治。

2) If you heal something such as a rift or a wound, or if it heals, the situation is put right so that people are friendly or happy again.

We have begun to heal the wounds of war in our society.

heal up/over

The wound on your hand would heal over/up soon.

Two hours ago, they healed over and went out for dinner together.

2. insult vt. If someone insults you, they say or do something that is rude or offensive
I did not mean to insult you.

n. An insult is a rude remark, or something a person says or does which insults you.
Their behavior was an insult to the people they represent.

insulted / insulting adj.

feel insulted

be an insult to sb.

3. litter: n. light rubbish(eg. bits of paper, wrappings, bottles)

Please do not leave litter.

v. make untidy with scattered rubbish

Newspapers littered the floor.

4. replace v.

1) put back in its place

replace the book on the shelf

2) take the place of

Can anything replace a mother's love?

3) provide a substitute for sb / sth

replace a broken window with a new one

5. spite: n. **in spite (n.) of:** (used as a prep.) not being prevented by; regardless of; despite

They went out in spite of the rain.

We adhered to our original plan of swimming in spite of the bad weather.

Compare: regardless of, despite

regardless (adv.) of: (used as a prep.) (informal) paying no attention to

She carried on regardless of the danger.

despite (prep.): without being affected by

They had a wonderful holiday, despite the bad weather.

II. Word formation(10mins)

1. Prefix fore-: before; in front of

foretell foresee forerun forecast foreword

forearm foreleg foresight foreground forerunner

un-: not, adj. prefix

unhappy ungrateful unwell unimportant unable uncommon

re-: again

replace revisit reconsider rewrite retell recall

2. Suffix -able/-ible, -ful

n+able showing the qualities of

v+able that can be; fit to be

fashionable showing the qualities of fashion

eatable that can be eaten; fit to be eaten

-en: turns some adj. and n. into v.

ripen weaken darken widen thicken

2. compound words:

n.+v.+er → n. eg hairdresser

adj.+n..+ed→ adj. eg old-fashioned

III. Check the answers of Preview 1 on p.55(10mins)

Answers: C A C D C

IV. Assignment (5mins)

1. Read the new words and text A according to the record
3. Review the new words in the glossary
3. Read the text again and try to answer the questions on p. 56
4. Do the exercises Vocabulary 1 on p. 58-9, 7 on p. 62, and Grammar 3 on p.64

教学后记

教学内容与组织安排

The third period of class (45mins)

I. Review the new words (5mins)

1. The prisoners tried to ____ with the guards for their freedom. Barter
2. She was too ____ and distressed to talk about the tragedy. exhausted
3. He was dominated by ____ egotism. greedy
4. The wound on your hand would ____ over/up soon. heal
5. Political leaders united yesterday to ____ the latest wave of violence. condemn
6. Miners have ____ bitterly that the government did not fulfill their promises.
Complained

II. Introduction of the author and cultural background (15 mins)

1. Author: Pira Sudham

Pira Sudham spent his childhood in the rice fields on the Korat Plateau, helping his parents and tending a herd of buffaloes until he went to Bangkok at the age of fourteen to be a servant to monks in a Buddhist temple where he was also admitted to a school.

To support himself through high school and the first year at the Faculty of Arts, Chulalongkorn University, he sold souvenirs to tourists until he won a New Zealand government scholarship to study English literature at Auckland University and later at Victoria University, Wellington.

His writings began to appear in literary publications in New Zealand, Hong Kong and the United States before his first book, Siamese Drama (entitled Tales of Thailand in the latest editions) was published in 1983, followed by People of Esarn in 1987.

He has lived for over ten years in Australia and the United Kingdom, where he wrote Monsoon Country (1988), and its sequel, The Force of Karma (2002).

Pira Sudham's literary works are concerned with social-economic-political changes occurring in Thailand. Widely read and highly acclaimed, his books have given an expedient voice to the poor and the voiceless.

Considered Thailand's leading English language writer, he was nominated for the 1990 Nobel prize for literature.

The text is adapted from "The Farmer and the Wife" in Guidebook to Better Reading Series published in 1982.

2. Bangkok

Bangkok is the capital and largest city of Thailand, with a population of 8,538,610 (1990). It is located on the east bank of the Chao Phraya River, near the Gulf of Thailand. Bangkok is one of the fastest-growing, most economically dynamic and socially progressive cities in Southeast Asia. Local people like to think that it is emerging as a regional centre to rival Singapore and Hong Kong, but it suffers from major infrastructure and social problems as a result of its rapid growth. It is also one of the world's most popular tourist destinations. It is the economic center of Thailand. The Chao Phraya River allows

Bangkok to function as a port. The Stock Exchange of Thailand is located here. Tourism is a major source of revenue. The city contains many Buddhist temples, among the best known being Wat Phoo and Wat Arun. Processed food, timber, and textiles are leading exports. Industrial plants include rice mills, cement factories, sawmills, oil refineries, and shipyards. The city is a famous jewelry center, buying and selling silver and bronze ware.

3. Urbanization

Urbanization is the process by which more and more people leave the countryside to live and work in cities. We find in the farmer and his wife qualities that are shared by many who till the land—love of the land, love of physical labor, and above all, love of family. We are also impressed by their honesty and kindness and by their simple life. Their children, however, are quite different. The way they leave the land is typical of many young people born and brought up in the countryside. They don't see any attraction in farming and, as soon as possible, leave for the city to seek their fortune. As a result, farming is left to the old people. This is true not only in Thailand but also in many other developing countries.

4. Rice cultivation

Rice is cultivated basically in two ways. Rice farmers in developing countries usually sow seeds in small seedbeds, then land-transplant the seedlings into flooded fields that have been plowed and leveled by water buffalo-drawn plows. One advantage of transplanting seedlings instead of planting seed is that the young plants help limit weeds by shading from needed sun. In industrialized countries, seed is sown with a machine or cast from an airplane into machine-leveled fields that are then flooded. Herbicides are the primary method of weed control.

Transplanting rice seedlings by hand is a hard job, for the farmers have to stand in muddy water, barefoot, and push the seedlings in to the mud with their finger, a few at a time.

III. Introduction of the text (25mins)

1. Text-related Questions: (10mins)

After preview of text A and self-learning of new words in text A, answer some text-related questions:

- 1) What is the message of the text?
- 2) What kind of person do you think the farmer and his wife were? Why?
- 3) What caused the difference between the old couple and their children?
- 4) Do you think the change is good or not? Why?
- 5) Do you find similar happening here in China today? Give examples.

2. Text Structure (5mins)

Part I: The wife's speech

(para. 1- 3) The wife tells us briefly about each member of her family and how all her children left.

(para. 4- 7) This part focuses on the changes that she finds she can't adjust to.

Part II: The farmer's speech

(para. 8-11)The farmer tells us what he thinks are the roots of all evils. He also tells us what joys he finds in life and in farming

3. Theme (5mins)

The story tells about the deep regret of the old people over the loss of the traditional values and the way of life.

4. Genre and Writing style (5mins)

The text is different from the previous two, it is an essay in a very broad sense of the word, for it was written down by the writer who interviewed a farmer and his wife.

The style of such writing is colloquial, the language straightforward, and the sentences generally short. Note the figures of speech the farmer and his wife use. They are vivid, expressive and appropriate.

The fourth period of class (45mins)

I. Detailed Text Analysis (40mins)

1. They belongs to my parents and forefathers.

to belong to: 1). to be owned by sb., e.g.

The house belonged to my grandfather.

Who does the wallet belong to?

2). to be a member of a group or organization, e.g.

Do you belong to the tennis club?

They were suspected of belonging to a terrorist organization.

3). to be connected with or form part of, e.g.

The film belongs to a rich comic tradition.

He belongs to a different generation.

belongs n. [plural] the things that you own, especially those that you can carry with you, e.g.

Please ensure that you have all your belongs when you leave the train.

2. ...it was I who stayed with my parents till they died.

Learn how to use the emphatic form "it is/was...that/who..."

e.g. It was my sister who told me the truth.

It was in Beijing that I first met Miss Li.

It is you who are to blame.

It is this watch that my father gave me.

It was because he was taken ill that he decided to resign.

3. My husband moved into our house as is the way with us in Esarn.

(When we got married) my husband came to live in our house. It was the tradition here in Esarn that the bridegroom should come to live with the bride's family.

"As" here introduces a defining relative clause, and function as its subject, representing what is stated in the main clause.

As is know to all, Taiwan is part of China. (as—subject of the clause)

As is often the case, the boy was late for class. (as—subject of the clause)

4. The rest, two boys and two girls, went away as soon as we could afford to buy jeans for them.

afford to: can / could be able + afford sth /to do sth

e.g. They walked because they couldn't afford (to take) taxi.

I mustn't annoy my boss because I can't afford to lose my job.

5. They come home to see us now and then.

now and then: now and again; occasionally

Similar phrases:

here and there: everywhere

ups and downs: alternate good and bad luck

the ins and outs: the details and complexities (of sth)

be off: be away from a place

eg My father is off to Russia next week.

6. ...and tell us that they are doing well. I know this is not always true.

... although they always tell us that everything is fine with them. I know they also have difficulties and problems. They just do not tell us because they don't want us to worry.

7. ...it is like a knife piercing my heart.

When I hear about their hardship, I feel very bad.

Review figure of speech: simile and metaphor

Simile: a simile is a brief comparison, usually introduced by the preposition "like" or the conjunction "as", and etc.

A simile consists of two parts: tenor and vehicle. The **tenor** is the primary subject; the **vehicle** is the thing to which the main subject is compared to.

Examples:

subject / tenor	simile marker	reference/ vehicle
Records (fell)	like	ripe apples (on a windy day).
The data processing (is going on)	as (slow) as	a snail

Metaphor: A metaphor is also a comparison. The difference is that a simile compares things explicitly--- that is, it states literally that X is like Y. A metaphor compares things implicitly. Read literally, it does not state that things are alike; it says that they are the same thing, that they are identical.

subject / tenor	reference/ vehicle
Cape Cod (is the bared and bended)	arm of (Massachusetts)
He (is)	a wolf (in sheep's clothing).

Sometimes, they get bullied and insulted, and it is like a knife piercing my heart. (2)

When each of them has a pair of jeans, they are off like birds on the wing. (10)

The soft cool breeze moves the sheaves, which ripple and shimmer like waves of gold. (11)

Yes, this bag of bones dressed in rags can still plant and reap rice from morning till dusk. (7)

Personification:

Our piece of land is small, and it is no longer fertile, bleeding year after year and, like us, getting old and exhausted. (3)

Can you find some examples of the usage of simile in the text?

- 1) Sometimes, they get bullied and insulted, and it is like knife piercing my heart.
- 2) It is no longer fertile, bleeding year after year, and like us getting old and exhausted.
- 3) When each of them has a pair of jeans, they are off like birds on the wing.

8. It's easier for my husband . He has ears which don't hear, a mouth which doesn't speak, and eyes that don't see.

News about my children's problems doesn't make my husband as sad. He doesn't bother about what is happening around us and to our children. He never says anything about them.

9. He has always been patient and silent, minding his own life.

He's always been patient and talks little. He just does his duty and carries on his life.

mind one's own business: not interfere in other people's affair

mind one's own p's and q's: be careful and polite about what one says or does

10. All of them remain my children in spite of their long absence.

Although they are often away for a long time, I love and care about them as always because they are my children.

in spite (n.) of: (used as a prep.) not being prevented by; regardless of; despite

regardless (adv.) of: (used as a prep.) (informal) paying no attention to

despite (prep.): without being affected by

11. Our piece of land is small, and it is no longer fertile, bleeding year after year...

Our land is getting poor with passing year...

bleed: v. (bled; bled) lose or emit blood

bleed to death

bleed for sth: suffer wounds or die (for a cause ,one's country)

bleed for revolution

bleed sb for sth: (informal) extort (money) from sb

The blackmailer bled him for every penny he had.

12. ...but in a bad year, it's not only the ploughs that break, but our hearts, too.

... but when there is a drought, the soil is so hard that the ploughs break, and we become very, very sad.

heartbreaking: causing extreme sadness, as in a heartbreaking story

heartbroken: extremely sad

13. Only for 10 years ago, you could barter for things, but now it is all cash.

Just 10 years ago, we could exchange one thing for another, but now, we use money to get everything that we don't need.

barter: v./ n. exchange (goods, property, etc) for other goods, etc without using money

barter sth for sth: barter wheat for machinery

barter with sb for sth:

e.g. The prisoners tried to barter with the guards for their freedom.

replace: v. ---put back in its place

14. Men used to make things with fine bamboo pieces, but no longer.

In the past men made fine bamboo crafts but they no longer do that.
used to do sth...but no longer...: this expression is often used to show a change
eg. They used to come and see their parents every week, but no longer.

15. Shops have sprung up, filled with colorful plastic things...

spring: v. jump p from the ground in a single movement

spring out of bed

A cat sprang out of the bushes.

spring to life: suddenly become active

On hearing his name called, the sleeping dog sprang to life.

come / spring to mind: present itself to one's thoughts

Nothing immediately springs to mind.

spring from sth: have sth as a source or origin

Hatred often springs from fear.

spring up: appear, develop, grow, etc. quickly or suddenly

New houses were springing up all over the town.

fill: to make or become full

eg I filled the thermos bottle with hot water. vt

The room was filling quickly. vi

be filled with sth: to be full of sth

eg The girl's room is filled with toys.

The house is filled with smoke.

have no use for sth: to not need sth

eg Our children are all gone; we have no use for this big house.

when boy started school, he had no use for his toys and gave them away.

16. These rough fingers and toes are for working in the mud of our rice fields, not for looking pretty.

What is the good of painting the nails of my fingers and toes? Their place is in the paddy fields where I work, so there is no point in making them look pretty.

Note: Rice plants grow in water until they are ripening. Therefore, rice farmers often have to work in paddy fields.

17. In my day, if I were to put on a pair of trousers like they do now, lightning would strike me.

When I was young, I surely would be punished by God if I ever wore the kind of trousers they wear today.

This means that in those days it was considered very improper for girls to wear such trousers.

In Thailand, females wore wraparound skirts.

Note: Don't confuse "lightning" and "lightening"

lightning: a flash of bright light in the sky which is produced by electricity moving between clouds or from clouds to the ground

lightening: the present participle of "lighten", which means "(to cause) to become bright"

In sb's day: When sb. was young.

II. Assignment (5mins)

1. Review the words, phrases and language points
2. Exercises Vocabulary 3,4,7, and Grammar 1,2,3

教 学 后 记

教学内容与组织安排

The fifth period (45 min)

I. Review (10 min)

1. Review the key words and phrases in Para.1-4 and give examples.
2. Review the general idea of the former paragraphs.

II. Text analysis of para.5-7 (35 min)

1. Ask two students to read para. 5 and para.6 respectively.
2. Ask students the main idea of para. 5-7.
3. Detailed analysis.

Para. 5

A. **...but certain things should not change.**

...but we shouldn't abandon/give up certain things, for example, our duty to our parents, our religious beliefs, our sympathy for others, etc.

B. **Young people tend to leave these things to old people now, and that's a shame.**

It is a pity that young people don't do these things, thinking that they are only for the old.

tend to do sth.: to be likely to do sth. (usu. sth. bad)

Para. 6

A. **Why, only the other day I heard a boy shout and scream at his mother.**

Recently, I heard a boy shout rudely at his mother.

Shout at sb.: to speak loudly, often angrily to sb.

e.g. He often shouted at his wife, and this upset her.

Shout to sb.: to speak loudly

e.g. Tom shouted to Jack to pass the ball.

B. **If that kind of thing had happened when I was young, the whole village would have condemned such an ungrateful son, and his father would surely have given him a good beating.**

Note the pattern of unreal conditional clauses.

e.g. If I had worked harder, I would have passed the exam.

If you had come five minutes earlier, you would have caught the train.

Para. 7

A. **As for me, I wouldn't change, couldn't change even if I wanted to.**

I don't think I would change like that, and it would be impossible for me to change even if I wanted to.

As for sb/sth.: used when you start to talk about something new that is connected with what you have been talking about.

e.g. Labor is cheap. Land is also available. As for money, we can borrow from the

bank.

Even if: in spite of the fact or belief that

e.g. Even if I had the money, I wouldn't buy a thing like that.

I'll go even if no one else does.

B. This question has never occurred to me.

I've never asked myself/thought about the question ---- whether or not I am happy.

Occur to sb.: (of a idea or thought) to come into sb's mind

e.g. A happy thought occurred to me while I was surfing the Internet.

C. Yes, this bag of bones dressed in rags can still plant and reap rice from morning till dusk.

It's true I'm not strong and my clothes are old and patched, but I can still work in the rice fields all day.

a bag of bones: a very thin person

in rags: wearing old torn cloths.

D. Disease, injuries, hardship and scarcity have always been part of my life. I don't complain.

All my life I have suffered from disease, injuries, hardship and shortage of life's necessities, and I've become used to them. I don't complain because I know that's life.

The sixth period (45 min)

I. Text analysis of Part II (Para. 8-11) (30 min)

1. Ask a student to read the last paragraph.
2. Ask students the main idea of the second part.
3. Detailed analysis

Para. 8

A. My eyes do see ---- they see more than they should. My ears do hear ---- they hear more than is good for me.

I'm not what my wife says I am. I do see and hear ---- I see and hear too much evil, too many ugly and terrible things, things that I wish I did not have to see and hear. And this is not good for me.

B. I don't talk about what I know because I know too much. I know for example, greed, anger, and lust are the root of all evils.

I'm silent because I don't want to talk about what I know ---- I know these things (greed, anger and lust) lead to evil.

Para. 9

A. I am at peace with the land and the conditions of my life.

I can face the conditions of the land and of my life, and so I am calm, and not worried.

At peace (with sth.)

e.g. The country is finally at peace with its neighbors.

B. I have been forcing silence upon her all these years, yet she had not once complained of anything.

force sth. on/upon sb.: to cause sb. to accept sth. that they do not want

e.g. Her husband tried to force his will on her.

Complain of: to tell other people that sth. is making you feel ill/unhappy.

e.g. The patient complained of a had headache.

Complain about sth./sb.: to say that sth. is wrong or not satisfactory.

e.g. Many students complain about food served in the university canteens.

Para. 10

Still the land could not tie them down or call them back.

My children grew up and had happy days on this land. But this couldn't prevent them from leaving or from wanting to return.

Tie sb. down: to limit sb's freedom

e.g. Few young people want to be tied down to the same job all their lives.

Para. 11

A. ...they are off like birds on the wing.

On the wing: (of birds) flying

B. Sickness comes and goes, and we get back on our feet again.

be/get back on one's feet:

a. to be in a healthy condition after an illness or injury

e.g. The doctor says she'd be back on her feet again in a couple of days.

b. to be in a good position or condition

e.g. The pain comes and goes, but yesterday, it persisted.

C. It's nice to feel the wet earth as my fingers dig into the soil, planting rice.

earth vs. soil

the earth/ Earth: the planet on which we live 地球

earth: land, not the sea, the air 陆地

earth: the material in which plants grow 泥土

soil: the top layer of earth in which plants grow 土壤

D. The soft cool breeze moves the sheaves, which ripple and shimmer like waves of gold.

In the soft cool breeze, the sheaves move and shine in the sun like a golden sea.

E. ...so that I can pass on the land's secret messages to them.

...so that I can tell them what this land means to us. It is our history, our culture, our tradition, and our life.

II. Summary of the text (5 min)

Summarize or ask students summarize:

1. Main idea and structure of the text.

2. Key phrases in the text.

3. Key sentence patterns in the text.

Ask students to raise questions for deeper understanding or discussion.

III. Exercises (8 min)

1. vocabulary

(1). prefix “un-”

An adjective prefix which means “not”.

e.g. unhappy, unnecessary, unable, unknown...

(2). prefix “re-”

It means “again”.

e.g. replace, revisit, reconsider, reeducate...

(3). prefix “fore-”

It means “before” or “in front of”.

e.g. forefather, forehead, foresee...

(4). suffix “-able”

An adjective suffix which means something that can be done or a quality something or someone has.

e.g. fashionable, comfortable, uncountable, unchangeable...

(5). suffix “-en”

It turns some adjectives and nouns into verbs.

e.g. ripen, weaken, shorten, darken...

(6). compound nouns

They are formed by objects + v. + -er/or

e.g. housekeeper, cotton-grower, story-teller, taxi-driver...

(7). compound adjectives

They are formed by adj. + n. + -ed.

e.g. old-fashioned, white-haired, narrow-minded, thick-headed...

2. key phrases

Barter for

occur to

Belong to

pass on

Complain of

put on

Feel a pity for

spring up

e.g. Only ten years ago, you could barter for things, but now it's all cash.

This question has never occurred to me.

Shops have sprung up, filled with colorful plastic things and goods we have no use for.

I hope I can pass on the land's secret messages to my grandchildren.

IV. Assignment

(2 min)

Review the text and finish the exercises in the vocabulary part and grammar part.

教 学 后 记

教学内容与组织安排

The seventh period (45 min)

I. Review (8 min)

Dictation

Review the key words and phrases in the text.

Review the main idea of the text.

II. Exercises

1. Synonym discrimination (7 min)

hope vs. wish

Hope: suggest wishing to do sth. and thinking it likely or possible to do it.

Wish: suggests wanting sth. without thinking whether it is possible to get it.

e.g. She wished her sister great success, and kissed her good-bye.

He told me that he was hoping to find a job in Beijing.

happen vs. occur vs. take place

happen: a general word widely used to mean whatever coming to pass objectively, usu. accidentally.

occur: it is somewhat more formal and suggests a specific event at a specific time, either something accidental, or that planned.

take place: it is often used to mean to come to pass as an equivalence to “happen”, but it more often suggests the presence of design.

e.g. One may predict or prevent something happening, but he can never decide what to happen or what not.

At the beginning of June an event occurred.

It won't occur again, if I can help it.

The race will take place tomorrow.

2. . translation (30 min)

- 1) 祝英台虽然不愿意嫁给马家小少爷，但她不能不服从他父亲。她的心都碎了。(be forced to)
Zhu Yingtai had to (was forced to) obey her father and marry the young master of the rich Ma family although she was extremely unwilling. She was heartbroken.
- 2) 那个人从来没见过这么大的一张钞票。他说：“这东西看着好，摸着也好，的确就是好！”(link verb)
The man had never seen such a large note. He said, “It looks good, feels good, and it is good!”
- 3) 树叶都变黄、变红、变紫了。看起来真是如天堂一样美。(turn)
Leaves had truned/got/gone/become yellow, red and purple. It really looked heavenly (beautifully like heaven).
- 4) 随着年纪越来越老，她开始很容易感到疲惫。(feel)
As she grew older, she began to feel tired easily.
- 5) 他的话听起来很有说服力，但好听的理由不等于好的理由，两者之间存在很大的区别。(sound)
What he said sounded very convincing, but reasons that sound good do not always mean good sound

reasons. There is a big difference between the two.

- 6) 他爱说话, 他永远无法保持沉默, 而他说的往往被证明是错的。(prove)
He likes to talk. He can never keep quiet, and what he says often proves (turns out to be) incorrect.
- 7) 他在战斗中受了伤, 流了很多血, 变得十分虚弱。他的领导强迫他留在医院到伤口痊愈为止。(become)
He got wounded in battle, lost a lot of blood, and became very weak. His leaders ordered him to stay in the hospital until he was completely recovered (healed).
- 8) 他们以为可以从我们手中滑过去: 他们错了, 他们休想干了坏事就溜走。(slip through)
They thought they could slip through our fingers. They were wrong. They couldn't get away with what they had done.

The eighth period (45 min)

I. Exercises

1. translation exercises (8 min)

- 9) 长征的时候, 红军需要渡过大渡河, 穿过草地, 翻过雪山。(get across, through, over)
During the Long March, the Red Army had to get across the Dadu River, through the grassland and over the snow-covered mountains.
- 10) 你在哪里生活习惯了吗? 你和同学相处得如何? 我们给你寄的钱够你凑合用吗? (get by)
Are you used to the life there? How do you get along with your classmates? Can you get by with the money we send you? (Is the money we send you enough for you?)

2. grammar

(1) Key sentence patterns: (10 min)

A. if subject + verb (past perfect), subject + would/should/could/might + main verb (have done).

B. as (relative pronoun as subject representing what is said in the main clause) + verb + complement.

e.g. I worked very hard, so I did well in the College Entrance Exam.

= If I hadn't worked hard, I wouldn't have done well in the College Entrance Exam.

We left for the airport an hour too late, and missed our flight.

= If we had left for the airport an hour earlier, we wouldn't have missed our flight.

As is known to all, China remains a developing country in many ways in spite of her rapid economic development.

The boy is interested in the game, as can be seen from the expression on his face.

(2) Translation exercises (20 min)

- 你要是早到十分钟就能赶上火车了。
If you had arrived ten minutes earlier, you could have caught the train.
- 你要是那时实话实说, 你父亲早就原谅你了。
Your father would have forgiven you if you had told him the truth.
- 要不是下大雪, 我肯定会带你们去参加昨天的聚会。
If it hadn't snowed heavily, I would have taken you along to yesterday's party.

4. 要是春天多下点雨，收成会好得多。
If there had been more rain in spring, the harvest would have been much better.
5. 要是他们没有从失败中吸取教训，就不会取得今天的成就。
If they hadn't learned a lesson from their failure, they wouldn't have achieved so much.
6. 要是我的家人不支持，我是不会去参加这次竞赛的。
If my family hadn't supported me, I wouldn't have taken part in this contest.
7. 很多人认为中国的长城是古代世界七大奇迹之一。
Many people think that China's Great Wall is one of the seven wonders of the ancient world.
8. 祸不单行，事情往往如此。As so often happens, misfortunes/troubles never come singly/alone.
9. 就像许多大学生一年级新生一样，吉姆发现适应大学生活并不容易。
As is often the case with many first-year college students, Jim finds it hard to adapt to the life at college.
10. 正如所报道的那样，总统下个月要访问非洲五国。
As it reported, the president will visit five African countries next month.
- (3) Error-correction (5 min)

II. Summary and assignment (2 min)

Review Unit 3.

Preview Unit 5 and finish the exercises in the "preview" part on the textbook.

教 学 后 记