

教 案

周 次	第 周 第 次课	授课时间	20 年 月 日
授课章节	Lesson 1 Half a Day		
本（章）节 授课方式	课堂讲授（√） 实践课（ ）	教学时数	2 课时
授 课 要 点	本 （ 章 ） 节 教 学 目 标	<ol style="list-style-type: none"> 1. Tell students what they should do in Intensive Reading Course and what should they get from this course. 2. Help students establish correct English learning methods 3. Ask students to acquire key words <p>① meaning of the words ② usage of the key words</p>	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Let students know the requirements of Intensive Reading Course. 2. Key words: clutch/daze/intricate/overlook/revolve/trace 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Review words and expressions we've learned. 2. Read the whole passage again, at least, twice. Then try to finish exercises on page 6 and page 8. 		

教学内容与组织安排

(教学目的: to acquire key words)

Teaching Objectives:

This unit is intended to present students the most important changes in our life. After learning it the students should be able to

- acquire what changes take place in their college life;
- read for topics and precise details;
- develop vocabulary and learn the sentence structures relevant to the topic and use them. These include;

Words: border, cling, clutch, creator, curiosity, daze, exertion, halt, hatred, intricate, invade, irritated, joyfully, lift, misgivings, observant, opportunity, overlook, paradise, perseverance, resort, revolve, rivalry, stretch, trace, unclouded, vain;

Phrases: be thrown into, make...out of..., tear sb. away from, cling to, come into view, lose one's way, glance at, in curiosity, burst into, a matter of, fool around, give rise to, resort to, take advantage of, present oneself, come to a halt, show off, in a daze, let up, stretch out.

Teaching Allotment

1st period: Background Information, Warming-up activities and Group Discussion (90 minutes)

2nd period: Key words explanation Detailed sentence analysis (90 minutes)

3rd period: related Grammar and Exercise explanations (90 minutes)

Teaching Procedures

First period:

1. Self-introduction and free talk with the students. (15 min)

1.) Did you find the university just as you had imagined? In what way it was, and in what way it wasn't? (Were you disappointed when you found it wasn't as good as you had expected?) (5min)

2.) What do you want to get in college? (5min)

College education——What for?

3.) My tips for your college life. (5min)

2. Suggestions of English Learning. (15 min)

Pronunciation: Read loudly and correctly, imitate and repeat

Vocabulary: Accumulate and review repetitively; make up stories with the newly-learnt vocabulary

Speaking: Be brave to speak out. Practice makes perfect, try to speak English as possible as you can.

Listening: Listen to VOA and BBC each day, and try to practise your dictation

Reading: Read an original English novel every month.

Writing: Lay a solid foundation in your grammar; try to write a diary in English everyday.

3. Introduction to this course. (15 min)

1. Arrangements for each class

1) 2 students report latest news to the class (either from newspaper or from the radio)

2) Dictation of the new words we have learnt in previous period

3) Final score: two options:

20% Ordinary evaluation+ 30% Mid-term exam + 50% Final Exam

40% Ordinary evaluation + 60% Final Exam

2. Requirements:

1) Only English is allowed in class

2) Follow the teacher in class, and finish homework on time

3) Read English newspapers and magazines to enlarge vocabulary

4) Read English novels to deepen learners' understanding

3. Introduction to the book:

The goal of this book is to lay a solid foundation for English majors, and the passages of this book includes language points as well as culture background, so students will learn not authentic language but also western culture from this book.

Second period:

III. Key Words & Expressions (40 min)

Teaching Method: Explain the new words and expressions in detail. Guide students to learn how to use dictionary. Select 4 new words (intricate, overlook, variety, convince) for students' pre-class work, and check it by asking 4 students, at random, to explain the new words to the class. Translate Chinese sentences into English by using new words and expressions we've just learnt.

Key Words:

1. clutch vt. to hold sth. or sb. tightly, esp. because you are frightened, in pain, or do not want to lose something

Examples:

Tom fell to the ground, clutching his stomach.

A woman clutching a baby stole an elderly woman's purse.

2. intricate a. containing many detailed parts which make it difficult to understand

Examples:

It is an intricate idea and would need a lot of intricate work.

A touch of paranoia is not a bad thing to bring to the computer-software business,

where shifting alliances, rapid technological changes and intricate co-dependencies make plotting long-term strategies hazardous. (踏入电脑软件这个行业, 带点妄想并不是件坏事, 因为在这个行业里, 业者间分分合合, 科技日新月异, 互依的关系错综复杂, 制定长期发展策略反倒危险。)

3. overlook *vt. a.* to have a view of sth. from above(俯视, 眺望)

b. to fail to see or notice; pay no attention to(忽视, 忽略; 看漏)

Examples:

He seems to have overlooked one important fact.

他似乎忽略了一个重要的事实。

The chateau overlooks fields of corn and olive trees.

城堡俯视玉米地和橄榄树林。

同义词: neglect, ignore

4. revolve *v. a.* to spin around or make sth. spin around, on a central point

b. (fig.) to think about

Example:

Overhead, the fan revolved slowly.

头顶上电扇慢悠悠地旋转着。

The earth revolves around the sun.

地球围绕太阳转。

Her mind revolved the possibilities.

她反复考虑各种可能性。

拓展: revolver 左轮手枪

5. trace (1) *n. a.* a small sign that shows that sb. or sth. was present or existed

b. very small amount

Guess the meaning of "trace" in the following sentences:

It vanished/disappeared/without trace.

Petra's lost all trace of her German accent.

Age has left its traces on his face.

There are traces of poison in the man's blood.

A mere trace of smile passed over her face.

trace (2) *v. a.* to follow the marks to find sb. or sth.

b. to find the origin of sth.

c. to study or describe the history, development or progress of sth.

Examples:

Police are trying to trace a white van seen in the area.

警方正设法查找曾在此地区出现的白色货车。

Bob's book traces his flying career with the RAF.

鲍勃的书追溯了他在英国皇家空军的飞行生涯。

His book traces the changing nature of the relationship between men and women.

6. daze *n.* a confused state of mind

v. to make (sb.) feel stupid or unable to think clearly

Examples:

I've been wandering around in a daze all day.

If someone gave you a heavy blow on the head, you would probably feel dazed.

Dazed survivors staggered from the wreckage.

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授 课 要 点	本 (章) 节 教 学 目 标	1. Detailed study of the text. 2. “make” and “find”	
	教 学 重 点 和 难 点	1. Comprehend and translate some of the key sentences; 2. “make” and “find”.	
思 考 题 或 作 业	1. Review sentence paraphrase; 2. Finish exercises on page12(exercise3),page13(exercise 4and 5); 3. Review usage of “the simple past and past perfect tense”, “ would”, “make” and “find”.		

教学内容与组织安排

(教学目的: Understand the main idea and the structure of this passage)

First period:

1. Check the review work: dictation and definition.(5 min)

Teaching method: Ask four students to write those words on the blackboard. The test ones write the words on their textbook and then correct them on their own.

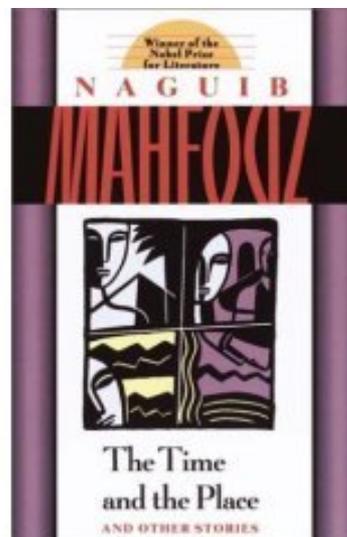
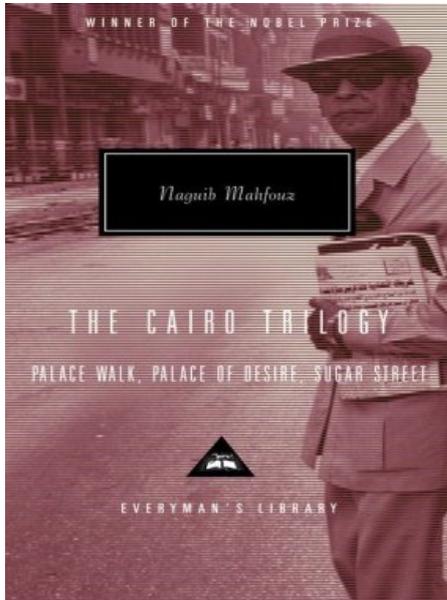
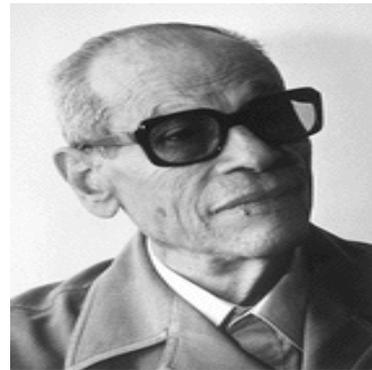
Words for dictation: clutch, daze, intricate, revolve, trace

2. Background information(10 min)

1) Author: Naguib Mahfouz

Teaching method: First the teacher ask students whether they know the author, and then ask one student to report his preparation of the author. And then the teacher complements some more useful information about the author.

- ✧ Born in 1911, educated at Cairo University
- ✧ Wrote short stories and historical novels before WWII
- ✧ Turned to write novels of social realism after WWII
- ✧ Later works combined realism & symbolism
- ✧ A prolific writer: no fewer than 30 novels, more than 100 short stories, and more than 200 articles.



His Works:

The Cairo Trilogy: Palace Walk, Palace of Desire, Sugar Street (first published 1957)

The Time and Place and Other Stories, 1991

His Influence

- The first Arab Writer to win the Nobel Prize in Literature – 1988, The Cairo Trilogy

... through works rich in nuance - now clear-sightedly realistic, now evocatively ambiguous - has formed an Arabian narrative art that applies to all mankind

- Depicts realistically the social and political life in Egypt
- His classical and lucid style rejuvenated literary Arabic without recourse to colloquialisms

"a Dickens of the Cairo cafés" and "the Balzac of Egypt".

- His classical and lucid style rejuvenated literary Arabic without recourse to colloquialisms

2) Culture tips: Education in Britain:

Teaching Method: Compare educational systems in Britain and China.

Schools	Stages of education	Aims
Play School Nursery School	Preschool education For 2—5 year-old	Children mostly play, with some early learning.
Infant School Junior School	Primary education for 5/6—12/13	Children learn some basic skills in reading, writing, arithmetic, art, etc.
Comprehensive School or Grammar School	Secondary education for 12/13—16/18	Students study a wide range of subjects in arts, sciences and technical areas.
College or University	Further/Higher education for 18+	Students study for degrees/diplomas in specialized academic areas.

3. Detailed text analysis.(65 min in total)

Step I: General reading(5min)

essential elements of narration:

Teaching method: This step is based on students' preview work. Students do it first and then the teacher will guide the students to find out the proper information for this part and get

- **Plot:** a little boy's first time to go to school
- **Setting:** on the way to school
at school
on the way home
- **Protagonist/Narrator:** "I" –the boy in the story
- **Theme** of the story: what do you think? (in-depth analysis after class)
- **Structure:**
 - Part1(1-7): The boy's misgivings about school.
 - Part2(8-16): How the boy felt about school.
 - Part3(17-20): Walking out of the school, he found time had changed everything.

Step II: Detailed analysis (60 min)

Teaching Method: Analyze the text part by part. The teacher guides students to learn the text and explain

some difficult points, while students are inspired to take part in the class activities: reading paragraphs, looking up dictionaries, making up sentences, translation, discussion and writing.

Part I: Para.1-7

Teaching method: First give students three questions for them to get familiar with the content of this part. Then ask several students to read this part loudly, and the other students try to underline new words and expressions and difficult sentences. We can solve those problems together.

Q1: How did the boy feel about going to school? Find textual evidence.

Q2: Why was he feeling so?

Q3: List the father's comments about school. What do you think of them?(group discussion)

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

Don't you want to be useful like your brothers?

Put a smile on your face and be a good example to others.

Be a man.

Today you truly begin life.

❖ **Words:** clutch/convince/cling

❖ **Expressions:**

1. throw sb. into/out of a place: to force sb. to enter/leave a place

Examples:

They'll throw me out (of school) if I fail three exams.

Nick got thrown out of college in the second year for taking drugs.

Anyone who opposes the regime is liable to be thrown into jail/prison.

2. to make...(out) of sb./sth.: to make sb./sth. become...

Examples:

The army made a man of him.

The four brothers all made a success of their lives.

He said the Government were frightened of nothing. The real trouble was that we were making a mountain out of a molehill (小题大做).

make sth. of

e.g. I wish he would get married. A wife might make sth. of this idiot.

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

Can't you make yourself away from the TV for dinner?

The young artist couldn't tear himself away from da Vinci's Mona Lisa.

4. cling to: to hold tightly; not release one's grip on

Examples:

The little child clung to his mother for comfort.

Some of the victims of the fire climbed out of the building, clung to the window ledges for a minute or two and then dropped to their death a hundred feet below.

cling to the belief

cling to the hope

cling to one's own view

cling to the habit

cling to one's possessions

❖ **Sentence Pattern:**

There is no good to be had in doing sth.= It is no good/use doing sth.

Examples:

There is no good to be had in buying a boat when you don't have enough spare time to use it.

I don't see there is any good to be had in downsizing the company.

It is no (not much) good doing sth.

It is no (not any, hardly any, little) use doing sth.

It is useless doing sth.

It is not the slightest use doing sth.

It is worth (worthwhile) doing sth.

There is no point in doing sth

There is no doing sth.

It's a waste of time doing sth.

there is no (good, use)

Example:

There is no good denying that women are playing an important role in the world today.

❖ **Grammar:**

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

clutching his right hand: present participle as adverbial modifier

Other examples in the text:

My mother stood at the window *watching* our progress, and I turned towards her from time to time, *hoping she would help*. (2)

"I'm not punishing you," he said, *laughing*. (4)

The bell rang, *announcing the passing of the day and the end of work*. (17)

Paraphrase: I walked next to my father, holding his right hand.

2. They did not make me happy, however, as this was the day I was to be thrown into school for the first time. (1)

as: introduces an adverbial clause of reason.

the day : Noun phrase usu. followed by a relative clause is used as an adverbial of time.

More examples:

The moment I saw him, I recognized he was the criminal the police were looking for.

The year I was born, my father was working towards a PhD degree.

The day Hans Christian Andersen returned to his hometown, almost all the people turned out to greet him.

Paraphrase: But my new clothes did not bring any happiness to me, because it was the day I was forced to go to school for the first time.

3. My mother stood at the window watching our progress, and I turned towards her from time to time, hoping she would help. (2)

由 **and** 连接的两个并列分句。现在分词短语 **watching our progress** 作状语，表示伴随状态 (present participle phrase, acting as adverbial of accompanying circumstances, 此处可以让学生试着自己分析), **hoping** 后面接一个宾语从句，构成状语表示伴随。

Paraphrase: My mother stood at the window watching our slow and difficult movement towards the school, and I looked back at her frequently, hoping she would stop my father taking me to school.

4. We walked along a street lined with gardens, and fields planted with crops, pears, and date palms. (2)

过去分词短语 **lined with gardens** 作定语, 修饰 **street**, 另一个过去分词短语 **planted with crops, pears, and date palms** 修饰 **fields**。(past participle phrase used here to modify “a street” and “fields” respectively. It can be regarded as a relative clause cut short.)

下面是几个过去分词短语用作定语的例子:

What is the language spoken in that area? = that is spoken

They are problems left over by history. = which have been left

Paraphrase: We walked along a street, on both sides of which there are gardens and fields where crops, pears and date palms are planted.

5. “Why school?” I asked my father. “What have I done?” (3)

省略句 (elliptical question, rhetorical question)

完整的表达形式因该是: Why do I have to go to school?

省略句能够使表达更为简洁。被省略的部分可以是主语, 也可以是谓语或者谓语的一部分, 也可以是宾语。

Paraphrase: Why do I have to go to school? I don't think I've done anything wrong to be punished like this.

省略句例子 :

1. Father: We'll go to Tianjin this weekend.

Daughter: What for? (Why this weekend?/Why Tianjin?)

2. — Hi!

— Morning!

— Got troubles?

— Sure have.

— Lost a friend?

— No, just tired.

— Up late last night?

— Yeah. Big party.

反问句 *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.

Don't you want to be useful like your brothers?

Can't you see I'm busy? (Don't disturb me!)

What good is a promise for an unemployed worker?

Does nothing ever worry you? (I don't understand how you can be so carefree.)

6. I did not believe there was really any good to be had in tearing me away from(to make sb. leave a place unwillingly because one has to) my home and throwing me into the huge, high-walled building.(5)

believe 后接宾语从句, 从句中, 介词 in 后面是两个平行的动名词短语 **tearing me away from** 和 **throwing me into the huge, high-walled building**。(gerund as the object of the preposition)

Paraphrase: I didn't think it was useful to take me away from home and put me into that building with high walls.

do

1. We had difficulty in finding a parking lot.
2. There's no point in waiting.
3. I'm not keen on gambling. I'm too afraid of losing.
4. I have no objection to hearing your story again.

7. ... we could see the courtyard, vast and full of boys and girls. (6)

adjective phrase as an attributive modifier(When used as an attribute modifier, adjective phrases are often placed after the noun)

... we could see the courtyard, which is huge and crowded with boys and girls.

- 1) There's nothing wrong with the computer.
- 2) Can you recommend some books easy for freshmen to read?
- 3) I met Sally, angry at me as always, at the party.
- 4) It was a conference fruitful of results.

8. You will find me waiting for you when it's time to leave. (7)

find + *obj* + *v-ing*, object complement

I'll come to fetch you when school is over. I'll be waiting for you here at the gate.

This structure is very common in verbs like "see, hear, feel, watch, notice".

- 1) When I entered the room, I found him reading something aloud.
- 2) I found a tree lying across the road.
- 3) If she catches you reading her diary, she'll be furious.
- 4) His remark left me wondering what he was driving at.
- 5) The words immediately set us all laughing.

Second period:

Part II: Para.8-16

Teaching method: Questions are given to students to get the main idea of this part. Then ask several students to read this part loudly, and the other students try to underline new words and expressions and difficult sentences. We can solve those problems together.

Q1: What happened the first day at school?

Q2: How did the boy like school life?

Q3: Can you describe **the different stages** of his day at school? Do these changes carry any symbolic meaning to you?(Students are asked to find out the key words of each stage)

At first: Reluctant; Frightened; A stranger; Imprisoned; Confused; At a loss; Overwhelmed

Then: Joyful; Enjoyable; Beneficial; Socializing; Learning; Friendship; Love; Sweet ; Unclouded

But: Rivalries; Pain; Hatred; Punishment; Exertion; Perseverance

Q4: How do you understand "there are fathers and mothers here" (para. 12) and "I made many friends and fell in love with many girls" (para. 13)?

❖ **Words:** curiosity/sort/overlook/intricate/misgiving/perseverance

❖ **Phrases:**

1. **burst into (sth.):** to begin to do sth. suddenly

Example:

Aunt Annabel, who has been nervous and jumpy lately, suddenly **burst into tears.**

The aircraft crashed into the hillside and **burst into flames.**

The orchards seemed to have **burst into blossom** overnight.

The entire hall **burst into thunderous cheers/applause.**

Everyone on the bus **burst into song** as we got closer to home.

Cf. burst out (doing sth): to begin (doing sth)

I mentioned the incident later to a tailor friend and he **burst out laughing/crying.**

His family **burst out "Happy birthday!"** as he walked into the room.

2. a matter of: a subject/situation that involves sth.

Examples:

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

The King's mental state was becoming a matter of concern.

Personally I can't stand rock music, but I suppose it's all a matter of opinion.

I can't say which wine is best—it's a matter of personal taste.

3. fool around/about : to waste time behaving in a silly way

Examples:

He spent the whole afternoon just fooling around.

Stop fooling around otherwise you'll never amount to anything.

He noticed a strange-looking person **hanging about** the bus stop.

I **hung around** the station for an hour but he never showed up.

The children **lingered on** at the zoo until the closing time.

4. bring about: to make sth. happen

Examples:

Computers have brought about many changes in workplace.

I offered to act as mediator and try to bring about a reconciliation between the two parties.

That unpopular measure finally brought about the downfall of the government.

5. give rise to: to be the reason why sth. esp. sth. bad or unpleasant happens

Examples:

Two phenomena are giving rise to world-wide concern—mass unemployment and mass migration into cities.

Most people argued that poverty had given rise to the crimes in the town.

6. resort to: to make use of ; to turn to sth. (esp.sth. bad) as a solution

Examples:

There is no right to resort to violence when you don't get your way.

Terrorists resorted to bombing city centers as a means of achieving their political aims.

Differences and disputes should be resolved through dialogue and negotiation rather than by resorting to force or terrorist actions.

7. **take advantage of :** to use a particular situation to do or get what you want

Examples:

I took advantage of the weather to paint the shed.

Don't lend them the car—they're taking advantage of you!

❖ **Sentence pattern:**

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

Example:

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

There is no question of our leaving on such a rainy day.

❖ **Grammar:**

1. **A lady came along, followed by a group of men. (11)**

followed by a group of men: past participle as an adverbial modifier of manner

A lady came toward us; arriving after her were a group of men.

Now use the correct form of each verb to fill in the blanks.

combine, give, guide

1). **Guided by the teachers, all the students are studying very hard.**

2). **Given enough time, I'll complete the job in time.**

3). **Combined with practice, theory may be learned easily.**

2. **I had never imagined school would have this variety of experiences. (para. 13)**

Would: a. possibility

And while the lady would smile, she would often yell and scold. (para. 15)

b. frequent actions in the past

I would find the answer at home with my father. (para. 18)

c. past future tense

... but the stream of cars would not let up. (para. 18)

d. Willingness

Paraphrase: I had never thought life at school would be so colorful and interesting.

3. **...woke up to go on with friendship and love, playing and learning. (para. 14)**

To go on with: an infinitive phrase of result, denoting the "result" of the action expressed by the main verb "woke up". Note the difference between the infinitive of result and that of purpose.

They lifted a rock only to drop it on their own feet. (of result)

He picked up a stone to hit the attacking snake. (of purpose)

Paraphrase: after the nap, we continued our business at school---making friends, falling in love, playing and learning.

● **Nothing lay ahead of us but exertion, struggle, and perseverance. (16)(only)**

nothing but: only

e.g: Right now he thinks about nothing but his research.

She ate nothing but an apple for lunch.

Paraphrase: We would have to do our best and keep working very hard until we finished school.

This is what I imagined our school days would be like.

Or

The kind of life that was waiting for us at school would be full of exertion, struggle and

perseverance.

- **Those who were able took advantage of the opportunities for success and happiness that presented themselves. (16)**

relative clause modifying “those”, relative clause modifying “opportunities”

Present itself/themselves: (formal) (opportunity or problem) to occur often when you don't expect it/them

Examples:

The opportunity presented itself and she took advantage of it.

Problems have presented themselves one after another since then.

Paraphrase: If there came opportunities, capable students would seize them to achieve success and happiness.

Part III: Para.17-20

Q1: What did "I" see when he stepped out of school? Summarize the changes.

Q2: How did he feel?

Q3: Why did he stand still?

Q4: How do you understand the unexpectedness of the changes?

Q5: Why do you think the boy was suddenly a "grandpa" ?

❖ **Words: trace/invade/daze**

❖ **Phrases:**

1. **in vain:** without the desired result

Examples:

I tried in vain to get Sue to come with us.

Don't let your time go by in vain.

In vain did he try to convince the jury of his innocence.

2. **find one's way to:** to arrive or get to a place

Examples:

After being lost for two days, the little dog finally found its way back to its owner's house.

Because of the dense fog, the traveller couldn't find his way to his camp.

make one's way to/towards the door

bow her way out of the room

push her way out of the hall

shoulder her way through the crowd

worm his way into the organization

beg her way back home

inch one's way up the mountain

3. **show off**

a. to attract attention to

b. to try to impress people and make them admire your abilities, achievements or possession

Examples:

It was said that Mrs. Perkins only went to church to show off her new clothes.
She was always at any function or gathering where her accomplishments could be shown off.
Pay no attention to Susan—she’s just showing off.

4. let up

- a. to stop or become less strong or serious
- b. to slacken one’s efforts

Examples:

When will the rain let up?
Keep plodding away at your task, no matter how difficult it is; don’t let up on it.

❖ **Grammar:**

1. Here and there stood conjurers showing off their tricks or making snakes appear from baskets. (17)

Here and there stood conjurers : an inverted sentence due to long subject

More examples:

- There are some exceptions to this reaction.
- Were there no air on the earth, there would be no life on it.
- In no case should we waste our time.
- There goes the bell.
- Away hurried the customers.

Paraphrase: Conjurers stood everywhere. They were showing off their tricks or making snakes appear from baskets.

2. Then there was a band announcing the opening of a circus, with clowns and weight lifters walking in front. (17)

“With+n.+doing” construction is used adverbially modifying “announcing”.

- He stood there with a stick in his hand. (with + n. + prep.)
- Paul soon fell asleep with the light still burning. (with + n. + participle)
- She can’t go out with all these dishes to wash. (with + n. + to do)
- He was lying on the bed with all his clothes on. (with + n. + adv.)

Paraphrase: Then there was a band that was announcing the opening of a circus. The clowns and weight lifters were walking in its front.

教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson 1 Half a Day		
本(章)节 授课方式	课堂讲授 (√) 实践课 (√)	教学时数	2 课时
授 课 要 点	本 (章) 节 教 学 目 标	<p>1. In-depth analysis on the original text: theme of this passage, writing techniques, etc.</p> <p>2. Word formation.</p> <p>3. Guide student to retell main points of this passage.</p>	
	教 学 重 点 和 难 点	<p>1. Theme of this passage.</p> <p>2. Word formation: noun / adjectives/ adverbs suffixes</p>	
思 考 题 或 作 业	<p>1. Finish exercise 1-4 on page 10-11, exercise 6 on page 14, exercise 7 on page 15, exercise 1-2 on page 16-17, and exercise 4-5 on page 18.</p> <p>2. Try to recite paragraph 5, 11, 16.</p>		

教学内容与组织安排

(教学目的: consolidate what they have learned)

First period:

I. Check the review work: dictation (15 min)

Words and expressions for dictation: convince, revolve, present, trace, intricate, globe, clutch, overlook, hesitate, exertion, curiosity, opportunity, perseverance, misgiving, progress, irritate, resort to, give rise to, fool around, in vain, let up, come into view, show off, in a daze, bring about.

II. In-depth analysis on the original text. (15 min)

Teaching Method: Give the Ss 3-5 min to review the passage, and ask one or two of them to retell this passage. Then guide them to analyze elements of the text, and figure out the main idea.

Thematic Analysis

Everything is changing!

1. All my clothes are new.
2. School makes useful men out of boys.
3. My misgivings had had no basis.
4. Our path was not totally sweet and unclouded.
5. The lady would sometimes smile, but yell and scold often.
6. The streets lined with the gardens disappeared.
7. I turned out to be a grandpa.

Change is everywhere, from my clothes, to my opinions, to my life and finally to my appearance.

Not only I but also the lady and the society are changing, too.

What changes are conveyed?

changes on my part: clothes, my view on school, my outer appearance

changes on other people's part: the lady's attitude toward us

changes in the society: the street crowded with cars, high buildings, rubbish and children

Theme of the story

The following are a few possible understandings of the message the story conveys. Which one do you agree with? Argue with your group partners.

- ◆ Time and tide wait for no man.
- ◆ Life is a tragedy. 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. Writing techniques: short sentences (10 min)

Now observe the following paragraph carefully. What strikes you most?

I did not know what to say. The gate was now closed. Some of the children burst into tears. The bell rang. A lady came along, followed by a group of men. The men began sorting us into ranks. We were formed into an intricate pattern in the great courtyard surrounded by high buildings; from each floor w

e were overlooked by a long balcony roofed in wood. (Para. 11)

More examples:

I walked a few steps, then came to a startled halt. Good Lord! Where was the street lined with gardens? Where had it disappeared to? When did all these cars invade it? And when did all these people come to rest on its surface? How did these hills of rubbish find their way to cover its sides? And where were the fields that bordered it? High buildings had taken over, the street was full of children, and disturbing noises shook the air. (Para. 17)

Good God! I was in a daze. My head spun. I almost went crazy. ... (Para. 18)

The abundant use of short and simple sentences to achieve:1.the effect of one person ' s thoughts/thinking(echoing the style of the text .The story is told as a reflection. Thinking is sometimes disconnected.);2.the effect of rapid change of things and a feeling of confusion.(echoing the theme of the text)

In what cases should we use short sentences?

The short sentence, ordinarily containing one concisely worded assertion, is good to give point and crispness to a thought. When you wish to make an important definition, statements of weighty truth, or an emphatic assertion, short sentences are often appropriate.

The following short sentences are quotable, emphatic, and to the point:

Economy is the art of making the most of life.

—G. B. Shaw

Love is as necessary to the human being as food and shelter.

Second period:

IV. Word formation(10 min)

Teaching Method: First ask the Ss to guess the meaning of the following affixes or stems by the given examples, And then guide them to the general rules of word formation and add some other useful examples.

Word formation: compounding, conversion, derivation (prefix & suffix)

Noun Suffixes:

- tion: introduction, action, preparation
- ment: announcement, punishment,
- ing: building, misgivings,
- er/-or: translator, announcer, conjurer,
- ness: happiness, weakness

Adjective Suffixes:

- ful: wonderful, beautiful
- less: added n. to form an adjective.

①without something

e.g.: felt powerless / a childless couple / tasteless food /meaningless

②not doing or using something

e.g.: You're too careless.

③not possible to treat or affect in a particular way:

e.g.: on countless occasions

She's tireless

-ed: convinced, startled

Adverb Suffixes:

-ly: happily, really, actively, beautifully, physically

V. Check homework, give keys to all exercises and explain why.(35 min)

Re-emphasize main grammar points:

Attributive clause

