

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 11 Maheegun My Brother		
本(章)节 授课方式	课堂讲授 (<input checked="" type="checkbox"/>) 实践课 (<input type="checkbox"/>)	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 when and before, and inversion. 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 some sentences in text A. 3. Learn the usage of when and before, and inversion. 	
思 考 题 或 作 业	<p>Assignments:</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. Lead in/Review (5 min)

Picks some sentences the Ss translate in their exercise book and points out the mistakes. Show them how to translate.

他反复说他来中国是为了扩展自己的视野。

e.g.: He **repeated** that (main clause) he **had come** to China **to widen his horizons**.

为了避免房价上涨过快，政府保证要采取一系列政策。

In order to prevent the price of houses from going up too fast, the government promised to adopt/ launch a series of policies.

II. Glossary (30 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 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)

★alert

v. to notify of approaching danger or action; to warn

a. vigilantly attentive; watchful

n. a signal that warns of attack or danger

Examples:

■ The doctor alerted me to the dangers of smoking.

■ T: We downgraded the military alert from emergency to standby.

■ Ss: 我们把军事戒备从紧急状态降至待命状态。

■ an alert bank guard

T: The world is alert and on guard as never before.

Ss: 世界从没有向现在这样保持警惕和戒备。

★chase

v. a. to put to flight; to drive away

b. to follow rapidly in order to catch or overtake; to pursue

c. to seek the favor or company of persistently

Examples:

■ T: 不管怎样，不要追逐高收益。

Ss: Whatever you do, do not chase yield

■ to chase the thief

■ T: 警察在追捕那小偷。

Ss: The police are in chase of the thief.

★crouch

v. to stoop, especially with the knees bent

Examples:

■ T: You crouch on the fire escape, sweating in your dark clothes, staring into this bathroom.

Ss: 你蹲伏在消防通道上，汗流浹背，观察着浴室。

■ She crouched by the fire to get warm.

★detain

v. a. to keep from proceeding; to delay or retard

b. to keep in custody or temporary confinement

Examples:

■ T: Suddenly, two armed agents arrive to detain him.

Ss: 突然，两个持枪的特工出现并扣留了他。

■ I was detained by an unexpected caller that morning.

■ T: 士兵不得非法逮捕平民，或在军事设施中拘留平民。

Ss: Soldiers should not unlawfully arrest and detain civilians in military facilities.

Word formation

n. detainer

n. detainee

n. detainment

★ pace

n. a. a step made in walking; a stride

b. the rate of speed at which a person, an animal, or a group walks or runs

V. a. to walk or stride back and forth across

b. to measure by counting the number of steps needed to cover a distance

Examples:

■ T: We have to quicken our pace.

Ss: 我们必须加快步伐。

■ The work progressed at a slow pace.

■ T: The speed of the machine may be regulated to pace the packing operation.

Ss: 机器的速度可调节得同包装的速度相一致。

★serve v.

a. to prepare and offer (food) 招待

b. to spend or complete (time)

c. to fight or undergo military service for.

d. to be of service or use; to function

Examples:

to serve tea

He has served four terms in Congress.

T: We should be modest and prudent, guard against arrogance and rashness, and serve the people heart and soul.

Ss: 我们应该谦虚谨慎，戒骄戒躁，全心全意为人民服务。

Now the examination score serves as the only criterion for a student's academic performance.

Serve (only) to do sth.

- His appearance on the scene served only to worsen the situation

★ smother

- v.
- a. to suffocate (another)
 - b. to conceal, suppress, or hide
 - c. to lavish a surfeit of a given emotion on (someone)

Examples:

- The killer smothered the victim with a pillow.
- We tried to smother our laughter.
- T: 同样用温室来比较，它可以去令你窒息；又可以帮助你成长。

Ss: Again, comparing to the greenhouse, it can either smother you, or help you grow

★ thrill

- v. to cause to feel a sudden intense sensation; to excite greatly
n. a quivering or trembling caused by sudden excitement or emotion

Examples:

- Stories of adventure thrilled him.
- It gave me a thrill to know I had passed the examination.

Word formation

a. thrilling

★ toll

- v.
- a. to charge a fee for using (a structure, such as a bridge) 征收
 - b. to sound (a large bell) slowly at regular intervals
- n.
- a. the act of tolling
 - b. a fixed charge or tax for a privilege, especially for passage across a bridge or along a road
- c. a charge for a service, such as a long- distance telephone call

Examples:

- They were tolled more than necessary.
T: I see the toll it has taken on them
Ss: 我看到了它给他们带来的代价。
- The cold and loss of blood were taking their toll.

★ whimper

v. to cry or sob with soft intermittent sounds; to whine

Example:

- The little dog whimpered when I tried to bath it.

III. Word formation (Vocabulary) (10min)

Teaching steps: This part is how to form compound adj. Tell Ss the rules of form compound adj. Compound adj.= nouns + past participle. E.g. snow-covered, state-owned, hand-written, blood-stained. Then come to the corresponding exercise in the book.

The second period of class (45 min)

I . Lead in (10min)

Deal with the rest part of word formation

II . Background information (15min)

1) Wolf Wisdom

Many of the prevailing stories depict wolves in a negative way--such as in Aesop's Fables. In fiction, the wolf is sometimes represented as an evil, conniving carnivore which preys on small children and livestock. While wolves do sometimes prey on livestock, they are responsible for a very small percentage of the livestock deaths in North America. Attacks by healthy wild wolves on humans is almost unheard of, and there has never been a fatal attack on a human by a healthy wild wolf in North America. Those attacks that do take place might involve an unhealthy wolf, or a human who is somehow inciting the wolf to action or impinging upon the wolf's territory.

Other cultures have better views of the wolf. In Roman mythology, the god Mars considered the wolf a sacred animal, and the founders of Rome were raised by a wolf. Native Americans also hold the wolf in high regard and believe that wolves carry characteristics that humans should also find important, such as strong family structure and teaching the young. Eastern Europeans often viewed wolves as protectors of the harvest.

There seems to be very little in the way of a 'middle ground' about wolves. They will probably always be both revered and hated. However, As time passes and education efforts continue, these perceptions seem to be changing to a more realistic view of the wolf as a vital part of a balanced ecosystem.

2) Easter

Prior to A.D. 325, Easter was variously celebrated on different days of the week, including Friday, Saturday, and Sunday. In that year, emperor Constantine issued the Easter Rule which states that Easter shall be celebrated on the first Sunday that occurs after the first full moon on or after the vernal equinox. The "full moon" in the rule is the ecclesiastical full moon. It does not always occur on the same date as the astronomical full moon. The ecclesiastical "vernal equinox" is always on March 21. Therefore, Easter must be celebrated on a Sunday between the dates of March 22 and April 25.

As with the Easter Bunny and the holiday itself, the Easter Egg predates the Christian holiday of Easter. The exchange of eggs in the springtime is a custom that was centuries old

when Easter was first celebrated by Christians.

From the earliest times, the egg was a symbol of rebirth in most cultures. Eggs were often wrapped in gold leaf or, if you were a peasant, colored brightly by boiling them with the leaves or petals of certain flowers.

Today, children hunt colored eggs and place them in Easter baskets along with the modern version of real Easter eggs -- those made of plastic or chocolate candy.

The Armenians would decorate hollow eggs with pictures of Christ, the Virgin Mary, and other religious designs

3) Eric Acland

Born: 2nd. February 1906, Halifax, Yorkshire, England.

Died: 16th July 1982, Aylmer, Quebec, Canada

Eric was the author of many books, namely: Drums of Niagra; Adventure Westward; Princess Elizabeth; Long Live King George V; House of Windsor, George V to George VI

4) Wolf phrases

Guess the Chinese translation of following wolf phrases:

cry wolf 喊叫“狼来了”，发假警报

a lone wolf 独居单干的人

wolf in sheep's clothing 披着羊皮的狼

have/hold a wolf by the ears 骑虎难下，进退两难

have a wolf in the stomach 饿到极点

keep the wolf from the door 免于饥饿，勉强度日

see a wolf 说不出话来，目瞪口呆

ugly enough to tree a wolf 丑陋已极，不中用到极点

wake a sleeping wolf 自找麻烦

set the wolf to keep the sheep 引狼入室

III. Structure (15min)

Part One (paras. 1-3): the introduction.

Part Two (paras. 4-17): the happy days the boy and Mahegun had together in the short period of less than a year, and how Mahegun returned to the wild where he belonged.

Part Three (paras. 18-40): the reunion of the two when the boy's life was endangered by two hungry wolves.

Part Four (paras. 41-44): the conclusion, the brothers returned to the place where they each

belonged – the boy to his warm home and his loved ones, the wolf
to his kind in the wild.

IV. Assignment (5 min)

1. To memorize new words and expressions and their corresponding usage.
2. Finish Vocabulary 3) and 4) on page 244.

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The third period of class (45 min)

I .Check homework (10 min)

Deal with the work on page 244, vocabulary.

II. Detailed analysis of part 1 and part 2 (35 min)

Teaching method: First, ask some students to read the paragraphs to see whether they are familiar with the text and try to correct their pronunciation; second, analyze the whole passage paragraph by paragraph; third, guide students to learn key words and expressions in the text by giving examples; lead them to analyze the difficult sentences by paraphrasing; finally, summarize what have been taught in the passage.

Questions:

- 1) How do you think Maheegun came to be abandoned?
- 2) Why did the boy say that the year he was 14, he was the happiest boy on earth? What did they do together?
- 3) What happened one day that convinced the boy's grandpa that the time had come to say goodbye to Maheegun?
- 4) How did Maheegun return to his kind?

1. The year I found Maheegun, spring was late in coming. (1)

1) The year/day/first/last time: noun phrases of this type, followed by a relative clause, is used as an adverbial of time, e.g.

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.

2) Spring was late in coming: that spring it was unusually cold.

2. Not that we didn't have our troubles. (5)

not that: although it is not true that...

e.g. She loved music but seldom went to concerts—not that she couldn't afford to.

Paraphrase: When I say the year I got Maheegun was the happiest year of my life, I don't mean that Maheegun never caused troubles.

The fourth period of class (45 min)

I . Lead in (2 min)

Review some phrases and sentences in last class briefly.

II. Detailed analysis of part 2 (40 min)

1. ...Meheegun would poke his head around the corner, waiting for things to quiet down.(5)

Paraphrase: - (At such times) he would moved to and stay somewhere out of Grandma's sight, and wait until her anger died down.

The film crew waited for three hours for the sun to come up.

2.Gone was the puppy-wool coat. In its place was a handsome black mantle. (6)

Paraphrase: His skin changed. It used to be covered with soft thick hair, and now it had turned into a beautiful black and was no longer woolly.

3. It all served to fog my mind with pleasure so that I forgot my Grandpa's repeated warnings, and one night left Maheegun unchained. (8)

Paraphrase: Although my Grandpa had told me to chain Maheegun at night, I forgot to do so one night – I was so happy with him that my alertness slackened.

serve to do sth.: to have a particular effect or result.

fog: to confuse or hide

4. Then after a while, from the distance came a softer call in reply. Maheegun stirred, with the deep rumble of pleasure in his throat. He slipped down the rock and headed out across the ice.(14)

Paraphrase: After a while, a less passionate cry came from the distance answering Maheegun's call. Maheegun moved, he seemed pleased, for I heard a deep rolling sound of pleasure in his throat. Then he got down from the rock and moved away across the ice.

5. "He will take her for life, hunt for her, protect her. This is the way the Creator planned life. No man can change it." (Para. 16)

Cultural Note: According to the first part of the Bible, God created the world and everything in it in six days, and on the seventh day God rested. When God made human beings, he made a man called Adam out of the earth, and then made a woman called Eve out of Adam's ribs (one of the curved bones that surround your chest). God assigned different roles to Adam and Eve—the first man and woman, Adam's role being to take care of Eve, provide for her and protect her, and also to guide her. God created living creatures in the same way.

III. Assignment (3 min)

1. Preview part 3 and part 4
2. Do the exercises on page 246 and 247
3. Review what we've covered

The fifth period of class (45 min)

I. Review (5 min)

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

II. Detailed analysis of part 3 (40 min)

Part Three (paras. 18-40): the reunion of the two when the boy's life was endangered by two hungry wolves.

1. A mile down the road I slipped into my snowshoes and turned into the bush. (22)

Paraphrase: After walking a mile along the road, I decided to cut through/take a shortcut through the bush. So I quickly put on my snowshoes, left the road and moved into the bush.

2. There was only one thing to do. Camp for the night and hope that by morning the storm would have blown itself out. (Para. 25)

have blown itself out: Subjunctive mood is used here because the storm didn't stop the

next day.

Paraphrase: I knew that it was dangerous to move on in the blinding snow, and that the only thing to do was to stay where I was and get some sleep during the night and hope that I would find the snowstorm had stopped the next morning.

3. The light of another day still saw no end to the storm. I began to get confused. I couldn't recall whether it had been storming for three or four days. (Para. 26)

Paraphrase: When the first gray light of another day came, the storm was going on. I found myself unable to think clearly. I couldn't tell whether the snowstorm had continued into its third or fourth day.

4. A great white stillness had taken over and with it, biting cold. (27)

Paragraph: The storm had blown itself out. Now nothing in this white world moved. It was quiet and terribly cold.

5. Suddenly the world exploded in snarls. I was thrown against the branches of the shelter.(33)

Paragraph: Suddenly with terrible snarls, the wolf began to attack. I was sent flying and landed against the shelter.

6. The cold and loss of blood were taking their toll. (Para. 36)

taking their toll: to have a bad effect on sb./sth. over a long period of time

Paragraph: As I had lost a lot of blood, and it was extremely cold, I was sick and weak.

The sixth period of class (45 min)

I. Detailed analysis of part 4 (15 min)

Part Four (paras. 41-44): the conclusion, the brothers returned to the place where they each belonged – the boy to his warm home and his loved ones, the wolf to his kind in the wild.

1. It was quite some time before my eyes came into focus enough to see my grandfather sitting by my bed. (Para. 41)

Paragraph: It took quite some time for my eyes to adjust themselves to be able to see clearly my grandfather sitting by my bed.

II. Appreciation of the text

1. Further Discussion

Describe the snow storm that got the boy lost in the forest, using the following key words and expressions:

snowshoes/to dim/flakes of snow/to drift/to thicken/to stumble into/to move in a circle/to be filled (covered/smother) with snow/to make a blanket of/white stillness/fierce whiteness/to storm for days/biting cold (bitterly cold/freezing)

2. Theme of the Story

The story depicts the ideal relationship between humans and wild animals—they are fellow creatures on earth, and therefore should treat each other like brothers.

3. Language Style

1) Inversion

- ✧ Gone was the puppy-wool coat. In its place was a handsome black mantle. (Para. 6)
- ✧ In sailed Mrs. Yesno, wild anger, who demanded... (Para. 8)
- ✧ On the top was the clear outline of a great wolf sitting still. (Para. 11)
- ✧ There, about 50 feet away, crouched my two attackers... (Para. 33)
- ✧ There stood a giant black wolf. (Para. 33)

2) Simile, Metaphor & Personification

- ✧ We hunted the grasshoppers that leaped about like little rockets.
- ✧ For the next two years I was as busy as a squirrel storing nuts for the winter.
- ✧ Gone was the puppy-wool coat. In its place was a handsome black mantle.
- ✧ The whole world thrilled to that wild cry.

4. Discussion:

- ✓ How do you view the relationship between wolves and humans?
- ✓ Do you have a similar story to tell?

III. Assignment (3 min)

1. review the grammar points
2. do exercise on page 247-249
3. Reading new words and text A according to the record
4. Review of words, phrases and language points
5. Further discussion

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The seventh 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. What is the main idea of the story?
2. Do you find the story captivating?
3. Many people believe that animals are often misunderstood and their intelligence underestimated. What do you think?

II . Dictation (10 min)

Dictate new words and important expressions in this Unit.

III. Exercises (25 min)

Exercise 6 on page 247, translate the following sentences using words and phrases taken from the text.

1. 我很好奇你后来是怎么决定学外语的。

I am quite curious how you came to decide to study English.

2. 一直到改革开放开始以后,人们才开始明白,市场并不是坏事。

It wasn't until the reform and opening-up started when people began to realize that the market was not a bad thing.

3. 那些将军、军官和学者都不知道如何称那头大象的重量,但是一个小孩突然想出了一个主意。

None of those generals, officials and scholars knew how to weigh the elephant, but a young child suddenly came up with a brilliant idea.

4. 那时候我们遇到的最大的困难时没有粮食,所以从未有过减肥的想法。

The biggest difficulty we came up/ across was lack of food. Therefore it never came to our mind that one day we might have to live on a diet.

5. 我从来没有听说过这个说法。你是在哪儿碰到的?

I have never heard of this expression. Where did you come across it?

6. 这座庙的油漆已经开始剥落,该重新刷一下了。

The paint of that old temple is coming off. It needs repainting.

7. 这里的水不深,只到一般人的胸口。他们很容易从这里过河来。

The water here was not deep. It only came to an ordinary man's chest. So they could easily come across the river here.

8. 大门突然开了,跳出来一条狗。它开始冲我吼叫,知道它的主人出来才安静。

The door opened suddenly and out jumped a dog. It started barking at me and didn't quiet down until its master came out.

9. 那片美丽的草地不见了,一个大饭店取而代之。

Gone was the beautiful meadow, and in its place stood a big hotel.

10. 我们现在最紧迫的事是保护那些被恐怖分子扣留的中国人的性命。

Our most urgent need is to protect the life of those Chinese who were kidnapped by the terrorists.

The eighth period of class (45 min)

I . Grammar (12 min)

Page 249, inversion. Ask Ss to identify the main verbs and explain why such main verbs are placed as they are in inverted sentences. E.g.:

1. Main verb: sailed (in), which is put before the subject for emphasis.
2. Main verb: was, for the same reason as given for example 2
3. Main verb: whispered, When a sentence has a direct speech, the reporting main verb is put after it, and the subject is a noun phrase, such inversion occurs.
4. Main verb: came, for the same reason as given for example 2
5. Main verb: crouched, for the same reason as given for example 2

II .Quiz (30 min)

1. By the time he arrives in Beijing, we here for two days.
A)will have stayed C)have been staying B)shall stay D)have stayed
2. According to the American federal government, residents of Hawaii have the longest life :77.2 years.
A)rank C)scale B)span D)scope
3. The millions of calculations involved, had they been done by hand, all practical value by the time they were finished.
A) had lost C)would lose B)would have lost D)should have lost
4. As a public relations officer, he is said some very influential people.
A) to know C)to have been knowing B) to be knowing D)to have known
5. Our hopes and fell in the same instant.
A)arose C)rose B)raised D)aroused
6. With the development in science and technology man can make various flowers before their time.
A) be bloomed C) bloomed B) bloom D)blooming
7. A season ticket _____the holder to make as many journeys as he wishes within the stated period of time.
A) entitles C)bloomed B) grants D)promises
8. _____in the office had a mistake, and the firm regretted causing the customer inconvenience.
A) Someone C) Anyone B) Some D) One
9. In recent years much more emphasis has been put developing the students productive skills.
A) onto C) over B) in D) on
10. Only a selected number of landladies in the neighbourhood have been allowed by the university to take in .
A) residents B) settlers B) lodgers D)inhabitants

11. The fire was finally brought under control, but not extensive damage had been caused.
A) before C) after B) since D) as
12. Purchasing the new production line will be a deal for the company.
A) forceful C) favorite B) tremendous D) profitable
13. Rod is determined to get a seat for the concert it means standing in a queue all night.
A) as if C) provided B) even if D) whatever
14. We hadn't met for 20 years, but I recognized her I saw her .
A) the moment C) the moment when B) for the moment D) at the moment when
15. Though he was born and brought up in America, he can speak Chinese.
A) fluid C) fluent B) smooth D) flowing
16. Government reports examination compositions legal documents and most business letters are the main situations formal language is used.
A) in which C) on which B) at what D) in that
17. If the building project by the end of this month is delayed, the construction company will be fined.
A) being completed C) to be completed B) is completed D) completed
18. He wrote an article criticizing the Greek poet and won and a scholarship.
A) faith C) fame B) status D) courage
19. Jack wishes that he business instead of history when he was in university.
A) studied C) had been studying B) study D) had studied

III. Assignment (3 min)

1. Review language points in this Unit

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