

教 案

周 次	第 周, 第 次课	授课时间	年 月
授课章节	Unit2 Spring Sowing		
授课方式	课堂讲授 (√) 实践课 ()	教学时数	12
授课要点	教学目标	<ol style="list-style-type: none"> 1. Through detailed explanation of the text, students are expected to grasp the general idea of the author. 2. The students should have a perfect mastery of linguistic essentials as word and phrase usage. 3. To make sure the students grasp the grammar and rules of word-building. 4. To learn the skills of detailed description from the author—Liam O’Flaherty. 	
	教学重点和难点	<ol style="list-style-type: none"> 1. About the text: <ol style="list-style-type: none"> A. What does the author expect to convey through the article? B. Analyze the theme of the text. C. Analyze the detailed description of the setting, as well as the two major characters. D. Focus on the mental activity of the two major characters. 2. Grammar focus: <ol style="list-style-type: none"> A. to identify the subject and main verb B. to study the uses of “as” 	
思考题 或 作业	<ol style="list-style-type: none"> 1. Pre-text questions: <ol style="list-style-type: none"> A. How do you describe the actions involved in farming work. B. Describe a scene of farming you have ever witnessed. C. Appreciate the title: <i>Spring Sowing</i> D. Try to appreciate the beauty of the diction. 2. After-text questions: <ol style="list-style-type: none"> A. Summarize the farming actions and tools mentioned in the text. B. Compare the modern value with the traditional value. Do you agree that the traditional ethic is out of date? Are such qualities as hard work, diligence, thrift, responsibilities, etc. still valued? 3. Recite some paragraphs and memorize the new words 4. Written work: <i>modern ethic and traditional ethic</i> Compare and contrast modern ethic with traditional ethic, such as hard work, diligence, thrift, responsibilities, etc. 5. Some exercises on the textbook will be assigned as homework. 		

教学内容与组织安排

The first period of class (45mins)

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

1. What would you do in a typical spring morning?
2. What hopes and worries do you have about your future life?
3. What do you know about farming? Do you know how spring sowing is done in our country?

II. Glossary: (35mins)

1. 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.

2. New words analysis (25mins)

1. assert v.

asserted his innocence assert one's rights

assert sth. to be true assert national independence

assert oneself

词义辨析: ***assert asseverate declare affirm aver avow**

These verbs all mean to make a positive statement. To assert is to state one's opinion confidently but often without proof to support it:

I have endeavored to assert nothing but what I had good authority for? (William Sewel).
除了我确有把握的事情外, 我不会断然地讲任何事情”(威廉·西维尔)。

asseverate connotes sober sincerity of assertion: 指郑重真诚的断言:

The taxpayer also asseverates that his return from Greece proves conclusively that his I tensions were and are honorable?(Daily Report for Executives).

纳税人同时郑重声明他从希腊的返回, 本身就非常有说服力地证明他的意图, 曾经是, 现在也是诚实的(行政官员每日报告)

declare has the approximate force of assert but may suggest formality of statement and authority in the speaker: Declare 有接近于 assert 所表述的力量, 但含有表示讲话者礼节和权威的意思:

Congress declared that it would reduce the budget deficit.

国会宣布将要减少预算赤字。

affirm and **aver** stress the speaker's confidence in the validity of the statement: Affirm and aver 强调讲话人对所讲东西正确性的自信:

Scientists cannot affirm the existence of life on other planets. She averred that solitude was necessary for creative work.

科学家们还不能证实其它星球上有生命存在。她断言离群索居对于创造性的工作是必不可少的。

avow implies frank and open acknowledgment or admission: 含有坦诚的, 坦率的承认或确认:

Thinks the book succeeds in achieving its avowed purpose: to explain how the Court's current role evolved through history? (Tony Mauro).

2. commence v.

commence learning English

We commence building on March 18th.

commence in arts

The second term commences in March.

commence on 着手 commence with 从...开始

3. crunch v.

to make a loud sound of sth being crushed

eg. She was crunching peanuts while watching TV.

The frozen snow crunched under our feet.

- n. noise made by crunching
- crunchy adj. firm and crisp, and making a sharp sound when broken or crushed

eg. crunchy biscuits

4. grumble v.

a. ~ (at/to sb)(about/at/over sth) complain or protest in a bad-tempered way

eg. 你自己犯了愚蠢的错误, 为什么向我抱怨

Why grumble at me about your own stupid mistakes?

b. make a deep continuous sound

eg. thunder grumbling away in the distance

- n. 1. complaint;
- 2. rumble

5. revel v.

revel in revel in a book

--n. A boisterous festivity or celebration; merrymaking. Often used in the plural.

作乐, 狂欢喧闹的饮宴或庆典; 作乐。常用作复数

Christmas revels with feasting and dancing were common in England.

圣诞节的狂欢歌舞在英国是很常见的。

The second period of class (45mins)

I. New words analysis (20mins)

6. subjugate v.

to defeat (people or a country) and rule them in a way that allows them no freedom

Example:

Their costly and futile attempt to subjugate the Afghans lasted just 10 years.

他们想征服阿富汗人的意图耗费大量金钱而且无效，只维持了十年的时间

defeat conquer vanquish beat

Defeat is the most general.

“Whether we defeat the enemy in one battle, or by degrees, the consequences will be the same.”

(Thomas Paine)

Conquer suggests decisive and often wide-scale victory.

“A conquering army on the border will not be halted by the power of eloquence.” (Otto von Bismarck)

Vanquish emphasizes total mastery.

The forces of Napoleon were vanquished at Waterloo.

Beat, less formal, is often the equivalent of defeat, though beat may convey greater emphasis.

“To win battles... you beat the soul... of the enemy man.” (George S. Patton)

Subjugate more strongly implies reducing an opponent to submission.

“The last foreigner to subjugate England was a Norman duke in the Middle Ages named William.” (Stanley Meisler)

a shrewd answer	机敏的回答	shrewd bargaining	精明的讨价还价
a shrewd pain	剧痛	do (one) a shrewd turn	给(某人)吃一个苦头
have a shrewd tongue	说话刻薄	shrewd business men	精明的商人

6. shrewd adj.

a shrewd answer	机敏的回答	shrewd bargaining	精明的讨价还价
a shrewd pain	剧痛	do (one) a shrewd turn	给(某人)吃一个苦头
have a shrewd tongue	说话刻薄	shrewd business men	精明的商人

7. triangular adj.

tri- : three, triple

tricolor

tricycle

trilingual

- bi-: two, twice

bicycle

biannual a biannual meeting

bicentenary

bicentennial ~ anniversary/celebration

bimonthly ~ journal 双月刊

bigamy

bilateral

binoculars

II Word study (Self-study + translation) (20 mins)

- 1) Ask the students to learn the five words (pretend, compare, burst, dot & rebel) by themselves.
- 2) Pick out some example sentences for them to **translate from English to Chinese.**
- 3) Supplement more useful phrases and some Chinese sentences for them to translate into English.
(Source of the Chinese sentences: Ex. 3)
- 4) The rest of the sentences in Ex. 3 is left for them to finish as homework on exercise books.

III Review & Assignment (5 mins)

- 1) The students will be given three mins to review the important words and phrases, and asked to remember them after class.
- 2) Ex. 3 is to be finished as homework on exercise books, which should be handed in next time.

教学后记

教学内容与组织安排

The third period of class (45mins)

I. Review (20mins)

1. Review the new words (5mins)
2. Homework checking. (15 mins)
 - 1) Ask students to **translate** five sentences from Chinese to English by using the five words (slip, lest, integrate, rule & stand) respectively from the textbook. Some of them will be asked to write down the phrases or sentences on the blackboard.
 - 2) Ask several students to **read aloud** the new words in the glossary, and the rest to **correct the wrong pronunciation**.
 - 3) Ask students to take **dictation** of some important words and phrases.

II. Introduction of the author and cultural background (10 mins)

1. Introduce some **background information about the writer**.

Liam O'Flaherty: one of the most important modern Anglo-Irish author; wrote in English and Irish; born in Ireland in 1896; more exactly, a small island where there were mainly orphans and widows, whose family members mainly died of starvation, diseases, or drowning in the sea in attempt to feed the family by fishing.

Such a harsh land affected O'Flaherty immensely:

I was born on a storm-swept rock and hate the soft growth of sunbaked lands where there is no frost in men's bones. Swift thoughts, and the swift flight of ravenous birds, and the squeal of terror of hunted animals to me reality.

His main works: P 204

III. General appreciation (20mins)

1. To discuss the **theme** of the text.

The simple life, honest nature and good wished of the newly-married couple are presented through the description of their spring planting in detail.

It reveals the traditional life in the countryside.

2. To **analyze the text structure**.

Part I (paras. 1-3): Introduction.

Part II (paras. 4-8): Preparation.

Part III (paras. 9-14): In the morning.

Part IV (paras. 15-20): At noon.

Part V (paras. 21-35): In the afternoon.

3. Plot: a young couple' s first day of spring sowing

Irish village

Setting: In spring

Agricultural society (why?)

The fourth period of class (45mins)

I. Detailed Text Analysis (40mins)

1. Paraphrase and language points in Part I. (15 mins)

Focus on the detailed description of the first four paragraphs.

First ask the students to work out the main idea of each paragraph together.

Then, invite four students to point out the details to reveal the main idea in each paragraph.

Para. 1: How early they got up!

Details: “still dark”; “rubbing his eyes and yawning”; “the live coals”; “cocks were crowing”; “the white streak was rising from the ground...to scatter the darkness”; “a February morning, dry, cold and starry”.

Para. 2: How young they were!

Details: “freckled face”, “little fair moustache”; “looked too young to be married”; “looked hardly more than a girl”; “red-cheeked”; “her black hair piled at the rear of her head...in Spanish fashion”

Para. 3: How excited they were!

Details: “on fire with excitement”; “the first day of their first spring sowing as man and wife”; “glamour”; “long expected, loved, feared and prepared for”

Para. 4: How do they feel about their first day of spring sowing

2. Detailed analysis of paras. 1-2. (25mins)

1) Martin stood in his shirt by the window, rubbing his eyes and yawning, while Mary **raked out** the **live** coals that had lain hidden in the ashes on the hearth all night. (Para. 1)

rake out ...: remove ashes from (a fire, kiln, etc)

live /laiv/ coals

live: still burning or glowing; not extinct/ dead

e.g. live spark; a live volcano

pay attention to some other meanings:

a live TV/ radio program; a live performance; a live bomb/ missile; live wires
hearth: the area around a fire place or the area of floor in front of it

- 2) Outside, cocks were crowing and a white **streak** was rising from the ground, **as it were**, and beginning to scatter the darkness. (Para.1)

Streak: A streak is a long thin mark, line or band of a different substance or color. Here in the text, this word refers to the ray of early sunlight which was white against the dark sky.

e.g. There are streaks of gray appearing in her black hair.

streak (v.): 1) to cover with lines

e.g. The woman finished her moving story, our faces were streaked with tears.

2) to move very fast

e.g. The cat streaked across the road with the dog behind it.

(idm.) 1) **like a streak of lightning:** very quickly

2) **a winning/losing streak:** refers to the repeated success/failure during a time of good or bad luck

As it were: seemingly; in a way; so to speak. A shortening of “as if it were so”, this expression has been in use since Chaucer’s time. We use this expression to make what we are saying sound less definite. More examples:

He was living in a dream world, as it were.

He closed his eyes, trying to relive that happy moment, as it were.

- 3)...and it was **hateful** leaving a warm bed at such an early hour. (Para.2)

Remember that this was a newly married couple, and it was a very early and cold spring morning.

Hateful: detestable; disgusting; unpleasant

- 4) His freckled face and his little **fair** moustache (Para.2)

fair: light in color; blond. Westerners hold the notion that light coloring is desirable.

(CF) beard, moustache, whiskers

The man’s fair moustache and freckled face suggest that he is still quite young.

- 5) ...and his wife looked hardly more than a girl, ...her black hair piled **at the rear of** her head with a large comb gleaming in the middle of the pile, Spanish fashion. (Para.2)

Piled at the rear of her head: piled into a mass at the back of her head

Comb: It is used here to keep her hair back and for decoration.

Spanish fashion: in the way Spanish people do; like Spaniards

II. Review & Assignment (5 mins.)

1) Review the theme, structure, etc. of the text.

2) Further questions on appreciation of the text:

- ✦ 1. Detailed description of Martin's and Mary's feelings while planting seeds.
- ✦ 2. Did Mary change her thought? When?
- ✦ 3. Summarize their characteristics.

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The fifth period (45 min)

I. Review (5 min)

1. Review the key words and phrases in Para.1-3 and give examples.
2. Review the general idea of the former paragraphs.

II. Text analysis of para. 3 (40 min)

1) They ate in silence, sleepy and yet on fire with excitement, for it was the first day of their spring sowing as man and wife. (Para. 3)

P: *They had their breakfast, keeping silent, although still not fully awake, the young couple was already greatly excited, because that day was the first day of their first planting after they got married.*

on fire: burning; (fig.) burning with emotion, passion or sensation; greatly excited; full of ardor; very enthusiastic, excited, or passionate 充满火一般的热情, 非常激动, 热切。本句用简洁的语言表明了所述主题, 生动刻画了这对年轻夫妇婚后第一次参加春种的心情。

e.g. He was on fire with excitement at this marvelous sight.

man and wife: husband and wife

2) And each felt the glamour of that day on which they were to open up the earth together and plant seeds in it.

Glamour: the attractive and exciting quality of sth.

open up: (cause sth to) be available for development, production, etc

e.g. open up undeveloped land, new territory, etc

3) But somehow the **imminence of an event** that had been long expected, loved, feared and prepared for made them dejected.

P: *The couple had been looking forward to and preparing for this spring planting for a long time. But now that the day had finally arrived, strangely, they felt somehow a bit sad.* 描写了这对新婚夫妇在新生活的挑战将要来临时的复杂心情

We do not know why the young couple felt that way. Probably the first day of their first spring planting seemed to indicate to them that their honeymoon was over, and now was the time for them to be prepared for the endless hard work.
the imminence of an event: the fact that sth (usu. unpleasant) is now about to take place.

“Event” here refers to the spring planting

dejected: irritated; in low spirits; depressed; sad

4) Mary, with **her shrewd woman’s mind**, thought of as many things as there are in life does a woman think in the first joy and anxiety of her mating. (Para.3)

Paraphrase: *Mary, like all sharp and smart women, thought of many things in life*

when she got married.

To mate: to be joined in marriage

The sixth period (45 min)

I. Text analysis of paras. 4-10 (40 min)

- 1) Martin **fell over a basket** in the half-darkness for the barn, he **swore** and said that a man would be **better off** dead than... (Para.4)

Phrases: fall over sth.: tumble over 被某物绊倒

短语辨析) (sth.) fall over: fall onto the side 从……上落下

(sb.) fall over: fall to ground 跌倒

Paraphrase: *In the barn, it was still very dark as it was very early in the morning. So Martin tripped over basket. He cursed and said that it would be better for him to die than (to have to get up at such an early hour and begin the day's toil --- probably for the rest of his life).* 句末省略号表明马丁的话没来得及说完，他的发泄似的咒骂表现了马丁作为丈夫将承担生活重担的不安心情。

better off: comparative form of “well off”; it means in a more favorable position or financial circumstances

eg. They would be better off flying than driving there.

They were not rich, but they were better off than most of their neighbors.

- 2) “Martin,” she said, “let us not begin this day cross with one another.” (Para.4)
Be cross (with sb) (about sth): be rather angry or irritated; annoyed; ill-tempered
e.g. She was cross with him for his being late.

- 3) And somehow, as they embraced, all their irritation and sleepiness left them. And they **stood there embracing** until at last Martin pushed her from him with pretended roughness and said: “Come, come, girl, it will be sunset before we begin **at this rate**.” (Para.4)

P: *However, all of the unhappiness and drowsiness melted away with their hug. They remained in each other's arms until finally Martin pushed her away, with pretended roughness, to show that he was now the bread-winner of the family and had serious work to do and therefore must stop this sentimental nonsense, otherwise they would not be able to get anything done in the whole day.*

At this rate: progressing at this speed, e.g.

At this rate we'll never finish in time.

At this rate they'll soon overtake other countries.

Stood there embracing 是双重谓语。双重谓语的基本形式“行为动词+表语”说明主语从事该行为时所处的状态，通常是 vi. + adj/ n/ v-ed/ v-ing(分词)构成。

常用来构成双重谓语的 vi. 有: rise, lie, die, stand, sit, marry, leave 等，可达到言简意赅的效果：

Tom lay sick. Tom 病倒了。

He died a beggar. 他死时是个乞丐。

He came home exhausted. 他回家时已是筋疲力尽。

They lay there chatting. 他们躺在那里聊天。

4) Still, as they walked silently in their rawhide shoes through the little **hamlet**, there was not a **soul** about. (Para 5)

P: When they walked silently through the small village, they saw not a single person around them because they were earlier than everybody else.

hamlet: a small village

soul: here it means a person, not the spiritual part of a person that some believe to continue to exist after they die.

e.g. I've never seen a more honest soul than Tom.

She promised not to tell another living soul about this.

5) Martin and Mary **rested** their baskets of **seeds** on a fence outside the village...(Para.5)

rest: to place, put, or lay for ease, support, etc, e.g.

She rested her mother's head on a pillow.

He rested his legs on the desk in front of him.

seeds: see P. 204 Notes to the Text, No. 4 potato seeds

6) And they both looked back at the little **cluster of cabins** that was the center of their world, with throbbing hearts. For the joy of spring had now **taken completely hold of** them. (Para.5)

P: Both of them looked back towards their small village, which was the most important place for them because they and their forefathers before them were born and raised here. Their hearts were quivering with excitement at that moment, for the coming of spring had already filled their hearts with pleasure. 表现了主人公对于土地、对于祖祖辈辈生活过的村庄的热爱和对象征希望的春播的憧憬。

a cluster of: number of people, animals or things grouped closely together

a cluster of cabins: a group of wooden houses very close together

e.g. cluster of houses, spectators, bees, islands , etc

the center of their world: the center of their life

throbbing: beating rapidly or violently

to take complete hold of: to gain complete control or influence over sb; to have great power over sb; to overpower sb

eg. She felt a strange excitement taking hold of her.

She was determined not to let the illness take hold again.

The idea will never take hold with the voters.

7) When she was a little distance down the **ridge**, Martin **advanced** with his spade **to the head**, eager to **commence**. (Para. 9)

P: *when she was a little away from him, Martin started to move ahead, putting his spade to the front. How he was eager to start working.*

Eager to commence 是形容词短语，对前文补充解释。作者这里描写了春播开始时 Martin 的急迫心情。

ridge: a line of sth (here: earth) that rises above a surface. 隆起的部分，田垄

to advance: v. to move forward

to the head: to the front

commence: to begin; to start

8) Para 10, palm 拓展

palm: the inner surface of the hand that extends from the wrist to the base of the fingers; any of various chiefly tropical evergreen trees

five fingers' names: thumb; index finger, forefinger; middle finger; ring finger; little finger

Phrases:

butterfingers: a person who often drops things

green fingers: if you have green fingers, you are good at making plants grow

be all thumbs: very awkward

thumbs up/down: show acceptance/rejection

a rule of thumb: a practical method of doing sth.

stand/stick out like a sore thumb: to be very noticeable in an unpleasant way

twiddle you thumbs: to move your thumbs around each other with your fingers joined because of boredom; to do nothing while you are waiting for sth. to happen

thumb your nose at sb./sth.: to make a rude sign with your thumb on your nose; to show that you have no respect for sth..

II. Summary (5mins)

教学后记

教学内容与组织安排

The seventh period (45 min)

I. Review (5mins)

II. Text analysis of paras. 11-13 (40 min)

1) Suppose anybody saw us like this in the field of our spring sowing, what would they **take us for** **but** a pair of useless, **soft, empty-headed people** that would be sure to **die of hunger**? (Para.12)

P: *If people should see us like this (with your arm round my waist), what would they think of us? They were sure to take us for a pair of good-for-nothings, people who are unable to endure hardship and foolish and, therefore, were sure to die of hunger.*

to take for: to regard as eg. Do you take me for a fool?

Don't take our silence for approval.

I think they took us for Japanese.

soft: weak or delicate; not strong or vigorous; esp. not able to endure hardship as because of easy living

empty-headed: stupid; silly and ignorant; lacking sense or discretion

but: only

eg. This is but one of the methods used to try and get through to the patients that alcohol should be a thing of the past.

2) His eyes had a wild, eager light in them as if some primeval impulse were burning within his brain and driving out every other desire **but** that of **asserting his manhood** and of **subjugating the earth**. (Par.12)

Paraphrase: *His eyes shone and his only desire now was to prove what a strong man he was and how he could conquer the land.*

Primeval (feelings or emotions): belonging to the first or earliest age or ages; primitive; ancient

but: except; with the exception of; save

eg. Europe will be represented in all but two of the seven races.

He didn't speak anything but Greek.

The ship's screw gave them nothing but bread to eat.

to assert one's manhood: to state strongly or behave in such a way as to show that you already a full-grown man, an adult, a man capable of supporting his family and able to handle all difficulties in life

to subjugate: to bring under control; to conquer; to subdue

to subjugate the earth: to conquer the earth and make it produce food

3) ... but she **drew back** at the same time and **gazed distantly at the ground**. (Para. 13)

draw back: withdraw; retreat

e.g. I guess I looked terrible, because my mother drew back when she saw my face.

To gaze distantly at the ground:

to look at the ground as if she were far removed from the present situation;
to be absorbed in thought

Q: What information can we get from the description here about Martin and Mary?

Obviously they don't think alike, why?

4) ...he **turned up** the first sod with a crunching sound (Para.13)

...he dug up the first piece of earth with grass and roots with his spade, making a crunching sound

to turn up: to dig up/ dig up and turn over

Notice that "to turn up" here is not an idiomatic phrasal verb like the following:

Turn up the radio a little bit. I can't hear.

I don't know why she did not turn up at the meeting the other day.

You must have mislaid your pen somewhere. Don't worry, it will turn up sooner or later.

Sod: a section of grass-covered surface soil held together with matted roots

To crunch: to make a crackling sound as if you are chewing sth noisily

5) Mary sighed and walked back hurriedly to her seeds with furrowed brows. (Para.13)

Questions: *Why did Mary sigh? Why did she walk back hurriedly with furrowed brows?*

Mary sighed probably because she was reluctant to dismiss her romantic feelings at that moment. She sighed because she would have to go back to work.

Furrowed brow: deep frowns

6) ...to drive out the sudden terror that had seized her at that moment when she saw the fierce, hard look in her husband's eyes that were unconscious of her presence. (Para. 13)

...she began to work hard) in order to get rid of the terror that suddenly seized her when she saw that her husband had suddenly changed from the loving husband she knew into a fierce-looking farmer who did not seem to be aware that his bride was with him.

7) She became suddenly afraid of that **pitiless**, cruel earth, the peasant's slave master that

would **keep her chained to** hard work and poverty all her life until she would **sink again into its bosom**. (Para.13)

Pitiless: without pity; unfeeling; cruel; merciless

to be chained to: to be bound to; to have your freedom restricted because of a responsibility you cannot escape

eg. Women nowadays refuse to be chained to the kitchen sink.

My brother was chained to my sick mother for more than thirty years.

to sink again into its bosom: to die and be buried in the earth; to return to the earth

bosom: a woman's chest or breasts; a situation in which you are with people who love and protect you

e.g. to live in the bosom of your family

bosom friend: very close friend

e.g. A bosom friend afar brings a distant land near. 海内存知己，天涯若比邻。

8) Her **short-lived** love was gone. **Henceforth** she was only her husband's helper to **till the earth**. (Para 13)

Paraphrase: *The love they had for each other did not last long. Their romance was now replaced by their necessity to face the hard work. From then on, she was merely her husband's helper and had to work side by side with him.*

short-lived: lasting only for a short time

henceforth: from this time on; from now on

to till the earth: (old use) to prepare land for raising crops a by plowing and fertilizing; to cultivate

Q: Do you think the same thing would also happen to most young couples, i.e. their passion or love would be gradually be replaced by the necessity to do sth. or the reality?

9) And Martin, absolutely without thought, worked **furiously**...(Para. 13)

Paraphrase: *Martin on the other hand had no time to waste on idle thoughts. He just concentrated on his work and worked with great energy.*

furiously: with great energy; fiercely

A sharp contrast is made in this paragraph between Martin and Mary, and this is also the traditional contrast between husband and wife, please make a comment on this.

e.g. man: realistic; rational...

woman: romantic; sensational ...

The eighth period (45 min)

I. Text analysis of Paras. 14-17) (40 min)

1) ...there was a sharpness in the still thin air that made the men jump on their spade **halts ferociously** and beat the sods as if they were living enemies. (Para. 14)

Paraphrase: *The chilly and biting air of early spring made the peasants work fiercely with their spades, beating the sods as if they were enemies.*

halt: the top part of the spade which you press with your foot

ferociously: furiously; fiercely

2) Birds hopped silently before the spades, with their heads **cocked sideways**, watching for worms. Made brave by hunger, they often dashed under the spades to **secure** their food. (para.14)

Paraphrase: The birds were early too just like the farmers.

to cock sideways: to tilt or turn (said of the head or ear) to one side

eg: He paused and cocked his head as if listening.

to secure: to get hold or possession of; to obtain after a lot of effort; to acquire

eg: With a tremendous effort, she managed to secure a ticket for me.

Graham's qualifications would no doubt help secure him a job.

3) ...when he had **taken a long draught of** tea from his mug. (Para.16)

draught: (AmE draft) the act of swallowing liquid or the amount of liquid swallowed at one time 一饮 (的量)

e.g. He took a deep draught of his beer.

mug: a large china cup with straight sides and a handle, used esp. for drinking tea

Cf. a cup of tea; a cup of coffee; a glass of water; a glass of beer; a bowl of rice; a brandy glass(无脚或无柄的平底玻璃杯) of brandy, a tumbler of coke

Special glass for brandy, tumbler is a large glass for a long drink.

4) "Yes, isn't it lovely," said Mary, looking at the black ridges wistfully. (Para. 17)

Question: What do you think was on Mary's mind at that moment?

She was sad that this was going to be her life from now on, toiling and sweating over the land until the day she died. But on the other hand what they had done that day also make her proud and hopeful.

Yes, isn't it lovely: Yes, it is lovely indeed. (Notice that this pattern is used to express

agreement.)

wistfully: showing or expressing melancholy yearnings

- 5) The hurried trip to the village and the trouble of getting the tea ready had **robbed her of her appetite.** (Para. 17)

Paraphrase: She was so tired that she lost her appetite.

to rob sb of sth: to deprive sb of sth belonging to that person by an unjust procedure

eg: The accident robbed him of his health.

He felt that he had been robbed of the pleasure that was his due.

When Miles Davis died last September, jazz was robbed of its most distinctive voice.

- 6) She had to keep **blowing at the turf fire** with the rim of her skirt, and the smoke nearly blinded her. (Para. 17)

to blow at the fire: to send out a current of air to the fire

turf: peat; a soft brown substance like earth that is used for burning instead of coal, especially in Ireland; a dense accumulation of vegetable matter found in a swamp, used as fuel instead of coal when dried. 泥炭

Compare

- rim:** usu. applies to the verge or edge of sth. circular or curving
- edge:** a sharply defined terminating line made by the converging of two surfaces (as of a blade, a dish, a plank, or a box), it often implies sharpness and therefore power to cut 两平面相接处
- brim:** applies to the inner side of the rim of a hollow vessel or to the topmost line of the basin of a river, lake, or other body of water (杯, 碗等)边, 边缘
- border:** refers either to the boundary line or to the area that is immediately inside the boundary 边界, 国界
- verge:** applies to the line or to a very narrow space which sharply makes the limit or termination of a thing
- margin:** a border of definite width usu. distinguished in some way from the remaining surface; the space immediately contiguous to a body of water 页边的空白, (湖、池等的)边缘
- brink:** the edge of sth. steep (峭岸、崖的)边缘

e.g. the **rim** of the glass/cup

The **rim**s of her eyes were red with crying.

He stood on the **edge** of the cliff.

a big house on the **edge** of town

Don't put that glass so near the **edge** of the table.

I sat down at the water's **edge**.

They had brought the country to the **edge** of disaster.
two wine glasses,. filled to the **brim**
a national park on the **border** between Kenya and Tanzania
It's difficult to define the **border** between love and friendship.
the **margin** of a page/lake/river
people living on the **margins** of society
on the **brink** of collapse/war/death/disaster
the **brink** of the precipice/cliff

7) It **overpowered** that other feeling of **dread** that had been with her during the morning.

Paraphrase: The feeling of joy drove away the feeling of terror that she had had in the morning. (Para. 17)

to overpower: to overcome by superior force

eg: I was so overpowered by my guilt and my shame that I was unable to speak.

Her beauty overpowered him.

overpowering: adj. very strong or powerful

e.g. an overpowering smell of fish

an overpowering personality

The heat was overpowering.

dread: n. a feeling of great fear about sth.

e.g. The prospect of growing old fills me with dread.

My greatest dread is that my parents will find out.

She has an irrational dread of hospitals.

v. to fear that sth. bad is about to happen

e.g. This was the moment he had been dreading.

I dread being sick.

They dread to think what would happen if there really was a riot.

II. Review and assignment (5mins)

- 1) Review the important words and phrases, further learn them, and prepare for the dictation next time.
- 2) Preview the rest part from two aspects: language points & detailed description.

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教学内容与组织安排

The ninth period (45 min)

I. Review (5mins)

II. Text analysis of para. 18-24 (40 min)

- 1) Martin ate **heartily**, **reveling in** his great thirst and his great hunger, with every **pore** of his body open to the pure air. (Para. 18)

Paraphrase: *The heavy work made Martin thirsty and hungry and made him enjoy his lunch and tea more.*

heartily: with a good appetite

to revel in: to take much pleasure in; to delight in

pore: one of the small holes in your skin that sweat passes through

- 2) Shyly and in silence, not knowing what to say and ashamed of their gentle feelings, ... (Para. 18)

Comment: Farmers are often described as men of few words. They are usually shy or bashful, not very demonstrative. And they often feel ashamed of their gentle feelings because a farmer's life is tough, and a good farmer is not supposed to be soft and sentimental.

- 3) The **rasping** noise **carried a long way** in the silence. (Para. 19)

Paraphrase: *Even in this stillness Leaphorn doubted if the sound would carry far.*

rasp: make a harsh grating sound

carry a long way: (said of sound or smell) to go very far

- 4) That was the signal for a general rising all along the little valley. (Para.19)

The noise was the signal for all the peasants to stand up and start working again.

Then she thought of the journey home and the trouble of feeding the pigs, putting the fowls into their coops and getting the supper ready, and **a momentary flash of** rebellion against the slavery of being a peasant's wife **crossed her mind**. It passed in a moment. (Para.22)

a flash of sth: a sudden, brief and intense display of sth

eg. "What did Moria tell you?" Liz demanded with a flash of anger.

The essays could do with a flash of wit or humor.

to cross one's mind/ to pass through one's mind: suddenly occur to one

eg. It never crossed my mind that they would turn the proposal down.

It passed through her mind that he might have got lost.

5) Group Discussion: Analyze the two changes happened in paras.18-24

Para. 17: "...a strange joy swept over her. It overpowered that other feeling of dread that had been with her during the morning."

Para. 24: "All her dissatisfaction and weariness vanished from Mary's mind with the delicious feeling of comfort that overcame her at having done this work with her husband."

The tenth period (45 min)

I. Detailed analysis of 24-35 (20mins)

1) Cows were **lowing at a distance**. (Para.26)

to low: to make the characteristic moo sound of a cow

2) ... A momentary flash of rebellion against the slavery of being a peasant's wife crosses her mind(Para.32)

cross one's mind

(of thoughts, etc.) to come into one's mind;

to suddenly occur to one 出现, 掠过

eg. It never crossed my mind that they would turn the proposal down. 我从未想到他们会拒绝这个提议

Cf. pass through one's mind

eg. It passed through her mind that he might have got lost.

sth occur to sb: (of an idea or thought) come into sb's mind 想起,想到

eg: His name just did not occur to me.

A wonderful idea occurred to me while I was surfing the Internet.

我从来没有想到财富也会毁灭一个人的一生。

It never occurred to me that wealth could ruin a person's life.

他忽然想到他已经几个月没碰过肉了。

It suddenly occurred to him that he had not touched any meat for months.

sth. dawn on sb (dawn: n: daybreak; v: begin to grow light; dawn (on sb): gradually become clear to sb's mind)

eg. The chilling truth began to dawn on him.

It suddenly dawned on us that high savings rate may not be a good thing.

经济学家们开始意识到问题不是生产过剩，而是消费过低。(dawn on)

It gradually began to dawn on the economists that the problem was not overproduction, but under-consumption.

sth comes to sb : (of an idea) occur to sb

sth. strikes sb (strike: hit; occur to sb's mind)

eg. The idea came to him in his bath.

It struck her that although she was now rich by her own standard, she was not really happy.

II. Appreciation (20mins)

1. Please underline and read aloud the descriptions of nature, man' s body movement and feelings in the text that you find beautiful and impressive.

2. Try to interpret the symbolized meaning:

spring

Early in the morning

Newly married

First day of sowing

3. Group Discussion

Let' s pretend that you are Martin Delaney or Mary living in the 21st century. What kind of a person would you like to have as your wife or husband? What qualities would you like to find in your spouse?

III. Review and assignment (5 mins.)

1) Summarize all detailed description and point out some examples.

2) Review the important words and phrases, and further learn them after class. And pay special attention to **the use of adverbs.**

3) Ex.4, 5, 6, 7 as homework.

教学后记

教学内容与组织安排

The eleventh and twelfth periods (90 mins)

I. Review (15 mins)

Dictation

Review the key words and phrases in the text.

Review the main idea of the text.

II. Exercises (70mins)

1. **Error-checking** of their translation work on the exercise books.

1) Correct the typical mistakes in their translation work.

2) Focus on the translation of some idiomatic phrases.

e.g. 空城 (city) unguarded (思想) 开了小差 (mind) wander far away
这方面 on this subject 共同点和不同点 similarities and differences
大规模生产的 mass-produced 武装恐怖分子 armed terrorists
突然放声大唱 burst out singing/ burst into song
急切地想做某事 be bursting to do sth.

2. Check the answers of Ex. 4 & 5.

1) Skip those without any problem and ask the students to **raise questions** about those to which they failed to give the correct answers.

2) **Analyze the sentence pattern** of some complex and compound sentences.

3. Focus on the cloze.

1) Ask the students to **read aloud the text** and **stress** on the words they fill in the blanks.

2) **Summarize the methods** used to deal with this cloze.

★ Allocation: take account of; take advantage of; take a fancy to; take a hand in;
supply sb. with sth.; offer sth. for sb.
participate in; etc.

★ Modal verbs: might; would; should

★ Prepositions: on the train; etc.

4. Grammar

1) Identify the subject and main verb.

Help the students to **identify the subject and main verb** in some difficult sentences.

2) Study the uses of “as”. **(Group Discussion & Summary)**

The students will be asked to discuss and summarize the uses in groups.

Summary: a. as preposition: 1, 10

b. comparative: 2, 8, 10, 12

c. as + adverbial clause (to indicate time or manner): 3, 5, 6, 13; 4, 21, 24

d. object complement: 9, 11, 14, 15

e. subject complement: 17

f. collocation: as a rule, the same as, such as, as such

3) Focus on Ex. 3

Some students will be invited to translate 1, 2, 3, 6 respectively, and the rest to revise the presented version.

III. Review and assignment (5mins)

1) Review the exercises.

2) Preview Text A in Unit 3, and focus on the glossary and word study.

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