

教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson Two Lead in		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2 学时
授 课 要 点	本 (章) 节 教 学 目 标	<p>1.Explain the pre-class work:</p> <p>①word -building rules ②some simple questions on Page 43</p> <p>2. Ask students to acquire key words</p> <p>①meaning of the words ② usage of the key words</p> <p>3. Ask students to acquire relevant background information</p> <p>① the author ②Inverara</p>	
	教 学 重 点 和 难 点	<p>1.Word formation</p> <p>① suffix- y</p> <p>2.Key words : burst / glimmer /scatter/swear/dot</p> <p>3.Background information</p>	
思 考 题 或 作 业	<p>1. Preview Text A and analyze the structure.</p> <p>2. Underline the difficult points.</p>		

教学内容与组织安排

(教学目的: to acquire key words and background information 讲解重点单词和背景知识)

Teaching Objectives:

This unit is intended to present students the simple life, honest nature and good wishes of the newly-married couple are presented through the descriptions of their spring planting in minute detail. After learning it the students should be able to

- acquire the virtues the farmers have
- read for topics and precise details;
- develop vocabulary and learn the sentence structures relevant to the topic and use them. These include:

Words: assert, commence, dot, pretend, compare, burst,, rebel, glimmer, glisten, hamlet, henceforth, overpower, shrewd, sore, subjugate, imminence

Phrases: as it were, fix sth. on sb./sth., be worthy of sth./sb., be chained to sb./sth., be dotted with, carry a long way., cross one's mind, give/pay no heed to , revel in sth. , rob sb./sth. of sth., take...for

Teaching Allotment

·1st period: Pre-reading Activities & While-reading Activities (90 minutes)

·2nd period: While-reading Activities& After-reading Activities (180minutes)

·3rd period: Exercise and Review (90 minutes)

Teaching Procedures

I. Pre-class work

1. Word formation

Teaching method: ask students to preview this part and find out word-building rules; we will check their homework on page 12, they should tell us the meaning of the affixes and the

meaning of the words. (学生课前预习后缀 y 的意思, 课堂上抽查并举例)

-y:

- (1) full of or having a lot of sth.
- (2) having the quality of wth.
- (3) made of or seeming to be made of sth.
- (4) resembling sth.
- (5) very interested in sth.
- (6) tending to do sth.

2. Key words:

Teaching method: ask students to preview 5 key word of this unit. They must find out the derivations, the usages and useful expressions of these words. Teachers just help them summarize the content they have talked about. (课前预习 5 个重点单词, 课堂上 5 个学生各抽一个单词讲解, 老师辅助总结每个单词的用法)

★ **anguish**

n. severe pain, mental suffering or unhappiness

eg. He will no longer touch the secret anguish in his heart.

[考] in anguish

[串] anguished *adj*

[辨] anguish / agony

anguish 特指极度的悲痛, 达到精神上无法支撑的程度。

agony 指精神或肉体上的极度痛苦, 特指剧烈的肉体痛苦, 常用于表示死前的挣扎与剧痛。

She was almost crushed by **anguish** on learning the bad news.

He could not stand the sustained **agony** any more.

★ **swear**

v. 1) to use rude or offensive language, usu. because of anger

eg. The man fell over and swore loudly.

2) to make a serious promise to do sth.

eg. I swear that I'll never tell anyone.

3) to promise that you are telling the truth

eg. He swore that he'd never seen the girl before.

[考] swear by sb./sth. 以...名义发誓 swear sb. into sth. 使某人宣誓就职

★ **assert**

v. 1) to make one's right or authority recognized by behaving firmly and confidently

eg. We were determined to assert our authority.

2) to state clearly and firmly that sth. is true

eg. He asserted that he was not guilty.

[串] 同族: assertion *n.* assertive *adj.*

★ **bosom**

n. a woman's chest

[考] a bosom friend 知心朋友 in the bosom of sth. 在...的怀抱中

bosom/chest/breast

chest: 指胸部胸膛

breast: 指女子或男子的乳房, 也指衣服的前胸部分, 还可以指鸟的胸部。

She pressed her son to her bosom.

The water rose quickly and soon reached her chest.

Medical science has proved the advantages of breast feeding.

★ **merciless**

adj. showing no kindness or pity

eg. He is a merciless killer.

[串]同义: cruel 反义: merciful 同根: mercy

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IV Lead-in

Background information (PPT)

Teaching purpose: those following items are keys to the understanding of the whole text, we can't exactly appreciate the author's work without getting to know his life, for the same reason, we can't either grasp the connotations. Thus it is necessary to introduce them to students.

Teaching method: divide the whole class into three groups, each group one task, ask them to prepare the background information below, when we have class, ask the representatives in their groups to tell us the useful information they found.(把全班分成三组，每组完成一个背景知识的查阅，课堂上请每组派一个代表呈现自己的 ppt，老师辅助总结)

1) About the author: **Liam O'Flaherty**



He was born in Ireland. He wrote in English and Irish. His main works included the novels *Thy Neighbour's Wife*, *The Black Soul* and *The Informer* which was made into a film of the same name. He published some short story collections.



2) **Inverara**

Name of the village where the author was born. It is one of the largest of the Aran Island. O'Flaherty's prose, with its eye for descriptive details and the vast dramas of nature, recreates the magnificence of the place of his birth.



3) **Ireland**

Small-beaked and wing-clipped, Ireland is an island in the Atlantic Ocean which appears about to alight on the coast of Britain 80km to the west across the Irish Sea. Its cities are small, so it's never far to isolated sweeps of mountains or boglands. Ireland is a small, modern, trade-dependent economy with growth averaging a robust 7% in 1995—2004. Agriculture, once the most important sector, is now dwarfed by industry and services.

Assignment:

1. Preview the whole passage and find out how does the author classify thinking.
2. Consider the structure of this text.
3. What is the purpose of this text?

教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson Two Text A		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	6 学时
授 课 要 点	本 (章) 节 教 学 目 标	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Acquire many useful expressions from Text A 2. Read and retell Text A with appropriate pronunciation, intonation and fluency 3. Get to know the main idea of the passage 4. Analyze the theme, structure, difficult sentences and context of Text A. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Use some useful expressions to make up sentences 2. Understanding of the whole passage. <ol style="list-style-type: none"> ① the theme of the passage ② the main idea of this passage ③ the structure of this passage ④ paraphrasing of difficult sentences 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Exercises on page 46-48. <ol style="list-style-type: none"> ① translate the following expressions ② Replace the parts in bold type with appropriate words and expressions from the text ③ translate the following sentences using the key words ④ fill in the blanks with appropriate words and expressions 		

教学内容与组织安排

(教学目的: Understand the main idea and the structure of this passage 课文大意、篇章结构及重
难句分析)

I . Global Reading(main idea and structure)

Teaching method: Based on the preview work students have done before the class, ask students to skim and scan the whole text to clear the elements of this text, and then summarize the theme of this text, and then decide the style of the text, based on which divide the text into several parts. (学生自己总结课文大意, 课堂上单独检查)

1.The theme of the text: The simple life, honest nature and good wishes of the newly-married couple are presented through the descriptions of their spring planting in minute detail. It reveals the traditional virtues of a typical farmer: hard work, simple living, discipline, and above all, strong sense of responsibility for the happiness of his wife and family.

2.The main idea and structure of the text. (ask students to discuss in groups and then check their answers)

Part One (Para. 1—4): The young couple's preparations for the first day of their first spring sowing

Part Two (Para.5-31): A detailed description of the spring sowing.

Part Three (Para.32-35): The young couple's yearnings for the future

II . Detailed Discussion of the Text

Teaching method: ask students some simple questions to understand this passage, then explain this passage paragraph by paragraph or part by part.

Questions:

1. What kind of a harvest were the newly-weds going to have in the first day of their first spring sowing?
2. What values and moral principles are being idealized here?
3. What changes have taken place in social ethics since our grandfathers' time? Is there

anything that remains unchanged?

Sentence paraphrase: ask students to paraphrase some of the sentences in groups

1. ... While Mary raked out the live coals that had lain hidden in the ashes... (Para. 1)

raked out: to clear fireplace by shaking and pulling

live coals: burning coals

had lain hidden in the ashes: had been buried under the ashes

本句为由 while 连接的并列复合句，后边由 that 引导的定语从句，修饰 live coals.

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

imminence of an event: the fact that sth. (usu. unpleasant) is now about to take place

dejected: irritated; in low spirits; disheartened

[英释]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.

本句为复合句，句中 that 引导定语从句，修饰 an event，句中的 long expected, loved, feared and prepared for 构成排比。

3. ... as they walked silently... through the little hamlet, there was not a soul about. (Para. 5)

soul: Here it means a person

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

4. 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. 10)

take ... for: to regard as

soft: weak or delicate

empty-headed: stupid; silly and ignorant

[英释]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 hardships and foolish and, therefore, were sure to die of hunger.

5. 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. (Para. 12)

primeval: primitive

but: except

driving out: to eliminate

subjugating: to conquer the earth

[英释]His eyes shone and his only desire now was to prove what a strong man he was and how he could conquer the land.

本句为复合句，句中 as if 引导方式状语从句；that 后面省略了 desire；介词短语 of asserting his manhood and of subjugating the earth 作后置定语，修饰 desire。

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

drew back: to withdrew; to retreat

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

[英释]She stayed from Martin and deeply absorbed in her thought.

7. ... 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)

[英释]... 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.

本句为复合句，句中动词不定式 to drive out the sudden terror...作目的状语，at that moment when...作时间状语，that were unconscious of her presence 为定语从句。

8. 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 his bosom. (Para. 13)

pitiless: merciless

keep her chained to: she would be bound to

sink again into his bosom: to die and be buried in the earth

[英释]She became afraid of the earth because it was going to force her to work like a slave and force her to struggle against poverty all her life until she died and was buried in it.

本句为复合句，句中 the peasant's slave master 为 that pitiless, cruel earth 的同位语，其中 that 引导定语从句。

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

Henceforth: from now on

to till the earth: to prepare land for raising crops as by plowing and fertilizing; to cultivate

[英释]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.

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

robbed her of: to deprive sb. of sth. belonging to that person by an unjust procedure

[英释] The hurried trip to the village and the busy work of preparing the tea made her feel so tired that she had lost her appetite.

11. 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)

momentary: transitory; passing

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

[英释]When she thought of all the drudgery waiting for her at home, suddenly she wanted to break the chains on her as a peasant's wife, but it only lasted a very short time. She immediately dismissed the idea.

第一个句子为由 and 连接的并列句，句中，the journey home and the trouble of ...ready 作 thought of 的宾语；介词短语 of rebellion against...作后置定语。

III Further Questions on Appreciation

Teaching method: ask students to discuss the following questions to check their understanding of this passage.(同桌讨论一下问题，检查学生对文章的理解及一些社会现象的看法。)

1. What values and moral principles are being idealized here? Is it still the same today? Do you agree that the traditional work ethic is out of date? Are such qualities as hard work, diligence, thrift, responsibility, discipline, simple and honest living, rugged individualism and self-reliance, etc. still valued?
2. What changes have taken place in social ethics since our grandfathers' time? Is there anything that remains unchanged?
3. 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?

Assignment: Finish the exercises in this lesson.

教 案

周 次	第 周, 第 次课	授课时间	20 年 月 日
授课章节	Lesson Two Consolidation and Extension		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	4 学时
授 课 要 点	本 (章) 节 教 学 目 标	1. Ask students to understand writing devices. 2. Ask students to acquire the usage of <i>no</i> . 3. Ask students to review TEM4 points. 4. Consolidation	
	教 学 重 点 和 难 点	1.the usage of <i>no</i> 2.TEM4 points	
思 考 题 或 作 业	1. Preview Lesson Three and finish pre-class work.		

教学内容与组织安排

(教学目的: consolidate what they have learned 巩固所学知识)

I. Writing Devices

1. Onomatopoeia (拟声法): The use of words that by their sound suggest their meaning

Outside, cocks were *crowing* and a white streak was rising from the ground. (Para. 1)

... he turned up the first sod with a *crunching* sound as the grass roots were dragged out of the earth. (Para. 13)

She was just *munching* her bread and butter. (Para. 17)

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

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

II. Grammar

Determiner: a word as *a, the, some, any, no, my, or your* that comes before a noun/noun phrase and is used to show which thing/ person is referred to

Categories:

1) used to mean “ not one/ not any”

Eg. There was **no heat** in the light of the sun.

2) used to emphasize that the opposite of a particular description is true

Eg. By God Mary, **it's no boasting** to say that you might well be proud of being the wife of Martine Delaney.

3) There's no doing sth. used to emphasize that it is not possible to do sth.

And this thing, being so close--- why, **there's no telling** the sort of stuff it can do.

III Exercise

1. Translate the following expressions.

Teaching methods: ask students to finish this part before class, then ask two of them to write their answers on the blackboard, while they are writing, ask the other students to finish the second part in class. (课前完成此部分, 请两位同学把这些短语翻译写黑板上, 然后集体订正)

1) 在头脑中掠过 **cross one's mind**

2) 丈量土地 **measure the ground**

3) 设法弄到食物 **secure one's food**

4) 驱散黑暗 **scatter the darkness**

- 5) 揉揉他的眼睛 **rub one's eyes** 6) (声音)传的很远 **carry a long way**
7) live coals 燃烧着的煤 8) a shrewd woman 一位精明的妇女
9) the head of the family 一家之主 10) a strip of ground 一块狭长的地
11) a fierce and hard look 一副凶猛严厉的表情
12) a throbbing heart 一颗怦怦直跳的心

2.Translate the following sentences into English.

Teaching methods: ask students to sit in groups of four, each group choose one sentence to translate, teachers will give them five minutes to finish these sentences, after that ask one student of each group to write their sentences on the black and we will check their sentences together. (把全班分成四组, 每组完成一个句子的翻译, 每组有 5 分钟时间, 然后请一位同学把翻译的句子写黑板上, 集体订正)

1)诸葛亮装作十分镇静, 成功地瞒过了司马懿, 使他不知道这座城实际上是没有守卫的空城。他证明了自己值得受到人们的崇拜和尊敬。

Zhuge Liang pretended to be very calm and succeeded in fooling Sima Yi who did not know that the city was really unguarded.He proved himself worthy of the admiration he had received.

2)这种大规模养殖的鸡和我们以前家养的鸡没法比。现在的养鸡场也许提高了产量, 但鸡的美味给弄没了。

These mass-produced chickens do not compare with the chickens we used to raise at home. Chicken farms may have increased the output, but they have robbed the chickens of their good taste.

3)由于我们的价格优势, 我们今年向那个地区的出口与去年同期同比增长了 30%。

Thanks to our price edge, our exports to that region increased by 30% compared with the same period the previous year.

4)当犯人们突然放声歌唱的时候, 监狱长十分恐慌。

When the prisoners burst out singing, the prison warden was frightened.

5)这个地区遍布工厂, 而且整个岛上到处都是度假村。但是已经有迹象表明很多当地百姓将起来反对这种趋势。

The area is dotted with factories. It also has holiday inns dotted around the whole island. But there are always signs that many local people will rebel against this trend.

2. Choose the right word in their proper forms.

Teaching method: ask students to work in pairs of two, firstly they should find the difference among these words, then fill the blanks with proper words, finally we will check the answer.

(同桌利用字典完成近义词对比及填空)

1) rim/ edge/ brim/ border/ verge

rim: 圆形物体的边

edge: 扁平或平面某个区域的边

brim: 容器的边; 帽檐

border: 边界

verge: 比喻意义, 达到某种状态的边缘

I could see that she was on the verge of tears.

If you cross this bridge, you will be crossing the border of our province.

Our farm extends as far as the edge of that wood.

The rim of these bicycle wheels are made of plastic rather than stainless steel.

2) rub / scratch/ scrape

rub: 擦, 磨, 搓

scratch: 挠, 擦破

scrape: 刮掉, 擦伤, 发出刺耳的声音

He scraped away the mud on the spade.

He scratched his head, bewildered.

The table was so dirty that I could not rub it clean. I actually had to scrape off the grease with a knife.

Assignment: preview Lesson Three

教学后记：本课通过教学，即发现了一些优点，也发现了一些不足之处，通过此后记，以帮助自己调整教学方法，因材施教，让学生更加深入浅出。在本课备重点单词的时候，我让学生结合字典找出这些重点单词的用法，是课堂内的一个新的举措，让学生知道字典对他们来说是有用的，同时通过串讲，辨析，有利于他们扩展知识。但唯一遗憾的是课文后半部分比较简单，讲解速度较快，有点忽略差生的接受能力，再课文结尾的地方再加一个“过去的农民和当今农民品质的对比”的讨论，就更能使文章内容得到升华，使学生学有所思。