

教 案

周 次	第 1 周, 第 1 次课	授课时间	年 月 日
授课章节	Unit 1 Half a Day Background information and the glossary		
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>On the completion of this part, students will be able to:</p> <ol style="list-style-type: none"> 1. know the background information of the text; 2. get familiar with the new words of the text. 3. prefix: uni-/ over- 	
	教 学 重 点 和 难 点	<p>Important points: New words in this text</p> <p>Difficult points:</p> <ol style="list-style-type: none"> 1. Usage of new words. 2. Usage of prefix: “uni-” and “over-” 3. Background information of the author and the text. 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Read through the text for three times, and work out the main idea of this passage. 2. Finish exercise 1 and exercise 2 of Vocabulary (page 10-12). 		

教学内容与组织安排

Time Allotment

Warm-up-----	15 min.
Background Information-----	25 min.
Glossary -----	40 min.
Prefix -----	-8 min.
Assignment-----	2 min.

Step 1: Warm-up (15 min.)

Teaching method: invite students to talk about their first impressions of college.

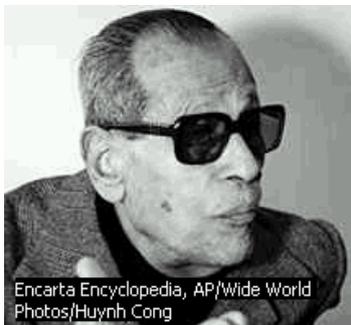
Questions

1. What do you think is the business of college? What do you expect to learn here?
2. Did you find the college just as you had imagined? In what way was it as you imagined, and in what way wasn't it?
3. What do you think you should do to get the most out of college?

Step 2: Background Information (25 min.)

Teaching Method: give students the background information of the author and the text by PPT.

1. **About the author:** Naguib Mahfouz (1911-2006)



Encarta Encyclopedia, AP/Wide World Photos/Huynh Cong

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 (多产的) writer: no fewer than 30 novels, more than 100 short stories, and more than 200 articles.

His Works

- The Cairo Trilogy [ˈtɪrələʒi] : 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**
- ◆ **Depicts realistically the social and political life in Egypt**

2. Nobel Prize

Nobel invented TNT. After his death, he left a large amount of wealth. According to his will, many people with great achievements will be awarded with the money. Nobel Prizes are mainly on physics, chemistry, literature, and peace etc.

3. Cairo

The capital of Egypt, lies on the mouth of Nile, which is the biggest city in Africa, also one

of the oldest cities in the world.

Step 3:Glossary(40 min.)

Teaching method: First, invite 4 students to read the new words listed in glossary aloud so to check whether they pronounce the new words in the right way and lead the whole class to read the new worlds aloud. Second, analyze the important words.

1. border

vt. be on the border of sth.

Examples:

- How many countries border China?

border on sth: be next to sth.

- The house borders on the highway.

Border sth. with sth. : put a border on sth

- A handkerchief bordered with lace.

2. 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

3. 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.

4. 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.

- I was dazed by her sudden offer.

5. 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.

6. misgiving

n. a feeling of doubt or worry over a future event

Examples:

- Many teachers expressed serious misgivings on the new form of exam.

- My only misgiving is that we might not finish this design in time for the coming competition.

7. overlook

- vt. a. to have a view of sth. from above
- b. to fail to see or notice; pay no attention to

Examples:

- Our room overlooks the ocean.
- My garden is overlooked by the neighbours.
- I'm afraid I overlooked your name; I'll add it to the list immediately.

8. revolve

- v. a. to spin around or make sth. spin around, on a central point
- b. (fig.) to think about

Examples:

- The metal disc revolves at high speed.
- The earth revolves round the sun.
- The story revolves around a young girl who runs away from home.
- He revolved the matter in his head/mind.

9. trace

- n. a. a small sign that shows that sb. or sth. was present or existed
- b. very small amount

Examples:

- 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.

Step 5: Prefix(8 min.)

uni-: one; single

uniaxial
unicorn
unicameral
unicellular
unicycle
unidirectional
unilateral
uniped
unipod
unipolar
Unisexual

over- (1): to excess; too much

overtalk
overpraise
overpay
overuse
overdrink

overeat
overwork
overcharge

over- (2): above; across; beyond

overbridge
overcoat
overshoe
overfly
oversea(s)
overleap
overlook

over- (3): upset

overturn
overthrow
overset

Step 6: Assignment (2 min.)

1. Read through the text for three times, and work out the main idea of this passage.
2. Finish exercise 1 and exercise 2 of Vocabulary (page 10-12).

周 次	第 1 周, 第 2 次课	授课时间	年 月 日
授课章节	Unit 1 Half a Day Theme and detailed study of the text		
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	1. Discuss the theme and the structure of the text 2. Detailed study of the text(fist part: para.1-8)	
	教 学 重 点 和 难 点	1. Important points: useful expressions and important sentence patterns 2. Difficult point: understand key sentences by paraphrasing	
思 考 题 或 作 业	1. Review the text, useful expressions and important sentence patterns. 2. Finish the rest exercises of Vocabulary. 3. Recite new words of this lesson and prepare for dictation.		

教学内容与组织安排

Time Allotment

- Q&A----- 15 min.
Analyze the theme and structure of the text --- 15 min.
Detailed learning of the text----- 45 min.
Homework checking ----- 20 min.
Assignment----- 5 min.

Step 1: Q&A (15 min.)

Teaching methods: raise some questions about the story to lead them understand it deeper.

Suggested questions:

- Do you think the sudden change of the boy's age symbolizes something?
- Do you think the boy's first day at school symbolizes something?

Step 2: Analyze the theme and structure of the text(15 min.)

Teaching methods: invite Ss to give the theme of the text and divide the text into three parts.

1. Analyze the theme of the text.

Theme: The author tries to use this little story to indicate the fast passage of time and the change of life.

2. Analyze the structure of the text.

Part 1 (Paras. 1—7): The boy's reluctance to go to school: His misgivings about school.

Part 2 (Paras. 8—16): The Boy's life at school: Rich and colorful, requiring discipline and hard work.

Part 2 (Paras. 17—20) At the end of school day: Everything has changed.

Step3: Detailed learning of the text(paragraph 1-7) (45 min.)

Teaching methods: explain key words, expressions, and difficult sentence patterns to the Ss. And answer their questions about the text.

Main ideas of part 1:

- How did the boy feel about going to school? Find textual evidence.
- Why was he feeling so?
- List the father's comments about school. What do you think of them?

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.

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

clutching his right hand: (Present participle) showing the manner in which the narrator walked

Other examples from the text:

My mother stood at the window watching our progress... (←2)

I turned towards her from time to time, hoping she would help. (←2)

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

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

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.

“As” introduces an adverbial clause of reason.

Be to do sth: future tense indicating intention or plan

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 [re’ʒim]政权 is liable to be thrown into jail/prison.

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

watching our progress: our slow and difficult movement towards the school

from time to time: sometimes, but not often

4. ... a street lined with gardens... (←2)

... a street where there are gardens along both sides

A novel (that was) written by Charles Dickens

Personal computers (that are) made in China

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

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

elliptical question & rhetorical question

● A: Headmaster: We want you to go and tell the boy’s parents the news.

B: Teacher: Why me?

● Father: We’ll go to Tianjin this weekend.

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

● Don’t you want to be useful like your brothers?

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

● Does nothing ever worry you?

6. It’s a place that makes useful men out of boys.

make ... out of: cause to become

■ 他能把最普通的材料做成美丽的艺术品。

He can make art out of the most common material.

■ 多年来的艰苦生活养成了他坚韧的性格。

Years of hardship has made a tough man out of him. .

7. There is no good to be had in doing sth.

=it is no good/use doing sth.

■ 覆水难收

It is no use crying over spilt milk.

■ 把自己弄得在班上那么不受欢迎对你而言没什么好处。

There is no good to be had in making yourself so unpopular among your fellow classmates.

Step 4: Homework checking (20 min.)

Teaching methods: check ss' homework(exercise 1 and exercise 2 of Vocabulary) and remind them of where they easily make mistakes

Step 5: Assignment (5 min.)

1. Review the text, useful expressions and important sentence patterns.
2. Finish the rest exercises of Vocabulary.
3. Recite new words of this lesson and prepare for dictation.

周 次	第 1 周, 第 3 次课	授课时间	年 月
授课章节	Lesson 1 Half a Day Detailed study of the text		
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	1. Dictation 2. Detailed study of the text (Para. 8-20) 3. Conclusion of the text. 4. Homework checking	
	教 学 重 点 和 难 点	1. Important points: useful expressions and important sentence patterns 2. Difficult point: Understand key sentences by paraphrasing	
思 考 题 或 作 业	Recite Para.17.		

教学内容与组织安排

Time Allotment

Dictation-----	15 min.
Detailed study of the text -----	45 min.
Conclusion of the text -----	10 min.
Homework checking -----	25 min.
Assignment-----	5 min.

Step 1: Dictation (15 min.)

Teaching methods: dictate some key words in the word list.

Step 2: Detailed study of the text (Para.8-20) (45 min.)

1. The gate was now closed. Some of the children burst into tears. (←11)

burst into ...

to begin, suddenly and/or violently, to cry, laugh, sing, etc.

- As the comic got into his stride, the audience burst into laughter.
- 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.

2. A lady came along, followed by a group of men. (←11)

followed by a group of men: an adverbial modifier of manner

eg. (combine, give, guide)

_____ by the teachers, all the students are studying very hard.

_____ enough time, I'll complete the job in time.

_____ with practice, theory may be learned easily.

3. The men began sorting us into ranks. (←11)

The men began arranging us into lines/ rows.

sort sth into sort sth into sizes

4. We were formed into an intricate pattern in the great courtyard.(←11)

Paraphrase:we were made to stand in different places to form regular lines or shapes in the big courtyard.

5. ... from each floor we were overlooked by a long balcony roofed in wood.(←11)

Paraphrase:... on one side of the courtyard was a building with a long wood-roofed balcony on each floor where we could be seen.

Or

... from the balcony on each floor of the building people could see the pattern into which we formed.

6. I had never imagined school would have this variety of experiences. (←113)

Would: possibility, past future tense, frequent actions in the past, willingness, etc.

More examples:

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

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

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

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

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

7. It was not all a matter of playing and fooling around. (←115)

Paraphrase: what we did at school wasn't just playing and wasting time doing nothing useful.

a matter of simply; of a certain quality

a matter of opinion/taste/time/fact

- 他被迫辞职只是个时间问题。

It is only a matter of time because he is forced to resign.

Wisdom is a matter of when to speak your mind and when to mind your speech.

- It is not a matter of life and death if you fail the exam.

a matter of life and death: a very serious matter

Fool around

to waste time behaving in a silly way

Examples:

- He spent the whole afternoon just fooling around.
- Stop fooling around otherwise you'll never achieve anything.

8. Rivalries could bring about pain and hatred or give rise to fighting. (←15)

Bring about: to make sth. happen

Examples:

- Computers have brought about many changes in workplace.
 - That unpopular measure finally brought about the downfall of the government.
- Give rise to (ofml) to be the reason that sth. happened, esp. sth. bad and unpleasant

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.

9 Nothing lay ahead of us but exertion, struggle, and perseverance. (←16)

nothing but: only

He did nothing but sleep all day long.

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

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

take advantage of sth: make use of

- I took advantage of the weather to paint the roof.
- We should take advantage of our youth and live a full life.

take advantage of sb

treat sb. unfairly to get sth

- He took advantage of the old man's kindness and cheated him of all his savings.

11. How did these hills of rubbish find their way to cover the sides?

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

- I had a map, but I still couldn't find my way back to the hotel.
- 这些不合格产品是不可能进入我们的市场的。

There is no question that these unqualified products will find their way to our market

Translate the following phrases:

1. make one's way to the door
2. bow one's way out of the room
3. push one's way out of the hall

4. shoulder one's way through the crowd

5. worm one's way into the organization

6. beg one's way back home

7. inch one's way up the mountain

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

an inverted sentence due to long subject

Compare:

1. Were there no air on the earth, there would be no life on it.

2. Here came the milk man.

Step 3: Conclusion of the text (15 min.)

Teaching methods: hold a class discussion to work out what you have learned in this text and draw a conclusion of the theme in the end.

Step 4: Homework checking (25 min.)

Teaching methods: give the answers of the rest exercises of Vocabulary and remind them of where they easily make mistakes

Step 5: Assignment (5 min.)

Recite Para.17.

周 次	第 1 周, 第 4 次课	授课时间	年 月
授课章节	Unit 1 Half a Day Deal with exercises and Quiz		
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	1. check the recitation work 2. deal with exercises of the Grammar part	
	教 学 重 点 和 难 点	Problems ss met in their exercises.	
思考题 或 作 业	1. Review unit 1 2. Preview unit 2.		

教学内容与组织安排

Time Allotment

Check the recitation work ----- 10 min.

Deal with exercises of the Grammar part ----- 75 min.

Assignment----- 5 min.

Step 1: Check the recitation work (10 min.)

Teaching methods: invite 2 students to recite the paragraph 17 assigned last class. Give them encouragement and correct their pronunciation.

Step 2: Deal with exercises of the Grammar part (75 min.)

Teaching methods: guide students to do exercises quickly in a set time. And check the answer; help them to build their vocabularies.

Step 3: Assignment

1. Review unit 1
2. Preview unit 2.