# M1U5 Using language The rest of Elias’ story教学设计

**文本特征**

本文为记叙文，第二部分的故事情节延续了本单元阅读部分的内容，但两篇文章间并无直接语句的衔接。从文本内容和结构看，该部分讲述了Elias因为争取黑人平等权利而受到多次迫害，以及在曼德拉和家人的帮助下，重拾信心的故事。第一段主要为Elias在狱中努力获取知识；第二段为Elias出狱后在就业中面临的问题。 故事明线是Elias人生境遇的起伏，暗线则是Elias情绪的变化。

**Teaching Objectives**

1. Understand Elias’s life experiences and his feelings

2. Analyze and summarize causes of Elias’s emotional changes

3. Learn and use some sentence patterns to express one’s sympathy

**Teaching Procedure**

**Stage 1 Lead-in**

**Step 1**: Fill in the blanks and review the first half of Elias’ story

**Step 2**: Draw the graph to show the relationship between main events in Elias’ life and his feelings and invite one student to draw his graph on the blackboard.

**Stage 2 Pre-reading**

Predict what would happen after Elias’ blowing up government buildings.

**Stage 3 While-reading**

**Step 1** Fast reading

Check the prediction and find out what happened after Elias’ blowing up government buildings.

**Step 2** Reading for details

Place the events in the right order first and answer questions according to each event.

\_\_\_\_ Mandela taught Elias during lunch breaks and the evening.

\_\_\_\_ Elias found a job in an office.

\_\_\_\_ Elias became a guide showing tourists over Robben Island with Mandela’s help.

\_\_\_\_ Elias was fired because he had used violence against government.

\_\_\_\_ Elias was not allowed to take a degree in prison.

\_\_\_\_ Elias had the hardest time of his life on Robben Island.

(1) Why did Elias have the hardest time of his life on Robben Island? What happened to him?

(2) Why did Mandela teach Elias during his breaks, such as lunch breaks and the evening? Which qualities did he have?

Who did he teach? Why did he do that? Which qualities did he have?

(3) How did Elias feel for not being allowed to get a degree? Why he couldn’t get one?

How did he feel after knowing prison guards pass the exam?

(4) How long did he spend in prison?

Why could he get a job after getting out?

(5) What happened after he lost his job?

What’s the cause of his sufferings for twenty years?

(6) Why could he get a new job? What’s the root cause of it?

After he became a guide on Robben Island, did he feel good about this job? Why?

**Step 3** Finish the graph to show the relationship between main events in Elias’ life and his feelings and invite one student to add his graph onto the blackboard.

What’s the cause of Elias’ ups and downs?

**Stage 4 Post-reading (Group Work)**

* Suppose it was the first day Elias became a guide on Robben Island. Student A role plays as Elias and explains his reasons of terror and fear to Student B. Student B role plays as Elias’ wife and needs to express her sympathy and encourage him to cheer up.
* **Step 1** Ss find some useful words, expressions or sentence patterns from *Elias’s stories* and *The rest of Elias’ story;*
* **Step 2** Summarize with Ss the useful structure
* **Step 3** Role play
* **Step 4** Give some patterns for the encouragement letter

**Stage 4 Assignment**

Write a letter to encourage Elias who has been out of work for 20 years and offer him some help from Mandela’s point of view.

Dear Elias,

I’m extremely sorry to hear that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I hope you can be out of depression as soon as possible.

Yours, Nelson