

Third lesson plan

A Test of True Love--Doug Bell

John Blanchard stood up from the bench, straightened his Army uniform, and studied the crowd of people making their way through Grand Central Station.

He looked for the girl whose heart he knew, but whose face he didn't, the girl with the rose. His interest in her had begun twelve months before in a Florida library. Taking a book off the shelf he soon found himself absorbed, not by the words of the book, but by the notes penciled in the margin. The soft handwriting reflected a thoughtful soul and insightful mind.

In the front of the book, he discovered the previous owner's name, Miss Hollis Maynell. With time and effort he located her address. She lived in New York City. He wrote her a letter introducing himself and inviting her to correspond. The next day he was shipped overseas for service in World War II.

During the next year the two grew to know each other through the mail. Each letter was a seed falling on a fertile heart. A romance was budding. Blanchard requested a photograph, but she refused. She explained: "If your feeling for me has any reality, any honest basis, what I look like won't matter. Suppose I'm beautiful. I'd always be haunted by the feeling that you had been taking a chance on just that, and that kind of love would disgust me. Suppose I'm plain (and you must admit that this is more likely). Then I'd always fear that you were going on writing to me only because you were lonely and had no one else. No, don't ask for my picture. When you come to New York, you shall see me and then you shall make your decision. Remember, both of us are free to stop or to go on after that-whichever we choose..."

When the day finally came for him to return from Europe, they scheduled their first meeting-7:00 p.m. at Grand Central Station, New York.

"You'll recognize me," she wrote, "by the red rose I'll be wearing on my lapel. "So, at 7:00p.m. He was in the station looking for a girl who had filled such a special place in his life for the past 12 months, a girl he had never seen, yet whose written words had been with him and sustained him unflinchingly.

I'll let Mr. Blanchard tell you what happened:

A young woman was coming toward me, her figure long and slim. Her golden hair lay back in curls from her delicate ears; her eyes were blue as flowers. Her lips and chin had a gentle firmness, and in her pale green suit she was like springtime come alive.

I started toward her, entirely forgetting to notice that she was not wearing a rose.

As I moved, a small, provocative smile curved her lips. "Going my way, sailor?" she murmured, Almost uncontrollably I made one step closer to her, and then I saw Hollis Maynell. She was standing almost directly behind the girl. A woman well past 40, she had graying hair pinned up under a worn hat.

She was more than a little overweight, her thick-ankled feet thrust into low-heeled shoes.

The girl in the green suit was walking quickly away. I felt as though I was split in two, so keen was my desire to follow her, and yet so deep was my longing for the woman whose spirit had truly companioned me and upheld my own.

And there she stood. Her pale, round face was gentle and sensible; her gray eyes had a warm and kindly glow. I did not hesitate.

My fingers gripped the small worn blue leather copy of the book that was to identify me to her. This would not be love, but it would be something precious,

something perhaps even than love, a friendship for which I had been and must ever be grateful.

I squared my shoulders and saluted and held out the book to the woman, even though while I spoke I felt choked by the bitterness of my disappointment. "I'm Lieutenant John Blanchard, and you must be Miss Maynell. I am so glad you could meet me; may I take you to dinner?"

The woman's face broadened into a smile. "I don't know what this is about, son," she answered, "but the young lady in the green suit who just went by, she begged me to wear this rose on my coat. And she said if you were to ask me out to dinner, I should go and tell you that she is waiting for you in the big restaurant across the street. She said it was some kind of test!"

It's not difficult to understand and admire Miss Maynell's wisdom. The true nature of a heart is seen in its response to the unattractive.

"Tell me whom you love," Houssaye wrote, "and I will tell you who you are."

Language objectives:

- 1) SWBAT learn the meaning and usage of some key vocabularies, phrases and sentences patterns from the text
- 2) SWBAT be familiar with the writing skills of the text and make use of it in writing: using the metaphor to describe people in a detailed way; Write a paragraph of a point of view supported by reasons
- 3) SWBAT identify the main ideas in the complex sentences: reading for the key idea in a sentence

Content objectives:

- 1) SWBAT learn the Valentine's history and related Valentine traditions
- 2) SWBAT understand the concept of "love" and different kinds of love, especially the romantic love
- 3) SWBAT discuss with the great value of true love

Time Allotment

Section A (3 periods): A Test of True Love

1st---2nd periods:

Pre-reading activities

Adopt the theme-related questions and activities to activate students' prior knowledge and building the concept vocabulary "love" for them

While-reading activities

Organize activities to introduce the relevant cultural notes to students to facilitate their understanding of the text;

Lead students to learn the useful words and expressions on their own as well as with teacher's explanations to enhance their literacy skills on their own;

Analyze the difficult sentence patterns to students, and let them learn to translate and mimic the similar sentence patterns in their writing;

Organize the activities to engage students in analyzing the text structures and summarizing the main ideas

3rd period:

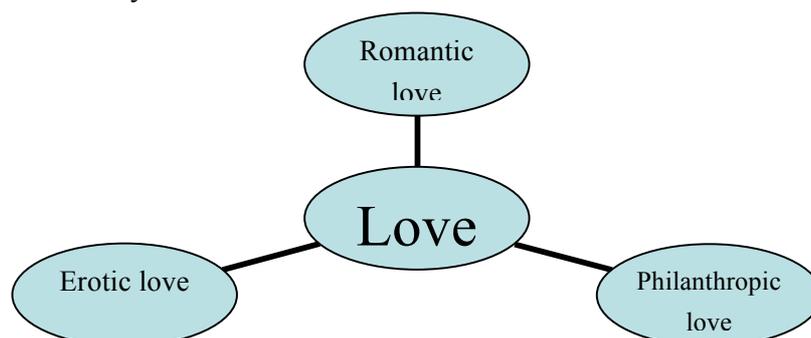
Post-reading activities (comprehension questions; exercises)

Use the topic sentences and key words to let students retell the story for better comprehension of the article and assign them the writing task

I. Section A: A Test of True Love

1. Pre-reading Activities

- 1) Ask students to listen to the short clips of different songs and let students guess the names of the songs, and then let students find out the similarities of these songs and tell the students that the different kinds of love and the theme of today's class is **romantic love**



- 2) Play the song “you belong with me” and let students fill in the blanks of the lyrics, and then give a brief introduction of the singer Taylor Swift
- 3) Divide students into different groups and let them discuss the meaning of the song and retell the love story in verbal form to the rest of the class; encourage students to tell more romantic love stories they heard or read before both from Asian culture as well as western culture

Or let students discuss the following topics in groups and present their discussion results with the rest of the class

What qualities do you think are very important in someone whom you will love?
(For example, do you care very much about his/her appearance/ money/ personality?)

Have you ever seen a movie or read a novel about love that moved you deeply before?

What kind of love do you expect in your future life?

2. While-reading Activities

- 1) Show students different slides and pictures regarding the different festivals in America and China, let different groups to guess the names of the festivals and find out the origins of each festival in both countries; among which, teacher will pick out the Valentine's day and let different groups of students talk about the difference between American and Chinese Valentine in terms of traditions and activities, let students write the discussion results down on the white board and compare these two activities to further students' understanding
- 2) Teachers will elaborate on the origin and traditions of the American and Chinese Valentine with pictures and play two video clips about these two festivals to reinforce students understanding of Valentine's day; ask students

to write a short valentine letter to anyone they love or like, for instance their parents, relatives, friends or lovers?

- 3) Teacher will assign different paragraph of the article to different group of students and give them 10 minutes to read through the article and let them highlight the key words and expressions that they do not know or think are important to their comprehension of the article; besides, each group of students will be in charge of the explanation of the words and expressions in their assigned paragraphs and make the presentation to the rest of the class
- 4) Teachers provide the list of key words, expressions and sentence patterns of the article and give students 10 minutes to take notes and revisions; teachers will walk around the room to answer questions and made explanations for students who still have confusions and problems.

Following are the key words and expressions of the article:

Language Points:

1. *without fail*: (Line 6) ① *when you tell sb to do sth without fail, you are telling them that they must do it; with complete certainty* 务必, 一定 ② *always* 总是, 必定
He writes every week without fail. 他每周必定写信。

2. *Soon after he volunteered for military service, he had received a book from this woman.* (Para.2)
Meaning: Not long after he joined the military, he had received a book from this woman.

volunteer: *offer to do sth without being forced to do it or without getting paid for it* 自愿做, 义务做, 无偿做 *volunteer (sth) (for/as sth)*
John volunteered to organize a petition. 约翰自告奋勇组织请愿/上访。

volunteer (for sth): *join the army, etc. without being forced to* 自愿参军, 当志愿兵
volunteer for military service / for the navy 自愿服兵役; 自愿参加海军

volunteer: (n) *a person who does a job without being paid for it* 义务工作者, 志愿者; *a person who offers to do sth without being forced to do it* 自告奋勇者, 主动做某事的人

3. *And while they all got strength from it, and appreciated her support of their cause, John Blandford was the only person to write Ms. Meynell back.* (Para. 2)

while: (used at the beginning of a sentence) *although; in spite of the fact that...* (用于句首)
虽然, 尽管
While I am willing to help, I do not have much time available.
尽管我愿意帮忙, 但是没有多少时间。

write (sb) back; write back (to sb): *write sb a letter replying to their letter* (给某人) 写回信, 复信
I'm afraid I never wrote back. 我恐怕从未写过回信。

4. *overseas*: (Line 13) (ad) *in or to a country across the sea; abroad* 在国外, 在海外
The product is sold both at home and overseas. 这个产品行销国内外。
live/work/go overseas 在国外生活/工作; 出国

overseas : (adj) coming from or happening abroad 外国的, 海外的
overseas markets/trade 海外市场, 海外贸易
overseas students/visitors 海外/外国留学生, 海外/外国游客

5. *During the difficult days of war, her letters nourished him and give him courage. (Para. 3)*
Meaning: *During the difficult days of war, her letters gave him strength and courage.*

Here, the verb “nourish” is used metaphorically, meaning “maintain, encourage, strengthen sth”.

Nourish: allow a feeling, an idea, etc. to develop or grow stronger 培养, 助长 (情绪、观点等)

University study nourished his ability to think critically. 大学学习培养了他的批判性思维能力。

6. *But when he asked her for a photo, she declined his request. (Para. 4)*
Meaning: *But when he asked her for a photo, she refused politely.*

decline: ① refuse a request or offer, usually politely 谢绝, 婉言拒绝

I offered to give them a lift but they declined. 我主动邀请他们搭车, 但他们婉言谢绝了。

decline an offer/invitation 谢绝对方的主动帮助/邀请

② (v.) become smaller, fewer, weaker, etc. 减少, 下降, 衰弱, 衰退

The number of tourists to the resort declined by 10% last year.

去年到这个胜地旅游的人数减少了10%。

7. *Either way, I would forbid myself from loving you. (Para. 4)*

Meaning: *In either situation, I would keep myself from loving you.*

forbid: (vt) order sb not to do sth: order that sth must not be done 禁止, 不准

He forbade them from mentioning the subject again. 他不准他们再提到这个问题。

8. *One minute to six ... Blandford's heart leaped. (Para. 5)*

Meaning: *The time was one minute to six o'clock ... Blandford was so excited that his heart beat fast.*

9. *fancy*: (Line 34) (n) [sing.] a feeling of liking sb or sth 喜爱, 迷恋

Take a fancy to sb/sth: (esp BrE) start liking sb/sth, often without an obvious reason 喜欢上, 爱上 (常指没有明显原因)

I have taken a fancy to that dress.

10. *She was standing almost directly behind the girl, a woman well past forty, and a fossil to his young eyes, her hair sporting patches of gray. (Para. 10)*

Meaning: *The woman who he thought was Hollis Meynell was standing just behind the girl. The woman, in her forties, was quite old in his young eyes and she had patches of gray hair.*

sport: wear sth or have hair in a particular style; have or wear sth in a proud way so that everyone can see 惹人注目地穿戴, 触目地蓄着 (胡须), 故意显示, 夸示, 炫耀

sport a beard / a diamond ring / a flower in your buttonhole

故意显示蓄着的长胡子/手上的钻戒/扣眼里插着的花

Many of them sported beards and moustaches.

他们当中有好多留着触目的大胡子和小胡子。

11. *She was more than fat; her thick legs shook as they moved. (Para. 10)*

Meaning: *She was very fat, so her thick legs shook as they moved.*

more than: very; extremely 十分, 非常

This expression is often followed by an adjective to show that the adjective itself is not adequate enough to modify the subject.

I'm more than happy (= extremely happy) to take you there in my car.

我非常乐意用我的车带你去那儿。

12. *vanish: (Line 43) (vi) disappear or go suddenly out of sight (莫名其妙地) 突然消失*

The magician vanished in a puff of smoke. 魔术师在一股烟雾中突然不见了。

13. *compress (sth) (into sth): (Line 44) press or squeeze sth together or into a smaller space; be pressed or squeezed in this way (被) 压紧, 压缩*

compress sth (into sth): reduce sth and fit it into a smaller space or amount of time 精简, 浓缩, 压缩

The main arguments were compressed into one chapter. 主要的论证被压缩进了一个章节。

He compresses a lifetime as a soldier into a few sentences. 他把一生的戎马生涯压缩成几句话。

14. *... yet so deep was his longing for the woman whose spirit had truly companioned and brought warmth to his own... (Para. 11)*

Meaning: *... but his wish to meet this woman, whose spirit had truly been with him and made him feel warm, was so strong...*

longing: (Line 46) n. [C,U] ~ (for sb/sth) | ~ (to do sth): a strong feeling of wanting sth/sb (对...的) 渴望, 热望

a longing for home/peace 对故乡的思念, 对和平的渴望

She was filled with longing to hear his voice again. 她热切希望再听到他的声音。

15. *resist: (Line 49) refuse to accept sth and try to stop it from happening; prevent oneself from having or doing sth 抵制, 阻挡; 忍住, 抗拒,*

They are determined to resist pressure to change the law. 他们决心顶住要求改革法律的压力。

5) Use questions as a means of clarifying the organization of this passage.

Divide students into different groups and give them 10 minutes to read through the article again and answer the following questions; meanwhile, ask each group to write the answer as well as the summary the article in their own words on the whiteboard.

1. Why was John Blandford staying in Grand Central Station in New York?
2. How did John get connected to the woman?
3. How was John's first response to the woman different from that of his friends?
4. What had the woman, Hollis Meynell, done in the past thirteen months?
5. How did he feel as long as he received her letters?
6. When he asked her for a photo, what did she do?
7. Did Hollis Meynell come to the station as they had arranged?
8. Why did Hollis Meynell want to test John Blandford?

If time is allowed, divide the class into two groups and give students 5 minutes to prepare for a controversial topic to debate "love is more important than appearance in

a relationship” or “appearance is more important than love in a relationship”, two groups need to take its own side and debate on the topic for 10 minutes, then teachers could make comments.

3. Post-reading Activities

1) Discussion (10 min)

Let students have the group discussions on the following questions and share the discussion results with the rest of the class, and make a simple online pamphlet on how to love and what people should look for in love?

1. If you were John Blandford, would you invite the forty-year-old lady to dinner? Why or why not?
2. Do you think love needs testing? Give your reasons.
3. What is the true love? Why it is so important?

2) Making Post-card to show love to your family (20min in the class + after class time)

Divide students into 4 groups, let each group to make 2-3 bilingual or trilingual post-cards for their family members and friends, for instance, four groups will make postcards for different festivals, Valentine’s day, Mother’ day, Birthday and Christmas respectively, students need to design the postcards, and use their translation skills to write at least two short bilingual paragraphs on the postcards to show their love and appreciation. We will have a competition and award the extra credits for the best group. Then I will help students to mail these postcards to their family members or friends.

3) Writing (home assignment)

Assigned students two topics and let them choose one and write a paragraph of a point of view supported by reasons.

Writing:

Topic: Parents have to save a large amount of money for their children to study abroad.

Love is more important than money and appearance in a relationship.

Suggested Writing:

Parents have to save a large amount of money for their children to study abroad. Apart from the international flight, they have to pay for their daily expenses, such as food, shelter, entertainment, long-distance telephone calls, and clothing. In addition, the children should have some money ready to cover unexpected expenses.