



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

综合教程

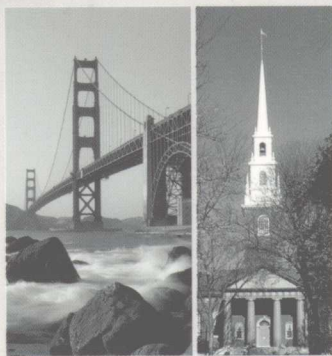
补充教案

AN INTEGRATED ENGLISH COURSE
TEACHER'S RESOURCE

主编 吕洪灵 张伊娜

第四册

Book 4



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主编 吕洪灵 张伊娜

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前 言

“新世纪高等院校英语专业本科生系列教材”为普通高等教育“十五”国家级规划教材，选材广泛新颖，编写理念先进科学，体系完整宏大。各册循序渐进，全面培养学生的英语综合能力，并恰当地融合了对学生的素质教育，有助于其发展成为高素质的复合型人才。

该系列教材中，《综合教程》为其主干教材，共有八册。原教材配有教师用书。为了给教师提供更大的教学便利，帮助教师更充分地挖掘教材，更好地发挥教材的效用，上海外语教育出版社组织编写了本套《综合教程补充教案》，作为所配教师用书的有效补充。

本套教案每单元基本框架如下：

Teaching Plan 为每单元教学的总体教学时间安排建议，教师在实际操作过程中可以灵活变通。

Text I 部分：

Lesson Summary 明确本单元教学任务，列出该单元讨论的主题、重点词汇以及相关的语法点。

Background Information 旨在补充与本单元课文内容相关的文化知识点。

Stylistic Features 简要介绍本单元课文的文体风格、篇章结构以及突出的修辞手段及其文体效果，为教师全面把握文章的精髓提供参考。

Teaching Guide 明确本单元第一课的教学目标并提供相关的教学建议。本部分注重学生阅读能力的培养，设计了多种问题或活动，帮助学生在探索中熟悉文章的内容、篇章结构与修辞手法。本部分基本分为以下步骤进行：**Pre-reading activities, While-reading activities, After-reading activities, Detailed reading.**

Activities 安排了与课文主题相关的活动及教学建议。这些活动或者训练学生的口语能力，或者检测学生的阅读理解能力，也有综合性的、扩展性的，锻炼学生的综合能力。

Key Words & Expressions 对重点、常用词汇、词组的用法作出简要英文解释, 给出例句以及相关的词汇辨析等, 有利于教师帮助学生掌握相关词汇和词组的正确用法, 掌握一定的构词法知识, 有效扩大词汇量。

Grammar Points 对本单元的重点语法现象进行阐释与举例, 为教师提供便利, 帮助学生提高语法应用能力。

Sentence Highlights 挑选课文中的难句或经典句, 对其中的语言点进行英文解释并对全句进行英文阐释。

Language Appreciation 遴选课文中的修辞佳句, 对其中的修辞手法进行讲解与分析, 帮助教师培养学生的语用能力, 提高其语言赏析能力与综合素养。

About the Exercises in the Student's Book 突出学生用书中的词汇、语法、翻译、写作、听力练习的要点, 提供相应的分析或解释。

Text II 是对 **Text I** 主题的扩展和深化, 包含两个部分: **Key Words & Expressions** 和 **Sentence Highlights**, 两部分皆为英文注释与分析。

每单元最后一部分为 **Dictation**, 提供一篇听写练习材料。

此外, 每册教案最后还设计了测试题, 每四个单元一套。试题紧扣学生用书内容, 旨在测试学生的学习效果及综合应用能力; 最后又设计了一个 1 至 16 单元的总测试, 意在体现整本教程的重要知识点, 从而达到总体的复习和测试目的。

本书为第四册, 供英语专业二年级教师使用。

本书的编写工作由南京师范大学外国语学院承担。具体分工如下: 张伊娜 (Unit 1); 吕洪灵 (Unit 2); 朱婷婷 (Unit 3); 曹洪霞 (Unit 4); 张晔 (Unit 5, Unit 6); 李玉花 (Unit 7, Unit 8); 姚菲 (Unit 9, Unit 10); 李莉 (Unit 11, Unit 12); 徐燕霞 (Unit 13, Unit 14); 徐敏 (Unit 15, Unit 16)。本册定稿工作由吕洪灵、张伊娜负责。

在本书编写过程中, 上海外国语大学何兆熊教授提供了宝贵的帮助和建议, 在本书出版之际, 我们向他表示深深的感谢。

由于时间仓促, 加上水平有限, 本书可能还存在一些问题。我们真诚地希望同行专家和广大读者不吝赐教。

编 者

2008年2月



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Unit 1

Teaching Plan

Text I (Total: 200 mins)

Pre-reading activities (Total: 10 mins)

While-reading activities (Total: 20 mins)

After-reading activities (Total: 10 mins)

Detailed reading (Total: 20 mins)

Explanation of Text I (Total: 80 mins)

Activities (Total: 20 mins)

Check students' work on the exercises in SB
(Total: 40 mins)

Text II (Total: 40 mins)

Text I

Never Give In, Never, Never, Never



I. Lesson Summary

Topic: Winston Churchill and his speech at Harrow School

Key words and expressions

catastrophic

misfortune

desperately

menace

lull

deceptive

impostor

far-reaching

conviction

overwhelming

liquidate

flinch

persevere

stern

memorable

give in

ups and downs

bring up

throw one's mind back to

make up one's mind

put through

make out

go through

address oneself to

yield to

stand in the gap

thought of

find oneself

in one's honour

speak of

play a part

Grammar points

The parallel construction



II. Background Information

Winston Churchill in World War Two

After Adolph Hitler and the Nazi Party gained power in Germany in 1933, Churchill became a leading advocate of rearmament. He was also a staunch critic of Neville Chamberlain and the Conservative government's appeasement policy. In 1939, Churchill controversially argued that Britain and France should form a military alliance with the Soviet Union.

On the outbreak of the Second World War, Churchill was appointed First Lord of the Admiralty, and on April 4, 1940, he became chairman of the Military Coordinating Committee. Later that month the German Army invaded and occupied Norway. The loss of Norway was a considerable setback for Neville Chamberlain and his policies for dealing with Nazi Germany.

On May 8, the Labour Party demanded a debate on the Norwegian campaign, and this turned into a vote of censure. At the end of the debate, 30 Conservatives voted against Chamberlain and a further 60 abstained. Chamberlain now decided to resign and on May 10, 1940, George VI appointed Churchill as Prime Minister. Later that day the German Army began its Western Offensive and invaded the Netherlands, Belgium and Luxembourg. Two days later German forces entered France.

Churchill formed a coalition government and placed leaders of the Labour Party such as Clement Attlee, Ernest Bevin, Herbert Morrison, Stafford Cripps and Hugh Dalton in key positions. He also brought in another long-time opponent of Chamberlain, Anthony Eden, as his secretary of state for war. Later that year Eden replaced Lord Halifax as foreign secretary.

Churchill also developed a strong personal relationship with Franklin D. Roosevelt, and this led to the sharing and trading of war supplies. The Lend-Lease Agreement of March 11, 1941, allowed Britain to order war goods

from the United States on credit.

Although he provided strong leadership, the war continued to go badly for Britain, and after a series of military defeats, Churchill had to face a motion of no confidence in Parliament. However, he maintained the support of most members of the House of Commons and won by 475 votes to 25.

Churchill continued to be criticized for meddling in military matters and tended to take too much notice of the views of his friends, such as Frederick Lindemann, rather than his military commanders. In April 1941, he made the serious mistake of trying to save Greece by weakening his forces fighting the Desert War.

One of the major contributions made by Churchill to eventual victory was his ability to inspire the British people to greater effort by making public broadcasts on significant occasions. He was such a brilliant orator that he became a tireless source of strength to people experiencing the sufferings of the Blitz.

After Pearl Harbour, Churchill worked closely with Franklin D. Roosevelt to ensure victory over Germany and Japan. He was also a loyal ally of the Soviet Union after Adolph Hitler launched Operation Barbarossa in June 1941.

Churchill held important meetings with Franklin D. Roosevelt and Joseph Stalin at Teheran (November 1943) and Yalta (February 1945). Although Churchill's relationship with Stalin was always difficult, he managed to successfully develop a united strategy against the Axis powers.

Despite intense pressure from Stalin to open a second-front by landing Allied troops in France in 1943, Churchill continued to argue that this should not happen until the defeat of Nazi Germany was guaranteed. The D-Day landings did not take place until June 1944, and this delay enabled the Red Army to capture territory from Germany in Eastern Europe.



III. Stylistic Features

This is an inspiring speech made by Winston Churchill, the ex-Prime

Minister and a world famous orator, on his second visit to Harrow School during World War Two. The whole speech can be divided into three parts. Part I (Paragraph 1) is the opening remarks, Part II (Paragraphs 2–5) is the body of the speech, and Part III (Paragraphs 6–8) is the closing remarks.

In order to appeal both to the emotions and reason of the listener, and succeed in persuading his people to take action, Churchill employed several rhetorical devices. Apart from the use of repetition, metaphor, and the antonyms as mentioned in the Student's Book, he also used rhetorical questions, parallel structures, alliteration, personification, irony, climax, etc. to lend force and appeal to his speech, a more detailed discussion of which will be found in IX (Language Appreciation).



IV. Teaching Guide

A. Teaching Objectives

1. Learn and practice reading, writing, listening, talking, and translating about Churchill's speech, the Second World War and John F. Kennedy.
2. Discuss the historical and realistic significance of the speech.
3. Discuss and learn to improve your speech writing and public speaking skills.

B. Teaching Suggestions

1. Pre-reading activities

Group work. Discuss the following questions in groups of four.

- (1) What do you know about the Second World War? When did it break out? And when did it end?
- (2) Can you name some important historic figures in the war?
- (3) What do you know about Winston Churchill? Besides his talent as a statesman, what was he also famous for?
- (4) Have you ever read his speeches? Do you like his speeches? Would

you feel excited and inspired while reading or listening to his speeches?
Why?

2. While-reading activities

Allow students 10 minutes to read through the text and work out the main idea of the text. Ask students to consider the organization of the speech (the opening remarks, main body, and closing remarks).

The following questions can be asked:

- (1) What did Churchill intend to do by making this speech?
(He intended to call on the British people to fight against the Nazis.)
- (2) How did he organize the speech so as to achieve his purpose?
(The whole speech can be divided into three parts. Part I (Paragraph 1) is the opening remarks in which Churchill summarized the great events that happened in the world, to Great Britain in particular and then talked about the purpose of his visit — to encourage the whole nation to fight against the Nazis. Part II (Paragraphs 2–5) is the body of the speech in which he analyzed the world situation and how other countries looked at Britain, and then called on the British people not to give in. Part III (Paragraphs 6–8) are the closing remarks in which, by changing a word in the additional verse of the school song, he expressed his conviction that this nation was determined to fight for the victory of this war.)
- (3) What do you think is the most striking feature in the use of the language?
(Repetition.)
- (4) What other rhetorical features do you see in the speech which lend force and appeal to it?
(Parallel structures, antithesis, metaphors, rhetorical questions, alliteration, personification, irony, climax, etc.)
- (5) What is the prevailing tone of the speech?
(Optimistic and encouraging.)

3. After-reading activities

Reciting: Have the students work in groups of four and have a chain recitation of the speech.

4. Detailed reading

In addition to the questions in the Teacher's Book, the following questions can be asked to help students better understand the content of the text.

Paragraph 1

Questions:

- (1) What changes took place during the time between Churchill's two visits?
(Britain was no longer alone in fighting the Germans and was better armed.)
- (2) How do you understand the words "impatient" and "this long lull" in the last sentence?
(The use of these two expressions indicates the speaker's desire to stimulate the listeners into action against the Nazis on the one hand, and on the other hand, it reveals the speaker's criticism of the inactiveness and impotence in face of the seemingly powerful enemy.)

Paragraphs 2–5

Questions:

- (1) What is the main idea of Paragraph 2?
(The British are often better at the last.)
- (2) Why did the speaker say "... appearances are often very deceptive"?
(Because he intended to tell the British people that they did not have to be frightened by the seemingly powerful enemy and embittered by the misfortunes and disasters.)
- (3) What do you feel about the speaker's attitude towards the "people who are imaginative" in Paragraph 4?
(Critical.)

- (4) What is the shift of emphasis from Paragraph 4 to Paragraph 5?
(In Paragraph 4, the speaker tried to persuade the listeners never to give in to the apparently overwhelming might of the enemy, which is mainly a more defensive attitude; while in Paragraph 5, the speaker took one step further, that is, to convince the listeners that it was high time that the British people persevere to conquer, suggesting a more ambitious goal for the nation.)
- (5) In Paragraph 5, the speaker said, "... though we ourselves never doubted it, ..." What does "it" stand for?
("It" stands for the miracle created by the British people — the fact that Britain was not defeated and conquered by the Nazis as what many other nations had expected, and it never flinched and never thought of giving in even at the most difficult times.)

Paragraphs 6–8

Questions:

- (1) When did the idea of altering the word "darker" to "sterner" first occur to the speaker?
(In 1940.)
- (2) Why didn't Churchill venture to do so at that time?
(Because that was the worst time for Britain. She was desperately alone, poorly armed, and many other countries believed that Britain would not be able to survive the war. And to the mind of the speaker, it was not the right time to do so since pessimism was prevailing among many people at that time.)
- (3) Why did Churchill conclude his speech by attending to the school song instead of directly calling on the listeners to join their efforts against the Fascists?
(Because it would help the listeners better understand the situation, steel their will and strengthen their conviction for the final victory of the war.)



V. Activities

Activity 1: Brainstorming.

Have the students work in groups of four and discuss what they know about the Second World War, Winston Churchill and his speeches. After the discussion, ask a representative from each group to report to the class what they've discussed.

This activity can be used as a pre-reading activity.

Activity 2: Pair work.

Have the students work in pairs to identify the organizational patterns of the speech and the rhetorical devices employed by the speaker to enhance the persuasive effect of the speech.

This activity can be done in the While-reading stage.

Activity 3: Oral activity 1 on p. 10.

Enable students to talk about what we should do if our nation is threatened with an armed invasion by another country in order to cultivate patriotism among the students.

Activity 4: Oral activity 2 on p. 11.

Step 1: Divide the students into groups of 4–5 and ask each student to describe the most unforgettable difficult situation they were in and how they dealt with it.

Step 2: Each group selects one representative to report to the class.

Activity 5: Reading aloud and recitation.

(1) Ask the students to read the speech aloud in small groups or themselves in a mirror. Pause at the commas and peri-