



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 杨 敏 王金娥

第二册

Book 2



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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，有综合性的活动、也有扩展性的活动，以培养学生的语言综合运用能力。

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, 对全句进行英文阐释, 必要时还给其中的语言点提供解释。

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; 而最后又设计了一个 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。

本书为第二册, 供英语专业一年级教师使用。

全书共 16 个单元, 由 5 位老师精心编写: 纪琳老师负责编写第四、第八、第十二单元; 刘焱老师负责编写第二、第六、第十、第十四单元; 徐立乐老师负责编写第一、第五、第九及第十三单元; 葛云峰老师负责编写第三、第七、第十一及第十五单元; 王金娥老师负责编写第十六单元、各阶段测试题及附录部分。

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建议, 在本书出版之际, 我们向他表示深深的感谢。

编者

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Unit 1

Teaching Plan

Text I (Total: 180 mins)

Pre-reading activities (Total: 15 mins)

While-reading activities (Total: 25 mins)

After-reading activities (Total: 10 mins)

Explanation of Text I (Total: 80 mins)

Oral activities (Total: 10 mins)

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

Text II (Total: 40 mins)

Further activities (Total: 15 mins)

Text I

My Father's Shadow



I. Lesson Summary

Topic: The relationship between a father and his daughter

Key words and expressions

| | |
|-----------------------------|-----------|
| apprehension | due |
| stern | breach |
| typical of | peer |
| hold up ... as | promptly |
| feminine | shriek |
| press | retire |
| mingle | tuck |
| follow (in) one's footsteps | tiptoe |
| enroll | wail |
| marry into | gleefully |
| bullheaded | tickle |
| announce | spell |
| clamorous | creep |
| subsequent | suspect |
| disapproval | tension |
| harden into | uniform |
| estrangement | status |
| flood | |

Grammar points

The usage of “as”

Emphatic pattern



II. Background Information

1. Hawaii (Text I)

Hawaii is the only island state and the southernmost state in the United States. Hawaii consists of the Hawaiian Islands and a few other geographically unrelated islets located near the center of the northern Pacific Ocean. The state is composed of eight main islands and 124 islets, reefs, and shoals. It has a population of 148,677 (2000) and covers an area of 10,432 sq km (4,028 sq. mi). Honolulu, the capital and largest city of Hawaii, lies about 3,900 km (about 2,400 mi) from the western coast of the United States mainland.

2. New York City (Text I)

New York City, the largest city in the United States, lies in southwestern New York State. It is a major port, the home of the United Nations, and the center of global finance, communications, and business. With a population of 8,084,316, New York City is the most populous city in the United States. It comprises five boroughs — Manhattan, the Bronx, Brooklyn, Queens, and Staten Island. It is unusual among cities because of its high residential density, its extraordinarily diverse population, its hundreds of tall office and apartment buildings, its thriving central business district, its extensive public transportation system, and its more than 400 distinct neighborhoods. The city's concert houses, museums, galleries, and theaters constitute an ensemble of cultural richness rivaled by few cities.

3. The Great Depression (Text II)

The Great Depression in the United States was the worst and longest economic collapse in the history of the modern industrial world, lasting from

the end of 1929 until 1933. The Great Depression saw rapid declines in the production and sale of goods and a sudden, severe rise in unemployment.

4. Alcoholics Anonymous (Text II)

Alcoholics Anonymous (A.A.) is an international organization that helps people with alcoholism remain sober by following a “12-step program”, a system that A.A. pioneered. A.A. is the world’s largest self-help organization, numbering about two million members worldwide. Of these, more than one million live in the United States. The organization has its headquarters in New York City.



III. Teaching Guide

A. Teaching objectives

1. Learn to write and talk about love between parents and children.
2. Learn to have a discussion on how generation gaps or misunderstandings between parents and children may eventually be melted by the love deep in their hearts.

B. Teaching suggestions

1. Pre-reading activities

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

- (1) Have you ever come into conflict with your parents? Tell an example.
- (2) Do you agree that it usually takes more effort and time to remove the indifference and estrangement which result from a conflict with one’s father? Why or why not?

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 text

(introductory part, main body and conclusion).

A. Fill in the blanks and complete the summary of the story.

I experienced a kind of inner growth as I learned to get along with my father. As a teenager, I couldn't understand the intense parental love expressed in the form typical of stern Chinese fathers. As a result I was rebellious, like many other kids in their teens. I even managed to stay as far away from my parents as possible, assuming that the breach between us could never be mended. However, things began to change unexpectedly after I became a mother. All of a sudden, I felt a tidal pull drawing me back to my father. I could feel all his love for me and even his pain. So I followed my heart to where I belong, with mingled feelings of apprehension, regret and happiness.

B. The following questions can be asked:

- (1) Is this text a piece of narration, argumentation, description or explanation? Clarify “who”, “when”, “why”, “what” and “how”.

(It is a piece of narration.

Who: the daughter, her father and her son

When: five months after the birth of her son

Why: There was a breach between the father and the daughter.

What: The daughter had been on bad terms with her father for a long time because they couldn't agree on such issues as choice of friends, university major, and particularly her marriage. She had worried that her father wouldn't accept her son just as he wouldn't accept her life. But later she found her father was willing and happy to claim his grandson, and the two of them became attached to each other.

How: The grandson became the bridge between the daughter and her father.)

- (2) How did the daughter feel when she was flying to Hawaii to show her new-born son to her parents for the first time?

(She was filled with apprehension.)

- (3) On what things did the daughter disagree with her father?

(Her father expected her to follow her mother's example, and be gregarious and social, but she preferred books to parties. Her father pressed her to mingle with his friends' children, but she insisted on choosing her own companions. Her father wanted her to enroll in the local university to study teaching and marry into one of the other long-established Chinese clans on the islands and settle down, but she escaped to the University of California, fell in love with a haole, and got married without asking for her parents' approval.)

- (4) What did the daughter see when she was pulled from sleep by her mother instinct and tiptoed down the hall?

(In the living room, her father was playing with her son. The baby's gentle and sweet voice was echoing around the house. Her father was giving her son a bottle, tickling his tummy and crooning to the baby the song he used to sing to his daughter during her childhood. Her son was lying on a pillow on the floor in a circle of light, uttering sweet, soft gurgles of baby laughter, his plump, tiny fists and feet churning gleefully.)

- (5) What kind of person do you think the father is?

(On the one hand, he is stern — he was demanding and required absolute obedience from his daughter; on the other hand, he is loving — he had deep love for his daughter and his grandson. Apart from being stern and loving, he is proud and bullheaded — he showed his disapproval of his daughter's marriage with silence; he had not visited her or spoken to her for years. He is a bit shy and awkward — at the airport, he greeted his daughter and grandson politely, with a passive and hard-to-read expression on his face; he wanted to mend the breach with his daughter, but didn't know how; when the tension slowly eased away, he didn't discuss their rift directly.)

3. After-reading activities

Retelling: Have students work in pairs and retell the story in their own words.

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, the rhetorical devices and the organization of the text.

Paragraph 1

Questions:

- (1) What is the function of the first paragraph?
(It is an introduction to the basic information for the whole story.)
- (2) According to the first paragraph, what kind of person was the father?
(Like many Chinese fathers, he was loving, stern, and demanding.)

Paragraphs 2–4

Questions:

- (1) What is the main idea of this part?
(This part is a flashback to the daughter's early years. It gives an account of some problems arising from different personal preferences between the daughter and her father, and how these differences had developed into a kind of "cold war".)
- (2) How did the daughter react to her father's demands?
(She refused to satisfy her father's demands. She wasn't so gregarious or social as her mother. She insisted on choosing her own companions rather than mingling with the children of her father's friends. She escaped to the University of California instead of enrolling in the local university. Although her father wanted her to marry into one of the long-established Chinese clans on the islands and settle down, she fell in love with a haole and married him regardless of her father's disapproval.)

Paragraphs 5–6

Questions:

- (1) What is paragraph 5 mainly about?
(In paragraph 5, the daughter recalls her childhood when she enjoyed

her father's deep love.)

- (2) Is the recollection important? Why?

(It is important, because it not only shows that the father is capable of love, but also suggests that the daughter is yearning for her father's love.)

- (3) What can you learn from paragraph 6 about the daughter's feelings?

(The daughter was uncertain about how her father would react to their coming. She was wondering if her father would accept his cross-bred grandson. Meanwhile, she prepared for the worst. If her father didn't accept her son, she would never return. That would mark the end of their relationship.)

Paragraphs 7–9

Questions:

How did the mother react to her new-born grandson?

(Upon seeing her grandson, she accepted him instantly and unconditionally with her eager arms.)

Paragraphs 10–11

Questions:

- (1) Why did the daughter wake up in the night?

(It was her mother instinct that pulled her from sleep. Her son usually woke for a bottle at that time.)

- (2) What rhetorical device is employed in the sentence “This was the time Timmy usually woke for a bottle (Para. 10)”?

(Metonymy. Metonymy is a figure of speech in which one word or phrase is substituted for another with which it is closely associated, as in the use of “Washington” for “the United States government” or of “the sword” for “military power”. Here “bottle” refers to a bottle of milk.)

Paragraphs 12–13

Questions:

- (1) What did the daughter do when she saw her father playing with her

son that night?

(She watched from the darkness, and then crept back to her room quietly without disturbing them.)

- (2) What role did Timmy play in easing the tension between the father and the daughter?

(He was the bridge over which they could reach each other. Thanks to him, the tension between them eased away gradually and they didn't need to talk about their previous disputes directly.)

Paragraphs 14–15

Questions:

What kind of relationship was built between the grandfather and grandson in the following years? How do you know that?

(The grandfather and grandson became attached to each other and they became good companions. We know this from the narration in paragraphs 14 and 15. They played happily together in summers on the islands — splashing in the surf, building a tree house out of scrap lumber and painting it blue. The grandfather even retired earlier in order to have more time to visit his grandson in New York.)



IV. Activities

Activity 1: Group discussion

The relationship between parents and children

This activity can be done after Pre-reading Activity 2.

Step 1: Divide the students into groups of 4 or 5. Select or assign a group leader for each group to organize the discussion.

Step 2: Talk about what kind of relationship they want to have with their parents. Each member is encouraged to come up with some ideas and the group leader sums up what