



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 庞继贤 寮 菲

第一册

Book 1



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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几个步骤进行：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, 必要时提供相关的词汇辨析等, 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**, 两部分皆用英文注释与分析。

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, 旨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。

本书为第一册, 供英语专业一年级教师使用。

本册书由浙江大学和浙江工业大学合作编写, 具体分工如下: 汪运起编写 Unit 1, 孙艳萍编写 Unit 2, 潘勤奋编写 Unit 3, 何文忠编写 Unit 4, 卢巧丹编写 Unit 5, 马以容编写 Unit 6, 鲍泓编写 Unit 7, 寿似琛编写 Unit 8, 魏跃衡编写 Unit 9, 徐雪英编写 Unit 10, 孙毅编写 Unit 11, 陈朗编写 Unit 12, 闫建华编写 Unit 13, 罗杰鸢编写 Unit 14, 黄会健编写 Unit 15, 胡维佳编写 Unit 16。

在本书编写过程中, 浙江大学外语学院殷企平教授、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, 我们向他们表示深深的感谢。

编 者

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Unit 1

Teaching Plan

Text I (Total: 210 mins)

Pre-reading activities (Total: 15 mins)

While-reading activities (Total: 20 mins)

After-reading activities (Total: 10 mins)

Explanatory notes to Text I (Total: 90 mins)

Oral activities (Total: 20 mins)

Discussion of students' work on the exercises in SB
(Total: 55 mins)

Text II (Total: 45 mins)

Further activities (Total: 15 mins)

Text I

Never Say Goodbye



I. Lesson Summary

Topic: The true meaning of "Never Say Goodbye"

Key words and expressions

confront	favorite
anguish	conspicuously
brief	pull
touch	thank-you
laughter and tears	used to
generation	think of
well up	give in to
reply	instead
through one's tears	look ... away
for a moment	part
final	bring back
have ... in common	beloved
look into	when it comes to one's turn
whisper	reach for
hand in hand	make up

Grammar points

Rhetorical inversion
Emphatic pattern
Relative clause



II. Background Information

Types of American Families

Family is the basic unit of society, which plays a vital role in the growth and development of children. Traditionally, it is a group of people who live together and are related by birth (blood), adoption or marriage. Nowadays many couples cohabit, which means that they live together as a family, but are not married or with children. Different families have different family structures.

1. Nuclear families

These families consist of parents and children who live together in a home separate from the rest of their family. There are many reasons for this but main ones are that parents have had to move away to get the jobs they want or moving means they can send their children to better schools or afford a better home for their family.

2. Extended families

Similar to nuclear families but extended — made bigger! They are made bigger by the addition of grandparents, aunts, uncles and cousins. They live in the same house or live very close to each other and meet up on a regular basis. As there are many people around at all times, the parents have someone to help them out whenever they need it when bringing up their children. However, this could be considered more of a burden if the parents do not feel they have chance to bring their children up the way they actually want to.

3. Step families

This is formed when a couple, at least one of whom has one or more children, marry or cohabit. This relationship may then result in more children being born; these children then become stepsiblings to one another. It is said

that in America every one in ten children is part of a step family.

4. Single parent families

The vast majority of single parents are mothers who bring up their children alone. It has been said that more than one in four children are part of a single parent family in America. Families can become single parent families for a number of reasons; these can include imprisonment, death of a parent, divorce or separation, absence of a parent due to work commitments and, in some cases, single parent adoption.

5. Shared care families

The divorce or separation of parents may mean that children are forced to live in two different households so that they get the chance to spend time with both their mum and dad. This therefore means that their everyday care and general upbringing remains the responsibility of both parents equally.

6. Adoptive families

Adoption provides a permanent home for a child whose parents are unable to provide them with any stability. Adoptive parents come from a wide variety of social and cultural backgrounds, and must undergo an extensive and rigorous procedure to ensure they are suitable to adopt children.

7. Foster families

There are many different reasons why children cannot be looked after by their natural parents and are therefore placed with a foster family — this situation can be short or long depending on the child's situation. Foster parents come in a number of different shapes and sizes — they may be married, single, cohabiting with people of either sex and with or without their own children. The parents have to be thoroughly checked to make sure that they are deemed suitable careers by the social services.

(Adapted from <http://everything2.com/index.pl?node=family>)



III. Stylistic Features

The text is a narrative in a chronological sequence with a flashback in its middle part (paragraphs 10 and 12). Many words and phrases appear in the text to indicate such an order. Meanwhile, they also help to achieve coherence in the text.

Words and phrases which indicate a chronological order: *when I was ten, when the final day came, I continued to, a year and half later, then, when it came to my turn, ...*

Words and phrases which indicate a flashback: *a long, long time ago, one day, ...*

In a narrative essay, there often exist five elements. They are: context, selection of details, organization, point of view, and purpose. The five elements of this essay are listed as follows:

Context: The author had to part with the big old house where he lived ever since his birth.

Selection of details: my reluctance to leave the house (paragraph 2); the death of Grandfather's first son and his response (paragraph 12); the parting between the author and his grandfather (paragraphs 16–19)

Organization: a chronological sequence with a flashback in its middle part

Point of view: first person

Purpose: We should never give in to sadness.



IV. Teaching Guide

A. Teaching Objectives

Students will be able to:

1. understand the basic elements of a narrative essay;
2. understand and use the key grammatical structures which appear in the text;
3. tell a story by describing an event or a person.

B. Teaching Suggestions

1. Pre-reading activities

Group work: Discuss the following questions in groups.

- (1) How did you feel when you left your hometown for the university?
- (2) Do you miss your friends in high school? Can you tell the class some joyful and happy moments you spent together?
- (3) In your opinion, how can one conquer sadness in one's life?

2. While-reading activities

Allow students about 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). The following questions could be asked.

- (1) What type of writing is this essay, a piece of narration, argumentation, description or explanation?
(This is a narrative essay.)
- (2) Try to locate the context of the essay. That is, when, where, and what happened, and who is involved?
(Time: when the author was between 10 to 12 years old
Where: in the author's big old house
What: The author was to leave his big old house. His grandfather told him "never say goodbye".
Who: the author, his grandfather)
- (3) How are the events of the essay arranged?
(They are related in a chronological order with a flashback in the middle part, i.e. paragraphs 10 and 12.)
- (4) The story is told in the first person. What are its advantages and disadvantages?

(A first-person narrative may be more graphic and lifelike, because it gives the reader the impression that it is what the writer himself/herself has seen or experienced. But the scope of the narrative may be limited, for it is difficult to recount events that happen in different places at the same time.)

- (5) What is the purpose of this essay?

(The author wants to tell us that we should never give in to sadness, that we should be firm and strong-willed, and that we should always remember the joyful and happy events of life as well as our cherished friendship.)

3. After-reading activities

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

4. Detailed reading

In addition to the general questions in the Teacher's Book, students are required to finish the following tasks to know better the details, and understand the main ideas and narrative skills used in the text.

Paragraph 1

Tasks:

- (1) How long had the author lived in that big old house?
(About 10 years.)
- (2) How did the author like the family life of four generations living together?
(He enjoyed his family life, and he thought they had lived harmoniously and experienced both happiness and sadness.)

Paragraphs 2–4

Tasks:

- (1) What reveals the author's reluctance to part with the old house?
(He sat alone on the back porch, shedding tears.)
- (2) What do you know about the author's grandfather?

(He is fatherly: giving the author a pat on the shoulder; he is friendly: sitting down on the steps beside the author; he is a man with a sagacious perception: Goodbye seems too final, too cold, for friends to use.)

Paragraphs 5–9

Tasks:

- (1) What did the author say was beautiful?
(The red rosebush.)
- (2) Why, to Grandfather, were the roses so beautiful? What did Grandfather mean to say?
(It's the special feeling that one cherishes that makes them so beautiful. He meant what was important to a friendship was the joyful and happy times you spent together which made the friendship perpetual.)

Paragraph 10

Tasks:

- (1) When did Grandfather plant those roses?
(The day his first son was born.)
- (2) What did the rosebush mean to Grandfather?
(A way of saying thank-you to God; something bringing back his pleasant memories.)
- (3) What narrative sequence does the author employ in this paragraph?
(A flashback.)

Paragraphs 11–12

Tasks:

- (1) What does “a great evil” in paragraph 12 refer to?
(The Fascist Nazi.)
- (2) How did Grandfather respond to his son's death?
(He felt rather sad when he heard the news that his son died. Paragraph 12 and some previous paragraphs also imply that Grandfather later might often remember the joyful and happy times when his son was alive, instead of the last “goodbye”.)

Paragraph 13

Task:

What role does this paragraph play in the text?

(This is the most important paragraph in the text, for it conveys the message of the text — refusal to give in to sadness.)

Paragraphs 14–20

Tasks:

- (1) What did Grandfather do after returning from the hospital? What does it imply?

(He wanted to move his bed next to the window where he could see his beloved rosebush. The sight of the rosebush would remind him of the joy and happiness of life he had experienced, and accordingly make him feel nice and happy. This implies that Grandfather would not give in to sadness although he was dying, that is, leaving the family forever.)

- (2) How did the author and his grandfather part with each other? Did they use the word “goodbye”?

(They parted with each other calmly and even cheerfully, and neither said the word “goodbye”.)

- (3) What is the significance of the last sentence of paragraph 20 to the whole text?

(The last sentence is an echo of the message of the text mentioned in paragraph 13 — never give in to sadness.)



V. Activities

Activity 1: Group work

Sing the following song together, and then work out the difference between the words “farewell” and “goodbye” used in this