



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

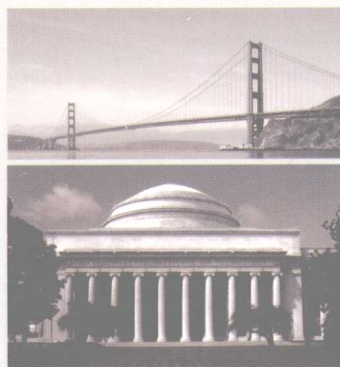
## 补充教案

AN INTEGRATED ENGLISH COURSE  
TEACHER'S RESOURCE

主编 赵美娟

### 第三册

Book 3



**W** 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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

江苏工业学院图书馆  
主 编 赵美娟  
编 者 韩 楠 李端阳 林建清 王 丹  
陈 藏 书 章

第三册

W 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

## 图书在版编目(CIP)数据

综合教程补充教案. 第3册 / 赵美娟主编.

—上海: 上海外语教育出版社, 2009

(新世纪高等院校英语专业本科生系列教材)

ISBN 978-7-5446-1188-6

I. 综… II. 赵… III. 英语—教案(教育)—高等学校

IV. H31

中国版本图书馆CIP数据核字(2008)第210753号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflap.com.cn

网 址: <http://www.sflap.com.cn> <http://www.sflap.com>

责任编辑: 王冬梅

---

印 刷: 上海申松立信印刷厂  
经 销 新华书店上海发行所  
开 本: 890×1240 1/32 印张 12.375 字数 413千字  
版 次: 2009年2月第1版 2009年2月第1次印刷  
印 数: 1 000 册

---

书 号: ISBN 978-7-5446-1188-6 / H · 0481

定 价: 23.00 元

本版图书如有印装质量问题, 可向本社调换

# 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，教师在实操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 activity**, **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的英文解释, 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; 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。

本书为第三册, 供英语专业二年级教师使用。

本书在编写过程中得到了上海外国语大学何兆熊教授等英语教学界资深专家的指导, 在此, 我们表示衷心的感谢。

编者

2008年2月

# Contents

## Unit 1

- Text I Fresh Start ..... 2  
Text II A University Stands and Shines ..... 19

## Unit 2

- Text I Tyranny of the Urgent ..... 23  
Text II Time ..... 38

## Unit 3

- Text I Chinese Food ..... 42  
Text II Say No to Western Fast Food ..... 57

## Unit 4

- Text I Why I Want a Wife ..... 61  
Text II Of Marriage and Single Life ..... 80

## Unit 5

- Text I The Company Man ..... 85  
Text II The Unhappy American Way ..... 97

## Unit 6

- Text I Knowledge and Wisdom ..... 103  
Text II How to Become a Man of Genius ..... 122

## Unit 7

- Text I The Chaser ..... 126

<b>Text II</b>	Love Is A Fallacy .....	142
----------------	-------------------------	-----

## **Unit 8**

<b>Text I</b>	Fun, Oh Boy. Fun. You Could Die from It.....	150
<b>Text II</b>	The Age of Thrills .....	165

## **Unit 9**

<b>Text I</b>	On Becoming a Better Student .....	169
<b>Text II</b>	The Art of Acknowledgement .....	186

## **Unit 10**

<b>Text I</b>	The Wonderful Lousy Poems .....	190
<b>Text II</b>	Dad .....	206

## **Unit 11**

<b>Text I</b>	The Real Truth about Lies .....	211
<b>Text II</b>	To Lie or Not to Lie? — The Doctor's Dilemma .....	225

## **Unit 12**

<b>Text I</b>	Out of Step .....	229
<b>Text II</b>	Skylines and Skyscrapers .....	242

## **Unit 13**

<b>Text I</b>	A Magic Circle of Friends .....	245
<b>Text II</b>	Dealing with Peer Pressure .....	260

## **Unit 14**

<b>Text I</b>	Father Forgets .....	266
<b>Text II</b>	Letter to His Son .....	283

## **Unit 15**

<b>Text I</b>	The Roots of Happiness: An Empirical Analysis .....	292
<b>Text II</b>	Of Happiness .....	309

## **Unit 16**

<b>Text I</b>	“Take Over, Bos’n!” .....	314
<b>Text II</b>	War .....	329

<b>Test for Units 1–4</b> .....	336
---------------------------------	-----

<b>Test for Units 5–8</b> .....	344
---------------------------------	-----

<b>Test for Units 9–12</b> .....	352
----------------------------------	-----

<b>Test for Units 13–16</b> .....	361
-----------------------------------	-----

<b>Test for Units 1–16</b> .....	370
----------------------------------	-----

<b>Appendix: Key to the Tests</b> .....	382
---	-----





# 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 )

Explanation of Text I ( Total: 90 mins )

Oral Activities ( Total: 20 mins )

Check Students' Work on the Exercises in SB  
( Total: 55 mins )

### Text II ( Total: 45 mins )

Further Activities ( Total: 15 mins )

# Text I

## Fresh Start



### I. Lesson Summary

**Topic: The purpose and benefits of college education**

#### Key words and expressions

nothing more than

distinct

square

discreet

clutch

reserve

airs

whereabouts

demeanor

crack

assume

come to one's feet

topple

composed

somebody's heart goes out  
to somebody

preoccupation

live up to

fall away

foreground

gripe

tip off

clear of

sneak

run with the crowd

#### Grammar points

The subordinate clause (finite & non-finite)

The use of subordinators



## II. Background Information

### The American Education System

The American education system requires that students complete 12 years of primary and secondary education prior to attending university or college. This may be accomplished either at public (government-operated) schools or at private schools. These 12 years of schooling (or their equivalent) may also be completed outside the USA.

US higher education starts with undergraduate courses. A two-year degree is known as an associate degree, and a four-year degree known as a bachelor degree. It is possible (and often happens) that a student may study for an associate degree, and then study two more years to gain a bachelor degree. Usually, a bachelor degree will be awarded by a university, whereas an associate degree may be completed either in a community college or a university.

Undergraduate education is based on an accumulation of courses which are assigned a number of credits. A student is awarded credits for the courses they take, and the degree is complete when the student has a certain level of credits. This means that although most bachelor degrees take four years to finish, it is possible to complete a degree over a longer period, maybe part time or with some time away from study.

Graduate (known in some countries as postgraduate) degrees include master's degrees which take two years at a university to complete. These are often termed advanced professional degrees, as they tend to be aimed at specific professions and are career-advancing degrees in subjects such as medicine, law and management, e.g. Master in Business Administration (MBA). Doctorate programs (PhDs) are usually four years, and are research based.



### III. Stylistic Features

---

This is narrative writing. The writer narrates, according to the time sequence, several embarrassing but enlightening episodes during her first days in college. In order to produce humorous effects, she describes the events with a bit of exaggeration by using carefully-chosen words. For example, “It took me everything I had not to *stare* ...”, “I found my first class and *marched* in ...”, “try another *maneuver*”, “I *sneaked* out of the cafeteria ...”, and “*tiptoe* to a table”.

By alternating between long sentences and short ones, the writer manages to effectively express her thoughts. For instance, the short sentence “Where to sit?” in Paragraph 3 expresses a freshman’s bewilderment and the long sentence following it shows her effort to act like an experienced student. The short sentence “Forget it.” in Paragraph 5 shows her determination to cover up her embarrassment, while the next sentence explains how the determination is realized.



### IV. Teaching Guide

---

#### A. Teaching Objectives

1. Learn and practice reading, writing, listening, talking, and translating passages about college education.
2. Discuss the essence of college education — what are the purposes and benefits of college education?

#### B. Teaching Suggestions

##### 1. Pre-reading activities

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

- (1) Do you remember your first day at university? What impressed you most on that day?
- (2) So far as you can remember, were you overwhelmed with excitement or uneasiness or a combination of both on that day?
- (3) What do you expect to do at university?
- (4) When you were caught in an embarrassing situation, how would you usually deal with it? Would you feel uneasy and keep blaming yourself or try hard to relax and seek to get out of the embarrassment?

## 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). The following questions can be asked:*

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

(It is a narration.

Who: The writer, a freshman.

When: The first few days at college.

Why: She was shy and sensitive. She wanted to look mature and experienced.

What: She went into the wrong class. She lost her balance and fell down and became the laughing stock of the cafeteria. She saw the football player fall down in the cafeteria.

How: She pretended to be composed when she found she was in the wrong room.

She felt humiliated when she fell down in front of the large crowd and so she buried herself in her room and dined on junk food.

She felt sorry for the football player and learned from the incident that college was the place for her to be herself.)

- (2) Why did the writer have the impression that “everyone on campus was watching me”?

(Being a freshman, she was afraid of acting in an ignorant manner, so she was sensitive to others' opinions.)

(3) What kind of person do you think the writer is?

(She is shy and sensitive.)

(4) Do you feel sorry for the girl in the story? Are you sympathetic to her?

(The answer is open.)

(5) What is the prevailing tone of the text?

(Humorous.)

### 3. After-reading activity

*Retelling: Have the 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 first scene of the narration?

(A lonely helpless girl in a parking lot.)

(2) How did the girl feel when she came to the college campus?

(Pitiful, helpless, first-gradish, distressed, self-conscious, on the alert ...)

#### Paragraph 2

Questions:

(1) What is the main idea of the paragraph?

(The writer is overwhelmed at the sight of a football player and she is determined not to look like a freshman.)

(2) What is the tone of the writer as revealed in the paragraph?

(A slight touch of humour that is achieved by overstatement and exaggeration: "It took everything I had not to start ...", "I only hoped

his attention was drawn to my airs of assurance rather than to my shaking knees”, and “... glancing (and then ever so discreetly) at the campus map clutched in my hand.”)

- (3) What effect is achieved by employing such a tone?  
(Dramatic.)

### Paragraphs 3–5

Questions:

- (1) Where did the girl choose to sit in her first class and why did she do so?  
(She chose to sit in the first row and to the side, because freshmen manuals advised students to sit near to the front in order to show the professor in intelligent and energetic demeanor.)
- (2) What does it indicate about the girl?  
(She was cautious. Notice the transition in Paragraph 4 when she realized she was sitting in the wrong room. “I cracked my anthology of American literature ...” “Welcome to Biology 101.” Also note her humour when she wrote: “I was in the right room. Just the wrong building.”)
- (3) What did the girl do when she realized she’s in the wrong classroom?  
What movements did she make?  
(She settled into the chair and tried to assume the scientific pose of a biology major, so that no one would realize she’s not supposed to be there. She bent forward slightly, tensed her arms in preparation for notetaking, and cursed under her breath.  
Notice the use of verbs in this part: marched in, cracked my anthology, scribbled the date, a cold sweat broke out on the back of my neck, groped for my schedule, bending slightly forward, tensing my arms, and cursing under my breath.)

### Paragraphs 6–7

Questions:

- (1) What is the scenario in this part?  
(The writer lost her balance and fell down in the cafeteria and became the laughing stock of the people around.)

(2) Is this part the climax of the story?

(Yes, it is.

Again notice the verbs used in this part: kicked off my ketchup-soaked sandals and jumped clear of the toppled tray and spilled food, charging out of the kitchen, sneaked out of the cafeteria as the cheers died down behind me.)

### Paragraphs 8–9

Questions:

(1) What did the writer eat for three days? Why?

(She only ate junk food she bought from the vending machine outside her room.

Because she thought people would remember her embarrassing moment and laugh at her.)

(2) How did the football player react to the cheers and claps?

(He got up, hands held high above his head in a victory clasp, grinning from ear to ear. Then he turned around and began preparing another tray.)

### Paragraphs 10–14

Questions:

(1) What rhetorical device is employed in the sentence “The shackles of self-consciousness fell away ...” in Paragraph 12?

(Metaphor.)

(2) Do you agree with the writer on her view of the essence of college education?

(The answer is open.)



## V. Activities

### Activity 1: Pair work

Have the students work in pairs and tell each other what they



would have done if they were the girl.

This activity can be done after While-reading Activity B — Retelling.

**Activity 2: Oral activity 1** on p.10, Student's Book

Enable students to talk about college life and practice using functions such as making suggestions and expressing opinions.

This activity can be done after the “Detailed reading”.

**Activity 3: Oral activity 2** on p.10, Student's Book

This can be an after-class activity.

Step 1: Ask the students to do some research on the topic before they come to class.

Step 2: Divide the class into groups of 4 or 5. In each group, roles such as leader, reporter, secretary and timer must be assigned. The leader will make sure everything is well under control. The reporter is the one who delivers the speech and deals with the questions from other groups. The secretary will be responsible for collecting the ideas from the group members and forming the basic structure of the speech with the reporter's help. Each group needs to prepare at least one question for other groups. However, it is important that all the members should contribute their thoughts and ideas to the final report.

**Activity 4:** A survey: students' understanding of the purpose and essence of college education

Work in groups of four.

Step 1: Choose a representative of the group.

Step 2: Work out a list of questions with which to interview your classmates, such as:

Do you go to college in order to meet more friends?