

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson One – Your College Years (<i>Lead-in Period</i>)		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	6 学时
授 课 要 点	本 (章) 节 教 学 目 标	<p>1.Explain the pre-class work:</p> <p>①word –building rules ②some simple questions on Page 10</p> <p>2. Ask students to acquire key words</p> <p>①meaning of the words ② usage of the key words</p> <p>3. Ask students to acquire relevant background information</p>	
	教 学 重 点 和 难 点	<p>1.Word formation</p> <p>① suffix- ology/ological/st/al ② prefix- en</p> <p>2.Key words : observe/handle/apply/occur/involve</p> <p>3.Background information</p>	
思 考 题 或 作 业	<p>1. Preview Text A and analyze the structure.</p> <p>2. Underline the difficult points.</p>		

教学内容与组织安排

(教学目的: to acquire key words and background information)

Teaching Objectives:

This unit is intended to present some changes students may experience when they enter into college. After learning it the students should be able to

- understand the key changes that will occur during the college year;
- get a good understanding of great literature;
- read for topics and precise details;
- develop vocabulary and learn the sentence structures relevant to the topic and use them. These should include:

Words: observe, handle, apply, occur, involve, affirm, crisis, endeavour, ethical, ethnic, excessive, heighten, perceive, rebel, resentment

Phrases: go through, endeavour to, dawn on sb., inherit from, in turn, be independent from, be dependent on, freedom from, in relation to, have a romantic relationship with sb., rebel against, be prejudiced against, be equal to, interact with, react to, see sb./sth. in a different light, for certain, contribute to

Teaching Allotment

- 1st period: Pre-reading Activities & While-reading Activities (90 minutes)
- 2nd period: While-reading Activities& After-reading Activities (180minutes)
- 3rd period: Exercise and Review (90 minutes)

Teaching Procedures

I. Pre-class work

1. Word formation

Teaching method: Ask students to preview this part and find out word-building rules; we will check their homework on P11. They should tell us the meaning of the prefix and suffix, and the meaning of the words.

- ① prefix: en- (into v.): to become
[E.g.] enlarge → to become large; enrich → to become rich
- ② suffix: -ology (into n.): subject
[E.g.] psychology 心理学; sociology 社会学; biology 生物
-ological (into adj.)
[E.g.] psychological; sociological; biological
-st (into n.): person who's studying the subject
[E.g.] psychologist; sociologist; biologist
-al (into adj.)

2. Key words

Teaching method: Ask students to preview 5 key word of this unit, they must find out the

derivations, the usages and useful expressions of these words. Teachers just help them summarize the content they have talked about.

① **observe** <*v.*>

1) Scientists are trained to observe things very carefully.

- to watch sb. or sth. very carefully

2) Some scientist have observed that global warming is not necessarily related to human activities.

- (*fm*) to say by way of comment; remark

observation <*n.*>

1) Lu Xun once said that the “haves” usually favor stability, and the “have-nots” usually favor change. It was an interesting observation.

- <*c.*> remark or comment

observant <*adj.*>

1) quick at noticing things

- 她很敏锐。没有什么能逃过她的眼睛。

- She is observant. Nothing can escape her notice.

② **handle** <*v.*>

1) feel or manipulate with the hands

- *heavy paving slabs can be difficult to handle*

- *people who handle food*

[SYNONYMS]

hold, pick up, grasp, grip, lift; feel, touch, finger, thumb, toy with, play with

2) manage (a situation or problem)

- *a lawyer's ability to handle a case properly*

3) drive or control (a vehicle)

- *he was going too fast and couldn't handle the car*

[SYNONYMS]

control, drive, steer, operate, manipulate

handle <*n.*>

1) the part by which a thing is held, carried, or controlled

- *a holdall with two carrying handles*

[SYNONYMS]

- haft, shank, stock, shaft, grip, handgrip, hilt, helve, butt; knob

2) fact that may be taken advantage of

- 别让你的行为成为别人说三道四的话柄。

- Don't let your conduct give any handle for gossip.

③ **apply** <*v.*>

1) [NO OBJECT] make a formal application or request

- *you need to **apply to** the local authority for a grant*

[WITH INFINITIVE] - *a number of people have applied to vote by proxy*

2) [NO OBJECT] be applicable or relevant

- *prices do not **apply to** public holiday periods*

- normal rules apply

3) [WITH OBJECT] put or spread (a substance) on a surface

- the sealer can be **applied to** new wood

4) (**apply oneself**) give one's full attention to a task; work hard

- For two years, she **applied herself to** her studies with dedication.

application & applicant <n.>

1) applicant: the person who applies for a job etc.

- applicant for sth.

2) application: formal request

④ **occur** <v.> [NO OBJECT, WITH ADVERBIAL]

1) happen; take place

- the accident occurred at about 3.30 p.m.

[SYNONYMS]

happen, take place, come about, transpire, materialize, chance, arise, crop up, turn out, fall, come, fall out, pass off

2) Sentence pattern:

It occurs to sb. that...../It occurs to sb. to do sth.

- 你是否想到仍然有数以千万的人在遭受贫困之苦。

- Has it occurred to you that there are still tens of millions of people suffering from poverty?

- It never occurs to him to lock his door in the day time.

occurrence <n.>

1) [C] event; incident; happening

- a common/frequent/rare occurrence

2) [U] (fml) fact, frequency etc of sth. happening

- be of common/frequent/rare occurrence

⑤ **involve** <v.> [WITH OBJECT]

- to include as a necessary part or result; to affect

1) to involve sth./sb.

- The accident involved two cars and a bus.

2) to involve doing sth,

- The building of the dam involved relocating almost one million people.

3) to be involved in sth.

- 超过一百位高级政府官员被卷入了这场丑闻。

4) to involve sb. in sth.

- You have to involve every country in the fight against global warming.

involved <adj.> = **complicated**

- Few people understand the involved plot at the time.

II Warming-up

Teaching method: Divide the students into several groups - each group should include four persons. Give the students following questions to let them discuss them in groups. After the

group discussion, ask some students to give their group discussion results.

1. How can we address college students who are in different grades in English? (*optional*)

- Grade One – freshman
- Grade Two – sophomore
- Grade Three – junior
- Grade Four – senior

2. Do you clearly know the difference between university and college?

- university – 通常是指设有文理科及专业课程的综合性大学，且有至少一种领域的研究所，和至少一种的学士学位后的专业课程（如：医学、牙医或法律）。但也有少数例外情形，而有些私立文理学院只有大学部但也称为 University.
- College – 通常意义比较多。它可以是所有大学的统称，也可以指那些只有大学部而没有研究生部的大学，还可以指某个大学的下属某一学院（College of Law, King's College etc.）；同时，通常被称为 college 的大学所设专业以及学校规模都会比 university 要小的多。有时，college 偶尔也可指高中，例如英国的 Eton College。但现在很多时候 university 和 college 都是可以互换的。

2. As a sophomore, what is your general impression of college (life)?

- many opportunities for one to explore the unknown
- experiencing a lot
- making lifelong friends
- enjoying various kinds of activities
- developing one's personal interests
- meeting outstanding scholars
- keeping a good balance and laying a solid foundation
- ...
- (conclusion) the golden time in one's life

3. Have you experienced anything different from your middle school life?

- being far away from home
- living with others
- becoming independent
- taking care of oneself
- handling one's own finance
- making one's own decisions
- ...
- changes are occurring (have some extent of independence)

4. What's your purpose of receiving a college education?

- to get and keep a good job
- to earn more money
- to get a good start in life
- to fully develop oneself

- to contribute more to the society
- ...
- a sound investment that is worth every penny

5. Have you had any psychological problems ever since you entered college? (OPTIONAL)

- loneliness
- confusion
- frustration
- jealousy
- a sense of inferiority
- feeling pressure
- ...
- psychological problems abound on campus

6. Do you think college years may be stressful and cause some anxious emotions to students? (College years are the best years of one's life.)

- Fact 1: While college years are memorable and enjoyable, they can also be among the most stressful and anxious times. One is faced with constant evaluation from his professors. Personal and parental expectations are always on his mind. Financial stress is often a way of life. Career decisions, various relationships and the move toward independence are also common issues. Making these the best years of one's life involves developing an approach that is proactive and includes a support network. College and university environments are designed to be challenging academically, personally and socially. Stress and anxiety, among other emotions, are natural by-products of the accelerated pace of learning and growth. It is not a matter of whether or not we experience these unpleasant feelings but rather, a matter of how we manage these emotions.

7. In your opinion, to what extent should a college student be independent? Ask for no help at all? (A good student does not need assistance during his/her college experience.)

- Fact 2: Many students come to college with the belief that to ask for help is a sure sign of inadequacy. In fact, nothing could be farther from the truth. Your college or university has an abundance of resources available to you, for which you are paying through tuition or fees. So become familiar with and make use of the campus resources, especially when you need assistance.

III Lead-in: Background information (ppt)

Teaching method: Divide the whole class into four groups, each group one task, ask them to prepare the background information below in advance; when we have class, ask the representatives in their groups to tell us the useful information they found.

1. *Bob Hartman*

1) Ask Ss to read Note One on Page 5 first.

2) Give some more detailed information about the author of this text:

BOB HARTMAN has been working for over twelve years as a performance storyteller for children. He's been using his dynamic and interactive style to entertain audiences on both sides of the Atlantic - from the Pittsburgh Children's Museum to schools, bookshops and major festivals throughout the UK, which in 2005 include Greenbelt, Edinburgh International Book Festival and the Northern Children's Book Festival. Bob's programme combines traditional folk tales from around the world, retold in his fresh, inimitable style, with his own stories. He loves to help children (and adults) create their own stories on the spot. He runs practical workshops for adults who want to improve their storytelling skills. Whatever the occasion, Bob's storytelling sessions are always exciting, engaging and, above all, interactive!

2. Erik H. Erickson

1) Brief Introduction:

He was a German-born American psychoanalyst whose writings on social psychology, individual identity, and the interactions of psychology with history, politics, and culture influenced professional approaches to psychosocial problems and attracted much popular interest. He was most famous for his work on refining and expanding Freud's theory of developmental stages.

2) Erickson 人格发展八阶段理论:

Infant Stage (0-1)

Toddler Stage (1-3)

Preschool (3-6)

School-age (6-11)

3. Sigmund Freud

- Chinese Name: 西格蒙德·弗洛伊德
- Masterpiece: The Interpretation of Dreams 梦的解析
- Key Words about Him: id(本我), ego(自我), superego(超我)

4. College Life in U.S.

1) Ways to say different degrees in U.S.

- B.A. → Bachelor of Arts
- BSc → Bachelor of Science
- M.A. → Master of Arts
- MSc. → Master of Science

2) College Life

The U.S. college experience is a time to study and prepare for a career. It also offers opportunities to discover, explore and mature. As students make new friends from across the country and all over the world, they learn new things about life and about themselves. Activities like dormitory life, competitive sports, social and fraternal groups(兄弟会), academic competitions and community service projects challenge students and help them grow. Many college graduates look back on their campus experiences as the best days of their lives.

3) IVY League (some famous colleges in U.S.A)



在美国, "常春藤学府"一般隐喻著和高等学习院校有关, 但只有一些学校被公认为"常春藤联盟"。常春藤联盟由美国东北部之八所学校组合而成: 布朗大学 (Brown)、哥伦比亚大学 (Columbia)、康乃尔大学 (Cornell)、达特茅斯学院 (Dartmouth)、哈佛大学 (Harvard)、宾州大学 (Pennsylvania)、普林斯顿大学 (Princeton)、及耶鲁大学 (Yale)。除康乃尔大学外, 所有这些学校均在美国独立战争前创设, 每所院校的入学标准均非常严格。这些学校之间的学术与运动竞争性纪录始於十九世纪末。於很多人加入最有学术名望学院联合会, 常春藤联盟成为多数美国及世界领导之母校。根据一种理论, "常春藤联盟"之原名应追溯到 1937 年, 一位纽约报作者铸造了此名词, 因美国最古老及最菁英的学校建筑物均被常春藤覆盖住。另外一个理论对此名词的解释则较为古老, 来自较早称之为 "四联盟" (Four League) 的运动协会, 成员包括哥伦比亚大学、哈佛大学、普林斯顿大学、和耶鲁大学。根据第二个理论, 在保持学术传统之时, "四联盟" (Four League) 被写为罗马数字的 "四联盟" (IV League)。读英文字母时, "IV" 有著和 "Ivy" 同样的发音。不论何种理论是正确的, 到 1954 年时, "常春藤联盟" (亦是所谓的常春藤团体董事会议: the Council of Ivy Group Presidents) 一词被正式形成沿用。

Assignment:

1. Preview the whole passage and try to figure out the main idea as well as the structure of the text.
2. Find out the key changes which will take place during the college year according to the author's discussion.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson One – Your College Years (<i>Text Analysis</i>)		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2 学时
授 课 要 点	本 (章) 节 教 学 目 标	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Acquire many useful expressions from Text A 2. Read and retell Text A with appropriate pronunciation, intonation and fluency 3. Get to know the main idea of the passage. 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Use some useful expressions to make up sentences 2. Understanding of the whole passage. <ol style="list-style-type: none"> ① the theme of the passage ② the main idea of this passage ③ the structure of this passage 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Exercises on page 12-19. <ol style="list-style-type: none"> ① translate the following expressions ② put in the blanks appropriate prepositions and adverbs ③ translate the following sentences using the key words ④ fill in the blanks with appropriate words ⑤ choose the right words in their proper forms 		

教学内容与组织安排

(教学目的: Understand the main idea and the structure of this passage)

I Global Reading

Teaching method: Based on the preview work students have done before the class, ask students to skim and scan the whole text to clear the elements of this text, and then summarize the theme of this text, and then decide the style of the text, based on which divide the text into several parts.

1. Main Idea:

College is a time of personal growth and expansion. It is an experience that contributes to young adults' growth and maturing. Key changes will probably happen to them during their college years.

2. Outline of this passage:

- **Paragraph 1** – Though college students seldom think about them, key changes will probably happen to them during their college years.
- **Paragraph 2~9** – Some important changes occur to college students during their college years.
 - ✓ **Paragraph 2:** During this time, students are going through an identity crisis and are endeavouring to find out who they are and what their strengths and weakness.
 - ✓ **Paragraph 3-4:** Students should face the independence/dependence struggle. There are four distinct aspects to psychological separation from one's parents.
 - ✓ **Paragraph 5:** One of most stressful matters for young college students is establishing their sexual identity, which includes relating to the opposite sex and projecting their future roles as men or women.
 - ✓ **Paragraph 6:** At the same time, these young adults are learning how to give and receive affection in the adult world. This aspect of growth deals not only with interaction with the opposite sex but with friends of both sexes and all ages.
 - ✓ **Paragraph 7:** Another change for college students is internalizing their religious faith, their values, and their morals.
 - ✓ **Paragraph 8:** In addition to affirming personal values, college students develop new ways to organize and use knowledge.
 - ✓ **Paragraph 9:** And last of all, these young adults are becoming world citizens, are becoming aware not only of other groups in their own culture but also of people of other cultures.
- **Paragraph 10** – College is designed to be a time of personal growth and expansion.

3. Structure of the Text:

Introduction → Main Body → Conclusion

II Detailed Discussion of the Text

Teaching method: Ask students some simple questions to understand this passage, then explain this passage paragraph by paragraph or part by part. During the teaching procedure, especially pay attention to the sentence paraphrase. Whenever meet some difficult or important sentences, ask students to analyze them by themselves first, then check the answers together.

1. Has it ever occurred to you that (1)

Draw the students' attention to the difference between Chinese and English in expressing this idea: In Chinese, the subject is usually a personal pronoun, whereas in English, the anticipatory "it" is used. (形式主语代替了真正的不定式主语, 避免句子的头重脚轻)

1) [More examples]

It never occurred to me that wealth could ruin a person's life.

我从来没有想到财富能毁灭一个人的一生。

It suddenly occurred to him that he had not touched any meat for months.

他突然想到它有好几个月没有碰肉了。

2) [Attention] Others words often used in this pattern are "strike" and "dawn". E.g.

It suddenly dawned on us that high savings rate may not be a good thing.

It gradually began to dawn in the economists that the problem was not overproduction, but under-consumption.

It struck her that although she was now rich by her own standard, she was not really happy.

2. other school personnel (1)

The word "personnel" is plural. We never say "a personnel". It is an attributive noun, used to modify another noun. We can say, "personnel problems, personnel matters" (个人问题, 个人事物)

1) [More Information] personnel related

- personnel: here it refers to the staff in the university (总称) 人员、员工、职员
- personnel management = human resource management

3. developmental changes (1)

This is a psychological term which refers to the physiological and behavioral changes throughout the lifespan.

4. from adolescence to young adulthood (1)

The term "adolescence" began as a Western concept, which means the period between childhood and adulthood. This passage to adulthood is often marked by a number of small changes in status during or near the end of adolescence. Graduation from high school, the right to vote, to drink liquor, and to drive a car are all events that, to some degree, signify adult status. But the main changes are psychological as well as physical. It is usually fraught with anxiety and conflict.

5. During this time, students are going through an identity crisis (2)

1) going through: experiencing; undergoing; suffering 经历、忍受或者遭受某事务

[Other uses of this phrasal verb] – Q: ASK STUDENT TO GUESS OTHER MEANING OF THIS PHRASE ACCORDING TO THE SENTENCES FIRST, THEN CHECK THE ANSWERS.

I don't think this plan will go though the Security Council.

(be accepted by 指法律、法案等被正式通过或者接受)

We have gone though all these arguments. 我们研究了所有的论据。

(go over carefully from beginning to end 详细研究、检讨或审核某事物)

It's too late to back out. We just have to go through with it. 现在推出已经太迟了，我们只能履行我们承诺的事。

(do it because you have promised or planned to do it, even though you are no longer sure you want to do it 参加某事、履行某事)

2) identity crisis: It refers to the difficulties, confusions and anxieties that you go through during adolescence when you are not sure who you really are and what your purpose in life is. (identity – refers to “身份、同一人/物、同一性、个性、特性”)

Also: national identity; political identity; cultural identity; social identity etc.

6. It is important to know how people perceive themselves as well as how other people perceive them. (2)

1) perceive

① to think of as 认为……

He perceived himself a loser who could not even support his family.

他认为自己是个连养家糊口都办不到的失败者。

② to notice; to discover; to observe 意识到、注意到、观察到 (某人/某事物)

Musicians can perceive very small difference in sounds.

音乐家们可以注意到音调中很小的区别。

③ to understand; to grasp 理解或领悟某事物

I gradually perceived that culture and language cannot really be separated.

我逐渐理解到文化和语言是不能真正的被分开而单独存在的。

④ (usually) perceive sb. do/doing sth. 意识到/理解到某人做某事

7. identity is determined by genetic endowment (what is inherited from parents), shaped by environment, and influenced by chance events. (2)

1) [Paraphrase]

Who we are is determined by three things: First, our genes, or what our parents have given us, our legacy; second, environment, and third, luck or opportunities.

2) chance events: “chance” here is an adjective, meaning “accidental”

This chance meeting with the famous writer changed his whole life.

这次和这名有名的作家的偶然碰面改变了他的一生。

This medicine is said to be a chance discovery.

这种药据说是一个意想不到的发现。

8. to be independent from (3)

Notice the different prepositions used after “dependent” and “independent”: to be independent

1) to be independent from (or: of)

to be dependent on.

Financially they are still dependent on their parents.

他们仍然在经济上依赖他们的父母。

These banks are now completely independent of (from) each other.

这些银行现在已经完全各自独立了。

9. It may be heightened by their choice to pursue a college education. (3)

“It” here refers to the word “struggle” in the previous sentence. “To heighten” means to become stronger or intensified. The whole sentence therefore means that if they choose to go to college to continue their education, they will face an even more serious struggle between the desire to be independent and the need to depend on the financial support of their parents.

10. First, there is functional independence, which involves the capability of individuals to take care of practical and personal affairs, such as handling finances, choosing their own wardrobes, and determining their daily agenda. (4)

1) functional independence: independence in handling everyday life situation; the ability to solve practical problems

2) handling finances: learning how to spend money wisely

3) choosing their own wardrobes: choosing their own clothes

4) determining their daily agenda: determining (making a list of) what they are going to do everyday

5) agenda:

- “agenda” is the plural form of “agendum”
- place/put sth. on the agenda 把某事提到日程上

11. Hoffman defines this process as “freedom from an excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father.” (4)

1) freedom (free) from sth: no longer having sth you do not want 解脱、免除（气候肠胃不愉快或麻烦的状况）

The most important freedom our people should have is the freedom from hunger.

我们人民应该有的最大的自由就是免于饥饿。

Within a month, the whole building is free from flies and mosquitoes.

在一个月內，整座建筑/大楼终于摆脱了蚊子和苍蝇（的困扰）。

2) comparison between “freedom from” and “freedom of”

- freedom from: 摆脱、免除
- freedom of: 指拥有随意使用某物的权利或者做某事的自由
[e.g.] The U.S. consider themselves enjoy a high degree of freedom of speech.
美国人民认为自己享有高度的言论自由。
- *TRY TO READ THE FOLLOWING TO THE STUDENTS TO ASK THEM TO NOTICE THE DIFFERENCES (OPTIONAL)*

“We look forward to a world founded upon four essential human freedoms. The first is **freedom of** speech and expression-everywhere in the world. The second is freedom of every person to worship God in his own way-everywhere in the world. The third is freedom from want...everywhere in the world. The fourth is **freedom from** fear...anywhere in the world.” – Franklin D. Roosevelt

3) excessive: much more than reasonable or necessary 过分的、过多的

The food in this restaurant was bad and the bill was excessive.

这家餐馆的菜很难吃/不好，但是价钱却极高。

→ If somebody has an excessive need for approval, it means that he is too dependent on sb’s

approval. Children need their parents to tell them what to do or not to do. They also need to be close to their parents and receive encouragement, love, all kinds of emotional support which give them strength. But when they grow up, this should change. They should no longer have the same needs like babies.

12. Fourth is freedom from “excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger in relation to the mother and father.” (4)

1) guilt: 不安、内疚（而不是“有罪、罪恶等意思”）

2) Further Explanation of the Sentence:

Children often feel very guilty in relation to their parents because they think they have done something wrong; they are also anxious because they are eager to please their parents; they sometimes feel that they are responsible to their parents for everything they do; they are always afraid of not saying the right thing or not behaving properly; all these may make them angry with their parents or make them feel resentful. These feeling reflect their emotional dependence in their parents. When they grow up, they usually strive for the freedom from these.

13. projecting the future roles as men or women (5)

planning, designing, outlining, devising the future roles as men or women

14. to feel low (5)

to feel unhappy, without much hope for the future

15. That same young man came into my office less than a week later, dragging his feet with a dismayed, dejected look on his face. (5)

1) [Paraphrase]

The same young guy came to visit me in my office less than a week later, walking slowly and listlessly, (and he looked) looking very unhappy and disappointed

2) Note: “to drag one’s feet” is often used figuratively to mean, “to delay deliberately”(此时意思为“故意延迟”，原意为“拖着脚走”)

The local authorities are dragging their feet closing these small coal mines.

当地政府迟迟不关闭这些小煤矿。

I can understand why they are dragging their feet over this reform. The reason is that it will affect their personal interest.

我理解为什么他们迟迟不进行改革。因为这会影响他们的个人利益。

16. He...was seeing his world shrink and his options narrow. (6)

1) [Paraphrase]

He...was beginning to realize that his world was getting smaller and his choices fewer.

2) narrow: here it is used as a verb.

We must try to narrow the difference in income between the rich and the poor without delay.

我们必须努力缩小贫富在收入上面的差距/不同。

This mighty river narrowed to a gorge of about 50 meters when it came to this place

between the mountains. (*OPTIONAL*)

当这条大河到达这个山间的地区时，它缩减成了一个大约 50 米宽的峡谷。

17. Another chance for college students is internalizing their religious faith their values, and their morals. (7)

1) to internalize: a psychological term meaning “to make faith, values, morals, attitudes, behaviour, language etc. part of your nature by learning or assimilating them unconsciously” (中文意思为“使习俗、准则等经吸收同化而内在化”)

18. modeling for them (7)

serving as a model for them; setting an example for them

This expression is not very common.

19. In their adolescent years, however, these matters are questioned and in some cases rebelled against. (7)

1) [Paraphrase]

When they enter their youth stage, however, people often have doubts about these matters and sometimes oppose them.

2) to rebel against (sb./sth.): to oppose or fight against 反抗某人/某物

Sooner or later, a child will rebel against the tyrannical rule of his father.

迟早，小孩会反抗他父亲的专横管制（暴君般的管制）。

Young people tend to rebel against traditional practices.

年轻人总是倾向于反抗传统习俗。

20. In the late sixties, a young woman from a background that was extremely prejudiced against people from other races came to college convinced that her race was superior. (7)

1) prejudiced

→ prejudice <n.>: *Pride and Prejudice*, by Jane Austin

→ prejudiced <a.>: be prejudiced against sb./sth. 对某人/某事物有偏见

2) [Attention]

Do not drop this “against”. Observe the following similar expressions(均是不可省略介词的短语):

to be rebelled against	to be discriminated against
to be looked after	to be taken care of
to be attended to	to be put an end to
to be done away with	to be focused on
to be agreed on	to be put up with etc.

21. people from a variety of ethnic backgrounds (7)

people from many different races.

Today sociologists often prefer the word “ethnic” to “racial”, and “ethnic group” to “race”.

There are differences of course. The Hans and the Tibetans are both Chinese, belonging to the same yellow race, but they belong to two ethnic groups.

22. As she finished her senior year, she had grown to realize that people of other races were not only equal to her but were who could be her friends and from whom she could learn. (7)

1) to be equal to: to be just as good as 相当、同等、同样

Many of our products are equal to the best in the world.

我们的许多产品可以与世界上最好的产品相媲美。(我们的许多产品可以说是/相当是世界上最好的产品。)

It is ridiculous to think one race is not equal to another because it has a different skin color.

因为肤色不同就认为一个种族劣于另外一个种族是可笑的/荒谬的。

23. These religious, moral, and ethical values that are set during the college years often last a lifetime. (7)

1) [Paraphrase]

These values that are established during the college years often last a lifetime. It is believed that our character or basic moral principles are formulated this period of time.

2) [Attention]

注意两个词形相似的单词 *ethical* (道德的)和 *ethnic* (种族的)。

24. In addition to affirming personal values, college students develop new ways to organize and use knowledge. (8)

1) [Paraphrase]

Besides strengthening their personal values, college students need to find new methods to arrange and use knowledge.

2) to affirm: to strengthen (beliefs, ideas, or feelings) 确认、断言

She affirmed her innocence. 她坚称自己无罪。

3) personal values: values concerning personal life or behavior as opposed to social values; moral principles; principles of what is right and what is wrong.

25. seeing the people from other countries in a different light. (9)

1) to see sth./sb. in a certain light: to see sth./sb. in a certain way 以不同的眼光或方式看待.....

What he did made us see him in a new light.

他所做的让我们以一个新的方式来看待他。

After I took that course, I began to see the world in a different light.

当我选了那门课之后, 我开始以一种不同的方式看世界。

26. For certain, it is an experience that contributes to young adults' growth and maturity. (10)

1) for certain: certainly; definitely; no doubt 毫无疑问地、确实地

He is probably an accountant. I don't know for certain.

他可能是一个会计, 但是我不确定。

I can't say for certain how much this car will cost. It must be in the neighborhood of two

hundred thousand (dollars).

我不能确定这车卖多少钱。但它肯定在 200,000 美元（20 万美元）左右。

2) to contribute to : to help to cause sth. to happen 促成某事物、有益于、导致.....

These measures contributed greatly to the economic recovery of that country.

这些手段促成了这个国家的经济复苏。

What do you think are the main factors that contributed to the success of that company?

你认为什么是促成/导致这个公司成功的主要因素？

27. Not only are they being introduced to new people and new knowledge, but they are also acquiring new ways of assembling and processing information. (10)

1) [Explanation]

They are also finding or learning new ways of arranging, organizing, analyzing or understanding information. It implies that mere information is not scientific truth. Scientific truth requires the processing of information. In college, student will learn new approaches, methods, and theories which will change many of their prejudices.

2) [Grammar] – not only but also

当 not only.....but also.....连接两个分句，并且 not only 置于句首时，第一个分句（即 not only 引导的分句）的主语和谓语要进行部分倒装。

Assignment: Finish the chosen exercises on Page 12-19.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson One – Your College Years (<i>Consolidation and Extension</i>)		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	4 学时
授 课 要 点	本 (章) 节 教 学 目 标	<ol style="list-style-type: none"> 1. Ask students to understand writing devices. 2. Ask students to acquire the usage of object. 3. Ask students to review TEM4 points. 4. Consolidation 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Inversion 2. TEM4 points 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Preview Lesson Two and finish the given pre-class work 		

教学内容与组织安排

(教学目的: consolidate what they have learned)

I. Writing Devices

1. Antithesis (讲解后让学生试写一小段 OR 两三句)

1) Ask Ss to turn to Page 17 to look at Exercise 2 and try to understand what is called parallelism and how they can use it in their writing.

2) Ask Ss to do the exercises related to parallelism on the book.

3) Ask Ss to write some sentences using parallelism (in this section, we can play a game – ask all the Ss to write two to three sentences which have some plot and try to combine all the sentences together to make a whole story).

[CONCEPT] a rhetorical or literary device in which an opposition or contrast of ideas is expressed

[EXAMPLE IN TEXT] These are exciting times yet frustrating times. (5)

[FUNCTION] The author uses *antithesis* to give a focus to how college students are *stressful* in establishing their sexual identity.

[MORE EXAMPLES]

- Probably nothing can make students feel lower or higher emotionally than the way they are relating to whomever they are having a romantic relationship with. (5)
- ... he bounced into my office once with a smile on his face and excitement in his voice. ... That same young man came into my office less than a week later, dragging his feet with a dismayed, dejected look on his face. ... sighed deeply... (5)
- “I’ve just had the best day of my life!” ... “I’ve just had the worst day of my life!”

2. Developing paragraphs by examples

A statement which is very general is seldom impressive or convincing. It is usually necessary to give examples to prove, illustrate, or clarify a general statement. We may be too used to saying “for instance” or “for example” to realize that we are using a certain method for developing a topic.

- Developing by time
- Developing by process
- Developing by space
- Developing by detail
- Developing by generalization
- Developing by comparison and contrast
- Developing by cause and effect
- Developing by classification
- Developing by definition

3. while

Use Exercise 1 on Page 16 to illustrate the different use of “while” and try to ask Ss to use it in their writing.

II. Exercises

1. Give all the homework which must be done in the previous classes:
2. Check all the homework with certain explanations as well as give some instructions to the compositions they write
3. IMPORTANT POINTS – TEM4 考点：虚拟语气；非谓语；定语从句；名词（数）；语态；倒装

III. Consolidation

- Ask the whole class to do the review of lesson one together, particularly focus on some important and key phrases and words.

Prepare for the dictation which will be done at the beginning of next class/lesson: adolescence, affection, contribute, distressed, interact, inhibition, maturity, relate, sexual, shrink, school personnel, identity crisis, romantic relationships, chance events, racial prejudice, daily agenda, emotional support, handle the case, drag one's feet, model for

Assignment: preview Lesson Two