

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		
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	<ol style="list-style-type: none"> 1. Explain the pre-class work 2. Ask students to acquire key words 3. Ask students to acquire relevant background information 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Word formation 2. Key words 3. Background information 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Preview Text A and analyze the structure. 2. Underline the difficult points. 		

教学内容与组织安排

I. Pre-class work

1. Word formation

A. prefix: en- (into v.): to become

B. suffix: -ology (into n.): subject

-ological (into adj.)

-st (into n.): person who's studying the subject

-al (into adj.)

C. preview the rules of word formation: n. → v.; v. → n.

2. Key words

observe: to observe sb. or sth.: to watch sb. or sth. very carefully

to observe sth. or to observe that ...: to say that you have noticed

observation: n.

observant: adj.

handle: to touch, lift or turn with the hands

to operate with the hands

to manage, control or cope with

handle: n.

apply: to make a formal and usually written request for a job, position, permission etc

to use a method, law, principle, etc in a particular situation

to affect or concern sb. or sth.

to bring sth. into nearness or contact with sth.

application: n.

applicant: n. the one who applies

occur: (fml) to happen; to happen or exist in a particular place or situation

it occurs to sb. that ...: it suddenly comes into sb.'s mind that ...

It occurs to sb. to do sth.

occurrence n. sth. that happens or exists

involve: to include as a necessary part or result; affect

to involve sb. or sth.

to involve doing sth.

to involve sb. in sth.

to be involved in sth.

involved adj. complicated

involvement n.

II. Background information

1. **BOB HARTMAN** : born in Pittsburgh, the United States, and moved to England in the summer of 2000, 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 program combines traditional folk tales from around the world, retold in his fresh, inimitable ([i'ni:mɪtəbl] adj. 独特的; 无比的; 无法仿效的) 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!

Interview:

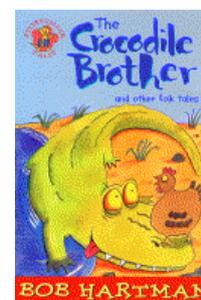
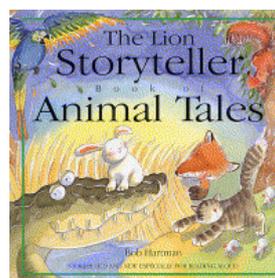
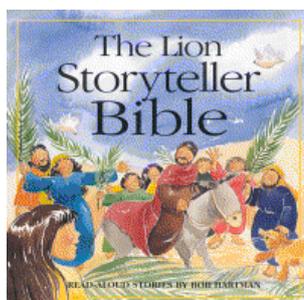
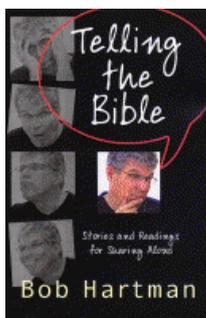
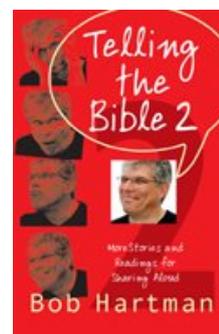
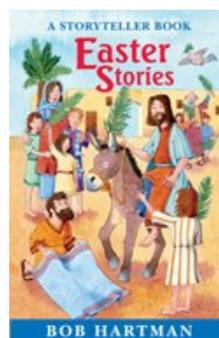
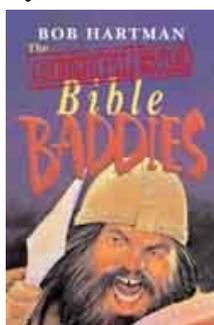
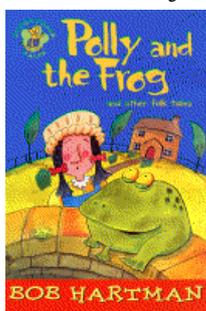
How did you start writing?

'My brother, Tim loved puppets ([ˈpʌpɪt] n. 傀儡; 木偶; 受他人操纵的人). When he was 9, he asked me to write him a script. I jumped at the chance and soon we were putting on shows regularly. I was usually the narrator and Tim did the puppets. I soon learned first hand what it was that made an audience laugh.'

How do you make up your stories?

'I remember things that happened to me when I was a child. Or I retell stories other people have told - local legends, or tales from long ago. I love to retell stories from the Bible; I find that crawling into a text, asking questions and then coming out the other side, is the best way to discover what it's all about - to be surprised, challenged, moved and won over.'

A selection of books by Bob Hartman



2. Erik H. Erickson : (1902—1994), 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.

Basic Theory:

Babies are born with some basic capabilities and distinct temperaments. But they go through dramatic changes on the way to adulthood and old age. According to psychologist *Erik H. Erikson*, each individual passes through eight developmental stages. Each developmental stage is characterized by a different psychological "crisis", which must be resolved by the individual before the individual can move on to the next stage. If the person copes with a particular crisis in a maladaptive ([ˌmælə'dæptɪv] a. 不适应的) manner, the outcome will be more struggles with that issue later in life. To *Erikson*, the sequence of the

stages are set by nature. It is within the set limits that nurture works its ways.

Stage	age	name	Behavioral feature	Psychological feature
1		Infant (Trust vs Mistrust)	Needs maximum comfort with minimal uncertainty to trust himself/herself, others, and the environment.	
2	1-2	Toddler (['tɒdlə] n. 初学走路的孩子) (Autonomy vs Shame and Doubt)	Works to master physical environment while maintaining self-esteem.	Believe everything (legend ,tale)
3	3-6	Preschooler (Initiative vs Guilt)	Begins to initiate, not imitate, activities; develops conscience and sexual identity.	
4	7-12	School-age Child (Industry vs Inferiority)	Tries to develop a sense of self-worth by refining skills.	Loving to exceed others (好胜的)
5	13-19	Adolescent (Identity vs Role Confusion)	Tries integrating many roles [child, sibling (['sɪblɪŋ] n. 兄弟姊妹; 民族成员), student, athlete, worker] into a self-image under role model and peer pressure.	Ignorant; look forward to the future
6	20-40s	Young Adult [Intimacy(团队) vs. Isolation (独立)]	Learns to make personal commitment to another as spouse ([spaus] n. 配偶), parent or partner.	Struggle; don't acknowledge defeat
7	40s-60s	Middle-Age Adult (Generativity 繁殖 vs Stagnation 停滞)	Seeks satisfaction through productivity in career, family, and civic interests.	
8		Older Adult (Integrity 诚实,正直 vs Despair)	Reviews life accomplishments, deals with loss and prepares for death.	Review the past, hold oneself aloof from the world

3. Sigmund Freud: Id, ego, superego

西格蒙德·弗洛伊德 (Sigmund Freud, 1856. 5. 6 – 1939. 9. 23), [犹太人](#), 奥地利精神病医生及[精神分析学家](#)。[精神分析学派](#)的创始人。他认为被压抑的[欲望](#)绝大部分是属于性的, 性的扰乱是精神病的根本原因。著有《[性学三论](#)》、《[梦的释义](#)》、《[图腾与禁忌](#)》、《[日常生活的心理病理学](#)》、《[精神分析引论](#)》、《[精神分析引论新编](#)》等。

1856年3月6日(根据释梦(中央编译出版社)付料, 弗洛伊德应出生于1856年3月6日,

而非5月6日。出生证上并非笔误，而是他的父母想掩盖他们在结婚前就怀有弗洛伊德这个事实）生于摩拉维亚的弗莱堡（现为德国的一部分），1939年9月23日卒于英国。1873年进入维也纳大学，1881年获医学博士学位。他在求学时看到J. 布罗伊尔医生用催眠法治疗癔病。又于1885~1886年间就学于J. -M. 夏尔科，深信神经症可以通过心理治疗而奏效。他曾用催眠治病，后创始用精神分析疗法。1897年，他对自己进行了艰苦的自我分析，提出了恋母情结，即仇父恋母的情绪倾向。弗洛伊德的"性"是广义的，他以为身体上的敏感部分都属于性觉区。弗洛伊德结过婚，有6个子女。其中小女儿安娜·弗洛伊德（Anna Freud）后来也成为著名的心理学家。而他的孙子卢西恩·弗洛伊德是著名的写实主义画家。

人格结构理论即社会化理论 弗洛伊德认为**人格**结构由本我、自我、超我三部分组成。

由于对弗洛伊德的许多学说仍有很大争议，因此很难估计出他在历史上的地位。他有创立新学说的杰出才赋，是一位先驱者和带路人。但是弗洛伊德的学说与达尔文和巴斯德的不同，从未赢得过科学界的普遍承认，所以很难说出他的学说中有百分之几最终会被认为是正确的。

尽管对弗洛伊德的学说一直存在着争论，他仍不愧为是人类思想史上的一位极其伟大的人物。他的心理学观点使我们对人类思想的观念发生了彻底的革命，他提出的概念和术语已被普遍使用——例如，**本我**(Id)，**自我**(Ego)，**超我**(Super-Ego)，恋母情绪(Oedipus complex)和死亡冲动(Death Drive 或 Death Instinct)。

本我即原我，是指原始的自己，包含生存所需的基本欲望、冲动和生命力。本我是一切**心理能量**之源，本我按**快乐原则**行事，它不理睬社会道德、外在的行为规范，它唯一的要求是获得快乐，避免痛苦，本我的目标乃是求得个体的舒适，生存及繁殖，它是无意识的，不被个体所觉察。

自我，其德文原意即是指“自己”，是自己可意识到的执行思考、感觉、判断或记忆的部分，自我的机能是寻求“本我”冲动得以满足，而同时保护整个机体不受伤害，它遵循的是“现实原则”，为本我服务。

超我，是人格结构中代表理想的部分，它是个体在成长过程中通过内化道德规范，内化社会及文化环境的价值观念而形成，其机能主要在监督、批判及管束自己的行为，超我的特点是追求完美，所以它与本我一样是非现实的，超我大部分也是无意识的，超我要求自我按社会可接受的方式去满足本我，它所遵循的是“道德原则”。

一个人在社会化过程中要想保持心理健康，三个部分必须始终是和谐的。

4. IVY League: 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。

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson One Text A		
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>Students will be able to:</p> <ol style="list-style-type: none"> 2. Acquire many useful expressions from Text A 3. Read and retell Text A with appropriate pronunciation, intonation and fluency 4. Get to know that some key changes will probably happen to us during our college years. 5. Elicit the students' critical thinking on the topic concerned 6. Summarize the main points of the author's argument 7. Master the use of relevant words and expressions 8. Highlight the language points 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Useful expressions 2. Understanding of author's argument 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Exercises on page 14-24 		

教学内容与组织安排

Teaching procedures:

Warm-up questions:

9. As a sophomore, what is your general impression of college?

(what are your expectations and goals to be achieved in college years? Do you think college years are important? What impressed you most in your first year in college?)

10. many opportunities for one to explore the unknown
11. experiencing a lot
12. making lifelong friends
13. enjoying various kinds of activities
14. developing one's personal interests
15. meeting outstanding scholars
16. keeping a good balance and laying a solid foundation
17. ...
18. the golden time in one's life

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

(what's the difference between middle school life and college life? Life? Learning? Making friends?)

20. being far away from home
21. living with others
22. becoming independent
23. taking care of oneself
24. handling one's own finance
25. making one's own decisions
26. ...
27. changes are occurring

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

28. to get and keep a good job
29. to earn more money
30. to get a good start in life
31. to fully develop oneself
32. to contribute more to the society
33. ...
34. a sound investment that is worth every penny

4. Have you had any psychological problems ever since you entered college?

35. loneliness
36. confusion
37. frustration
38. jealousy
39. a sense of inferiority
40. feeling pressure

41. ...

42. psychological problems abound on campus

5. College years are the best years of one's life.

43. 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.

Students experiencing stress or anxiety are unprepared to handle the rigors(['rigə] n. 严厉; 精确; 苛刻; 僵硬) of college.

44. Fact 2: 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.

A good student does not need assistance during his/her college experience.

45. Fact 3: 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.

I am the only one that doesn't have it all

Fact 4: As you walk on campus and observe other students, it appears that everyone else is so sure of himself. Everyone else has friends. Everyone else has direction. Everyone else is confident. Everyone else is without troubles or hassles(['hæsl] n. 困难, 麻烦; 激战). This misperception is common among college students. It has its roots in one of our more powerful social norms. We all wear a "public mask" to protect a certain social image. This "public mask" communicates a sense of self-assuredness to those with whom we come in contact. It often belies([bi'lai] vt. 掩饰; 与...不符) the inner turmoil(['tə:mɔil] n. 混乱, 骚动) that we all experience from time to time.

The general idea of this passage: 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.

Theme of the passage: College is designed to be a time of changes for students. Threatening the changes may be, they contribute to young adults' growth and maturity. College students are experiencing a lot. Not only are they being introduced to new people and new knowledge, but they are also acquiring new ways of assembling and processing information. They are also proudly growing in their understanding of themselves, others and the world.

Outline of this passage :

46. Paragraph 1 Though college students seldom think about them, key changes will probably happen to them during their college years.

47. Paragraph 2-9 Some important changes occur to college students during their college years. The key changes involve the following: identity crisis, the independence/dependence struggle, establishment of sexual identity, affection giving and receiving, internalization of religious faith, values and morals, development of new ways to organize and use knowledge, a new understanding of the world and

himself/herself.

(1) Paragraph 2 During this time, students are going through an identity crisis and are endeavoring to find out who they are and what their strengths and weakness.

(2) Paragraph 3-4 Students should face the independence/dependence struggle. There are four distinct aspects to psychological separation from one's parents.

(3) 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.

(4) 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.

(5) Paragraph 7 Another change for college students is internalizing their religious faith, their values, and their morals.

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

(7) 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.

48. Paragraph 10 College is designed to be a time of personal growth and expansion.

Detailed Discussion of the Text

Para 1:

Language points:

49. Has it ever occurred to you

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.

50. 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。

51. 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。

Two others words often used in this pattern are "strike" and "dawn". E.g.

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

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

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

Occur: v. a. to happen

(P12) b. to come into one's mind suddenly

55. Over the years many floods have **occurred** in that area.

56. **It occurred to him that** there was a better way to do it.

57. I guess **it never occurred to him** to put aside some money for a rainy day.

dawn on/upon: v. to begin to appear; grow clear to the mind; gradually become clear to one's mind (逐渐明白)

The truth began to **dawn on** him.

It suddenly dawned on me that there was another thing that contributed to their economic success.

Cf: *It occurs to sb. that...*

Dawn: [U,C]: from dawn till / to dark 从早到晚

60. other school personnel

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

Personnel manager 人事部经理

Personnel department 人事部门

61. developmental changes

This is a psychological term which refers to the physiological (生理学的) and behavioral changes throughout the lifespan.

62. from adolescence to young adulthood

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.

Cf: Adolescence, adolescent

Para 2:

Questions for understanding:

1. How do college students go through an identity crisis at college? What factors may influence identity?

Language points:

63. During this time, students are going through an identity crisis (认同危机)

Going through: experiencing; undergoing; suffering

64. He really believed that by saying those magic words he could go though walls without any trouble.

65. I don't think this plan will go though the Security Council. (be accepted by)

66. We have gone though all these arguments. (go over carefully from beginning to end)

67. It's too late to back out. We just have go though with it. (do it because you have promised or planned to do it, even though you are no longer sure you want to do it.)

go through

- | | |
|----------------------------------|---|
| 1) to be passed or approved | The Bill did not go through. |
| 2) to be concluded | The deal did not go through |
| 3) to discuss in detail | Let's go through the arguments again. |
| 4) to search | The police went through the pockets of the suspected thief. |
| 5) to complete | Let's go through the exercises. |
| 6) to undergo; suffer | He seemed to have forgotten all that he had gone through. |
| 7) to consume; use up | It did not take Albert very long to go through his inheritance. |
| 8) to continue firmly to the end | |

Knowing full well the difficulties the work involved, they were still determined to go through with it.

Identity crisis: It refers to the difficulties, confusions and anxieties that you go though during adolescence when you are not sure who you really are and what your purpose in life is.

人类学家, 自我心理学之父艾里克森(1902----1994)(又译作埃里克·H. 埃里克森)在他的社会化八阶段理论中提出, 人在成长或者说社会化的各个阶段都会遇到各种心理问题, 都要对周围环境所提出的特定社会要求作出反应。如果个人能成功地解决这些问题, 就会在心理和行为上表现出积极地反应, 相反, 如果个人

不能很好的解决这些问题，就会出现危机，这种危机就称为认同危机。

68. **Also: national identity** (国家认同; 民族认同);

69. **political identity** (政治认同); 人们在社会政治生活中产生的一种感情和意识上的归属感。它与人们的心理活动有密切的关系。人们在一定社会中生活，总要在一定的社会联系中确定自己的身份，如把自己看作是某一政党的党员、某一阶级的成员、某一政治过程的参与者或某一政治信念的追求者等等，并自觉地以组织及过程的要求来规范自己的政治行为。这种现象就是政治认同。

70. **cultural identity** (文化身份; 文化认同); 文化认同(cultural identity)是一种群体文化认同的感觉，是一种个体被群体的文化影响的感觉。虽然与政治认同有相似之处,但是不是同义重复。文化认同，尤其是对外来文化价值的认同，足以瓦解一国的政治制度，一民族的凝聚力；反之，本国人民对自身文化的强烈认同，既是该国自立于世界民族之林的伟大精神力量，又是使民族在激烈的国际竞争中立于不败之地

71. **social identity** (社会认同; 社会身份): 社会认同 (social identity) 定义为: 个体认识到他属于特定的社会群体，同时也认识到作为群体成员带给他的情感和价值意义。Tajfel 提出的社会认同理论，区分了个体认同与社会认同。社会认同是社会成员共同拥有的信仰、价值和行动取向的集中体现，本质上是一种集体观念。与利益联系相比，注重归属感的社会认同更加具有稳定性。

2. **endeavor:** v. (fml.) to try very hard

n. (fml.) effort; attempt

- i. He endeavored to calm himself down but in vain.
- ii. His endeavors to persuade her to go with him failed.

3. **to perceive**

b) to think of as

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

I perceived his comment as a challenge.

c) to notice; to discover; to observe

Musicians can perceive very small difference in sounds.

d) to understand; to grasp

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

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

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.

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

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

This medicine is said to be a chance discovery (偶然发现).

5. **endowment.** n. a. a quality or ability that someone has naturally

b. money, property, etc. given to provide an income

73. They are men of great endowments.

74. The Oxford and Cambridge colleges have numerous endowments.

Endow: v. a. to possess naturally, be born with

b. to give a college, hospital, etc. a large sum of money that will provide it with an income

75. She **is endowed with** both beauty and brains.

76. That hospital is privately endowed.

6. **inherit:** v. to receive (genetic characters) from one's parents

inherit money/estate/title

e.g. She inherited her mother's good looks and her father's bad temper.

Inheritance: *n.* the money, property, etc. that you receive from sb. when they die; the fact of receiving sth. when sb. dies

e.g. She spent all her inheritance in a year.

n. sth. from the past or from your family that affects the way you behave, look, etc.

e.g. our artistic/cultural inheritance

Heritage: *n.* the history, traditions and qualities that a country or society has had for many years and that are considered an important part of its character

e.g. national/cultural heritage

Intangible cultural heritage 非物质文化遗产

Legacy: *n.* 1). money or property left to sb. in a will. 遗赠产, 遗赠的财物

2). (fig.) thing passed to sb by predecessors or from early events. 先人或过去遗留下来的东西

e.g. The colorful legacy of the Renaissance 文艺复兴时期的文化遗产

7. in turn: in succession

77. The candidates were summoned in turn to see the examiner.

78. Theory is based on practice and in turn serves practice. 理论的基础是实践又反过来服务于实践。

Para 3:

Questions for understanding:

1. What does independence mean?

2. Does it mean to go to class late or not at all? Or to copy exercises or term papers? Or to learn to smoke? Or to enjoy life and muddle through the four years?

Language points:

79. to be independent from

Notice the different prepositions used after "dependent" and "independent": to be independent **from** (or: **of**) but to be dependent **on**.

independent from/of: not dependent on or controlled by other persons or things

- Financially they are still dependent on their parents.
- These banks are now completely independent of (from) each other.
- If you have a car, you are independent from/of trains and buses.
- That's an objective law independent from/of man's will.

Cf: Promotion is dependent on/upon one's record of success.

80. It may be heightened by their choice to pursue a college education.

"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.

Para 4:

Questions for understanding:

According to Jeffery A. Hoffman's observation, there are four distinct aspects to psychological separation from one's parents. What are they? How do you understand them?

Language points:

1. distinct

- a. clearly different or belonging to a different type
- b. easily seen, understood; plain

81. Silk is distinct from rayon.
82. They are similar in form but distinct in kind.
83. There is a distinct improvement in his pronunciation.
84. He is at a distinct advantage in the competition

Distinctive : a.. serving to mark a difference or make distinct

Eg: Soldiers wear a distinctive uniform.

85. First, there is functional independence, which involves the capability of ... such as handling finances, choosing their own wardrobes, and determining their daily agenda.

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

Handling finances: learning how to spend money wisely

Choosing their own wardrobes: choosing their own clothes

Determining their daily agenda: determining (making a list of) what they are going to do every day

- 1). **Involve.** v. a. to include as a necessary part or result 需要, 包含, 使卷入
(P13) b. to affect

86. All reforms involve certain tasks.
87. The building of the dam involved relocating almost one million people.
88. You have to involve every country in the fight against global warming.
89. He *was deeply involved in* the scandal.

2). **Capability:** n. the natural ability, skill, or power that makes you able to do sth.

90. He has the capabilities of solving/to solve practical problems.
91. It's quite above his capabilities.

Cf: Ability: the power to do sth. well acquired naturally or by learning

Capacity: ability to hold, contain, or learn

Faculty: a special ability

92. He has the ability to do the work, but he's too lazy and won't do it.
93. The book is within the reading capacity of young readers.
94. The auditorium has a seating capacity of 300 people.
95. He has a faculty for painting.

- 3). **Handle:** v. a. to touch, lift or turn with the hands
b. to operate with the hands
c. to manage, control or cope with
d. to buy and sell

96. This box contains delicate china. Please handle with care.
97. This computer is easy to handle.
98. We have to handle the relationship between our two countries carefully.
99. This shop does not handle imported goods.

100. **freedom from an excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father**

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.

freedom (free) from sth: no longer having sth you do not want, e.g.

- a) The most important freedom our people should have is the freedom from hunger.
- b) An ideal society is one free from exploitation and oppression.
- c) Within a month, the whole building is free from flies and mosquitoes.

Note: Freedom from sth is different from **freedom of sth.** Compare:

"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

(第一是在全世界任何地方发表言论和表达意见的自由；第二是全世界任何地方，人人有以自己的方式来崇拜上帝的自由；第三是不虞匮乏的自由，经济上的融洽关系；第四是免除恐惧的自由，指世界性的裁军。)

Franklin D.Roosevelt: 32nd president, 1933-1945

freedom from taxation

freedom of press/speech

Free: V. free sth. from sth. 释放 free an animal from a trap

Free sb./sth. of sth. 使摆脱 sth. free your body of tension

Free the victims from the collapsed building

excessive: much more than reasonable or necessary

excessive: a. much more than is reasonable or necessary

excessive rainfall

excessive charges

Excess. n.

an excess of enthusiasm

That is a city with a population in excess of two million.

in/with relation to: as regards; concerning

101. I have a lot to say in relation to that affair.

102. The project was outlined with relation to available funds.

103. Fourth is freedom from "excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger in relation to the mother and father."

[paraphrase]: 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.

inhibition: n. (psych.) a feeling of worry or embarrassment that stops you doing or saying what you really want to

e.g.: Wine weakens a person's inhibitions.

inhibit v. to hinder; to restrain

inhibit sb. from doing sth.

Inhibit wrong desires 抑制邪念

5. stand back

1) to stand to the rear

The child stood back at the sight of the ferocious dog.

2) to distance oneself mentally in order to understand or judge better

Sometimes an administrator must stand back from day-to-day business to grasp the wider pattern of events.

3) to withdraw or retreat from making discussions, influencing events, etc.

She ran the family and her husband stood back.

These were vital discussions from which he couldn't afford to stand back.

Cf: stand back: to move back; to be situated away from sth. 退后

stand by: to support 支持; 袖手旁观

I'll stand by you whatever happens.

How can you stand by and let him treat his dog like that?

stand for: to represent; to support a set of ideas, values.

stand out : to be noticeable (outstanding) 突出, 显出

stand over sb: to watch closely 严密监督

stand sb up: to break a date 未如约与 sb. 见面

First she agreed to come out with me, then she stood me up.

Para 5:

Questions for understanding:

What may be one of the most stressful matters college students experience according to the author?
How do you understand it?

Language points:

104. **projecting the future roles as men or women:** planning, designing, outlining, devising the future roles as men or women

project: v. a. to plan

b. to cause a shadow, an outline, etc. on a surface

c. to present sb./sth./yourself to other people in a particular way, esp. one that gives a good impression

a) project a dam/a new canal

b) project a picture on a screen

c) project the future roles as men or women

105. **to feel low:** to feel unhappy, without much hope for the future

fell high

106. **dragging his feet with a dismayed, dejected look on his face:** walking slowly and listlessly, looking very unhappy and disappointed

Note: “to drag one's feet” is often used figuratively to mean, “to delay deliberately”, e.g.

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

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

Para 6:

Questions for understanding:

What are the differences between the ways “I” related to “my” father in the past and at present?

What type of change does the example reflect?

Language points:

1. affection: *n.* a gentle feeling of love and caring

109. Every mother has/feels affection toward her children.

110. He is held in great affection.

affectionate *a.* 充满深情的

e.g.: He looks at her with affectionate looks.

Affectionate mother/ letter/ language/ care 充满深情的母亲/信/话语/亲切关怀

Affectional: *adj.* 情感上的; 爱情的; (属于) 感情方面的

Affective: *adj.* 表达感情的; 情感的; 由感情引起的。 **Affective disorders** 情感性精神病

2. counsel: *v. (fml.)* to advise

n. advice; opinion; suggestion

111. Counsel care in the forthcoming negotiation

112. He counseled their giving up/to give up the plan.

Counselor: *n.* adviser; lawyer

3. He...was seeing his world shrink and his options narrow:

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

“Narrow” here is used as a verb. More examples:

We must try to narrow the difference in income between the rich and the poor without delay. This mighty river narrowed to a gorge of about 50 meters when it came to this palce between the mountains.

Shrink: *v.* *a.* to make or become smaller, esp. through wetting

b. to move back; show unwillingness to do sth.

113. Will this shirt shrink in the wash?

114. Car sales have been shrinking recently.

115. A shy man shrinks from meeting strangers.

4. apply. *v.*

(P12) *a.* to make a formal and usually written request for a job, position, etc.

b. to use a method, law, principle, etc. in a particular situation

c. to affect or concern sb. or sth.

d. to bring sth. into nearness or contact with sth.

116. She is applying for a scholarship.

117. We should apply what we have learned to practice.

118. Not all natural laws can apply to human society.

119. Apply some of this ointment to the swollen part, and the pain will soon be gone.

Para 7:

Questions for understanding:

What makes it possible for these values to last a lifetime?

Language points:

120. Another chance for college students is internalizing their religious faith their values, and their morals.

to internalize: a psychological term meaning “to make faith, values, morals, attitudes, behavior, language etc part of your nature by learning or assimilating them unconsciously”

121. **modeling for them:** serving as a model for them; setting an example for them

This expression is not very common.

122. **however, these matters are questioned and in some cases rebelled against:** however, people often have doubts about these matters and sometimes oppose them

to rebel against: to oppose or fight against, e.g.

- a) Sooner or later, a child will rebel against the tyrannical rule of his father.
- b) Young people tend to rebel against traditional practices.

123. **to be prejudiced against**

Do not drop this “against”. Observe the following similar expressions:

- a) to be rebelled against;
- b) to be discriminated against;
- c) to be looked after;
- d) to be taken care of;
- e) to be attended to;
- f) to be put an end to ;
- g) to be done away with;
- h) to be focused on;
- i) to be agreed on;
- j) to be put up with etc

124. **people from a variety of ethnic backgrounds:** 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.

ethical: a. connected with principles of what is right and what is wrong

an ethical principle

an ethical basis for education

ethnic: a. a. of race or the races of mankind

b. (*colloq.*) of a particular cultural group

ethnic clothes/food/music/restaurants

125. **equal to**

be equal to: v. to be just as good as; have strength, courage, ability etc. for sth.

- a) Many of our products are equal to the best in the world.
- b) It is ridiculous to think one race is not equal to another because it has a different skin color.
- c) He is equal to doing this task.

126. **These religious, moral, and ethical values that are set during the college years often last a lifetime.**

[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.

Para 8:

Questions for understanding:

What is the significance of the college academic life according to paragraph 8?

Language points:

127. **In addition to affirming personal values...:** Besides strengthening their personal values...

affirm: v. to declare (usually again) positively; strengthen beliefs, ideas, or feelings

- a) affirm one's judgment/innocence
- b) affirm sth. to sb.
- c) affirm that it is true

affirmative: a. affirmative reply/nod/reaction

Affirmable: a. 可断言的

Affirmance: n.

Affirmant: n. = affirmer

Affirmation: n. 断言, 证实

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

Para 9:

Questions for understanding:

How do college students become world citizens?

Language points:

1. ...seeing the people from other countries **in a different light.**

to see sth/sb in a certain/different light : to see sth/sb in a certain/different way, e.g.

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

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

Cf. in the light of: after considering (sth.)

He decided to make further improvements on the computer's design in the light of the requirements of customers.

Cf. shed/throw a new light on: to make sth. clearer; provide new information

These facts shed a new light on the matter.

interpret

- v. a. to make clear the meaning of (either in words or by artistic performance)
- b. to consider to be the meaning of
- c. to give an immediate oral translation of

130. interpret a difficult passage in a book

131. We interpreted his silence as a refusal.

132. Will you interpret for the foreign visitors?

Para 10:

133. **for certain: ad.** Certainly; definitely; no doubt, e.g.

- a) He is probably an accountant. I don't know for certain.
- b) I can't say for certain how much this car will cost. It must be in the neighborhood of two hundred thousand.

2. ...it is an experience that contributes to young adults' growth and maturity.

to contribute to : to help to cause sth to happen, e.g.

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

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

contribute: v. a. to join with others in giving help, money, etc.

- b. to help to cause or produce

i. contribute food and clothing for the refugees

ii. contribute to the *Red Cross*

iii. Exercises contribute to one's health.

iv. Drinking contributed to his ruin.

distribute v. to give things to a large number of people; spread sth. over an area

136. distribute pictures among children

137. distribute magazines to subscribers

138. distribute manure over a field

attribute n. a quality or feature of sb./sth.

v. to say or believe that sth. is the result of a particular thing

139. Politeness is an attribute of a gentleman.

140. He attributes his success to hard work.

3. ...they are also acquiring new ways of assembling and processing information.

[paraphrase]: 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.

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Lesson One Consolidation and Extension		
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	1. Ask students to understand writing devices. 2. Ask students to review TEM4 points. 3. Consolidation	
	教 学 重 点 和 难 点	1.Parallelism and complement 2.TEM4 points	
思考题 或 作 业	1. Preview Lesson Two and finish pre-class work.		
教学内容与组织安排			

Further discussion about the article

141. What does the author mean by developmental changes?
142. Have you had any identity crisis yourself?
143. What does the author mean by independence/ dependence struggle?
144. How can college students establish their sexual identity?
145. What does the author mean by “internalizing” religious faith, values, and morals?
146. What does the author mean when he talks about “gathering, processing, assembling, applying, and evaluating” information? Why is this point so important?

Writing Devices

I .Antithesis:

These are exciting times yet frustrating times. (Para. 5)

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

147. 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)
- 148.... 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)
149. “I’ve just had the best day of my life!” ... “I’ve just had the worst day of my life!”

II. 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 paragraphs by examples

150. Paragraph 6, Paragraph 7

151. Paragraph 8, Paragraph 9

other ways of developing paragraphs?

152. Developing by time
153. Developing by process
154. Developing by space
155. Developing by detail
156. Developing by generalization
157. Developing by comparison and contrast
158. Developing by cause and effect
159. Developing by classification
160. Developing by definition