



泰山科技学院

Taishan College of Science and Technology

## 《大学英语 III》教 案

课程学时： 32 学时

课程性质： 必修

授课对象： 本

授课教师： 唐霞

开课单位： 通识教学部

## 《大学英语 III》教 案

授课时间	第 1 周	课次	1
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 1 Working Holiday Abroad</p> <ul style="list-style-type: none"> <li>- Opener</li> <li>- Cultural Notes—<i>How My Working Holiday Changed Me</i></li> <li>- Integrated Skills Practicing—I Viewing &amp; Listening</li> <li>- Preview: new words and expressions of the text</li> </ul>			
<p>教学目的与要求：</p> <p>Teaching Objectives and Requirements:</p> <p>Students will be able:</p> <ul style="list-style-type: none"> <li>- To have a thorough understanding of the <u>cultural background</u> —— working holiday visa, Vancouver, the fairy tale ‘Jack and Beanstalk’, word of the day, Australian words, Canadian lingo ‘eh’, etc.;</li> <li>- To be familiar with the form, meaning and pronunciation of <u>words and expressions</u>;</li> <li>- To understand what a working holiday is in general. (knowledge)</li> <li>- To get out of the comfort zone, reflect the value of life, establish a good social network and gain a sense of self. (value)</li> </ul>			
<p>教学重点及难点：</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- The background information related to the text;</li> <li>- The general understanding of <u>working holiday</u>;</li> </ul> <p>Difficult points:</p> <ul style="list-style-type: none"> <li>- How to correct students’ pronunciation of the words without embarrassing them;</li> <li>- How to encourage them to actively participate in class activities.</li> </ul>			
<p>作业、讨论题、思考题：</p> <p>Assignment:</p> <ul style="list-style-type: none"> <li>- consolidate the words and expressions complete the Exercise on 【词达人】.</li> </ul> <p>Questions for Discussion:</p>			

- the possible benefits and drawbacks of taking a working holiday

课后小结:

正式上课前，给学生简要介绍了本学期《大学英语》的课程大纲、课时分配、成绩构成、课堂展示要求等。

本册课本第一单元的主题为“假期在国外打工度假”，通过让同学们“谈谈假期的经历”导入。Working holiday 的形式在国外很普遍，但在国内少见，所以在正式进入课文讲解前渗透相关的背景常识是很必要的。结合自己在美国打工度假的经历，我给同学们详细讲解了“出国打工度假”前的准备（如：申请签证、填写表格等）、可选择的岗位、遇到的问题等。对这种从未接触过的打工形式，同学们非常感兴趣，积极参与到课堂互动中。第二小节课对文章的体裁和作者进行了简要介绍，带领同学们预习新单词，为接下来的文章学习做准备。

由于学生谈论假期经历这部分耗时较长，本次课的进度稍慢于授课计划，没有开始“文章学习”。今后的课堂还需注意时间把控，在计划时间内争取给更多学生表现的机会。

下节课预习重点:

- The usage of words and expressions;
- Text analysis.

参考文献:

- 《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017 年 6 月；
- 《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017 年 6 月。

补充内容:

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

Hayley on Holiday

<https://hayleyonholiday.com/working-holiday-in-canada-changed-me/>

Jack and the Beanstalk

<https://haokan.baidu.com/v?vid=12023053323849619295&pd=bjh&fr=bjhauthor&type=video>

课时分配	教学内容	方法及手段																																		
10M	<p><b>I Greeting &amp; Group/Personal Presentation</b></p> <p>➤ Since it will be the first lesson of this semester, the requirements for taking class, grading and assignments should be explained in details;</p> <table border="1" data-bbox="411 497 1174 855"> <thead> <tr> <th>Course</th> <th>Content</th> <th colspan="2">Time Allotment (课时)</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Intergrated Course 《综合教程》</td> <td>Unit 1 Working Holiday Abroad</td> <td>6</td> <td rowspan="4">24</td> </tr> <tr> <td>Unit 2 Conspicuous Consumption</td> <td>6</td> </tr> <tr> <td>Unit 4 Emerging Adulthood</td> <td>6</td> </tr> <tr> <td>Unit 5 Digital Age</td> <td>6</td> </tr> <tr> <td rowspan="4">CET-4</td> <td>Reading</td> <td>2</td> <td rowspan="4">8</td> </tr> <tr> <td>Listening</td> <td>2</td> </tr> <tr> <td>Writing &amp; Translation</td> <td>2</td> </tr> <tr> <td>Review</td> <td>2</td> </tr> </tbody> </table> <p>➤ Ask Ss to form a group of 2 or 3 and make a presentation about a given task in English within 10 minutes;</p> <p>➤ The presenter will be asked to prepare several questions and select their classmates to answer their questions after the presentation;</p> <p>➤ Ss are required to make comments on the group's performance;</p> <p>➤ T will make a summary and offer corresponding oral feedback.</p> <table border="1" data-bbox="434 1243 1150 1601"> <thead> <tr> <th colspan="2">Presentation</th> </tr> </thead> <tbody> <tr> <td>Form</td> <td>2Ss/Group</td> </tr> <tr> <td>Time</td> <td>2~3mins</td> </tr> <tr> <td>Contents</td> <td> <ul style="list-style-type: none"> <li>选取四级真题中的一个四级高频词汇进行讲解;</li> <li>包括: 词缀, 读音, 词性, 词义, 例句(真题中的句子), 检测题(设计翻译、填空等题型), 图片, 衍生词等</li> </ul> </td> </tr> <tr> <td>Note</td> <td> <ul style="list-style-type: none"> <li>PPT/板书 (must), 不能直接截图;</li> <li>All involved;</li> <li>Interaction(互动); Questions(提问) <a href="#">杨亮讲单词</a></li> </ul> </td> </tr> </tbody> </table>	Course	Content	Time Allotment (课时)		Intergrated Course 《综合教程》	Unit 1 Working Holiday Abroad	6	24	Unit 2 Conspicuous Consumption	6	Unit 4 Emerging Adulthood	6	Unit 5 Digital Age	6	CET-4	Reading	2	8	Listening	2	Writing & Translation	2	Review	2	Presentation		Form	2Ss/Group	Time	2~3mins	Contents	<ul style="list-style-type: none"> <li>选取四级真题中的一个四级高频词汇进行讲解;</li> <li>包括: 词缀, 读音, 词性, 词义, 例句(真题中的句子), 检测题(设计翻译、填空等题型), 图片, 衍生词等</li> </ul>	Note	<ul style="list-style-type: none"> <li>PPT/板书 (must), 不能直接截图;</li> <li>All involved;</li> <li>Interaction(互动); Questions(提问) <a href="#">杨亮讲单词</a></li> </ul>	<p>方法:</p> <p>启发式</p> <p>讨论法</p> <p>讲授式</p> <p>问题式</p> <p>情景式</p>
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15M	<p><b>II Warming-up &amp; Lead-in (Opener)</b></p> <p>➤ Ask Ss to talk about their travelling experience and discuss with then the vale of travelling by referring to the sentences in <b>Garden of Quotations</b>.</p> <p>(1) Would you like to travel abroad during vacation if possible? Why or why not?</p> <p>(2) Where would you like to go travelling, just in China or in foreign countries?</p>	<p>手段:</p> <p>PPT</p> <p>板书</p> <p>慕课资源</p>																																		

(3) What are the benefits and drawbacks of travelling abroad?

(4) What's the biggest problem for you to travel abroad?

- Briefly explain to Ss what a working holiday visa is: A working holiday visa is a residence permit allowing foreign travelers to work in the country issuing the visa to supplement their travel funds. A working holiday visa often has an age restriction (usually from 18 to 30 or 35). There are usually limits on the type of employment that can be taken or the length of time the traveler can be employed. 打工度假签证: 一种允许签证持有人在签证颁发国从事临时性工作, 用于弥补其旅行费用的居留许可。大多数工作假期签证是通过相关国家之间签订互惠协定来提供的, 以促进旅游以及双方公民之间的文化交流。



- Direct Ss' attention to the new words and expressions in **Opener**.

back...up 支持

arrangement n. 安排

up-front ad. 先期地

refill vt. 补充

do wonders for... (在...方面)产生奇妙作用

sign up 报名

- Play the audio in **Opener** twice and ask Ss to complete the summary.

Going on a working holiday has many advantages:

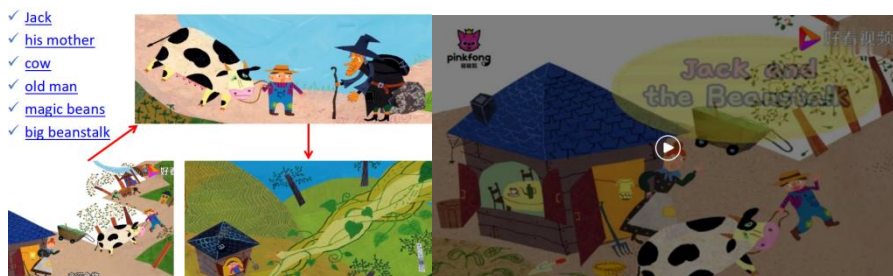
- A working holiday visa grants you access to a country for a \_\_\_\_\_ period of time than a standard \_\_\_\_\_ visa.
- The travel is sustainable in the sense that \_\_\_\_\_.
- You can try different types of \_\_\_\_\_, even the ones that you normally wouldn't do when \_\_\_\_\_. And in this sense, a working holiday could be a \_\_\_\_\_ experience.
- You are more likely to meet and make friends with \_\_\_\_\_, not just other \_\_\_\_\_. They can introduce you to \_\_\_\_\_.
- A working holiday makes a good break. A popular time to sign up for a working holiday is the break between \_\_\_\_\_ and \_\_\_\_\_ or the break after \_\_\_\_\_ and before \_\_\_\_\_.



- Choose some Ss to report their answers to class and then give feedback.

15M	<p><b>III Text Study</b></p> <p><b>1 Viewing &amp; Listening</b></p> <ul style="list-style-type: none"> <li>➤ Introduce Viewing &amp; Listening to the class: In the Text the author fled Australia for a working holiday in Canada. Now you will watch a video about a young man who came to Brisbane, Australia with a working holiday visa. Viewing &amp; Listening.</li> <li>➤ Direct Ss' attention to the new words and expressions: <ul style="list-style-type: none"> <li>receptionist n. 接待员</li> <li>laid-back a. 随意的, 轻松的</li> <li>casual a. 非正式的, 轻松的</li> <li>accommodation n. 住处</li> <li>a rock throw away 很近</li> <li>temporary a. 暂时的, 临时的</li> <li>artificial a. 人造的</li> <li>recommend vt. 推荐</li> </ul> </li> <li>➤ Play the video clip twice and ask Ss to decide whether the statements are true or false. If the statement is false, ask them to correct it.</li> <li>➤ Check the answers with the class. When a problem occurs, replay the corresponding bit of the clip for error analysis.</li> </ul>	
10M	<p><b>2 Background Information</b></p> <ul style="list-style-type: none"> <li>➤ Introduce the background information to the class with the aid of some pictures and video clips: <p>The fairy tale “<i>Jack and the Beanstalk</i>”: Jack is a young, poor boy living with his widowed mother and a dairy cow as their only source of income. When the cow stops giving milk, Jack’s mother tells him to take her to the market to be sold. On the way, Jack meets an old man who offers magic beans in exchange for the cow, and Jack makes the trade. When he arrives home without any money, his mother becomes angry, throws the beans on the ground, and sends Jack to bed without dinner. During the night, the magic beans cause a gigantic beanstalk to grow. The next morning, Jack climbs the beanstalk to a land high in</p> </li> </ul>	

the sky. He finds an enormous castle and sneaks in. Soon after, the castle's owner, a giant, returns home. When the giant falls asleep, Jack steals a bag of gold coins, a goose that lays golden eggs and a harp that plays by itself and makes his escape down the beanstalk. Jack and his mother live happily ever after with the riches that Jack acquired.



**word of the day:** referring to the title given in newspapers to a section introducing an interesting word, term, or phrase to be learned by those wishing to expand their vocabulary. Here in the text, the author introduced some Australian English words, terms or phrases to her Canadian co-workers, who, though speaking the same language, might not have been familiar with their meaning or usage in Australia. 一日一词:指报刊上的一种帮助人们扩大词汇的专栏。在本文中,作者将澳大利亚英语中的一些词汇、用语或短语介绍给她的加拿大同事,他们虽然与作者说同一种语言,但对这些词语在澳大利亚的意思和用法未必熟悉。

**Australian words:** Although Australian English shares most of its vocabulary with other varieties of English, there are notable differences in meaning or usage. Australian words are drawn from many sources, including various dialects of British English, Gaelic languages, some indigenous Australian languages and Polynesian languages. 澳大利亚英语的词汇:虽然澳大利亚英语中大多数的词汇与其他地区的英语相同,但在词义或用法上有显著差异。澳大利亚英语词汇的来源有许多,包括英国英语中的各种方言、盖尔语、澳大利亚的土著语以及波利尼西亚语。

**Canadian lingo “eh”:** An interjection or prompt spoken by Canadians, equivalent to the American “huh?” or “right?”, usually used to prompt a person to respond to what was said or to indicate a lack of understanding. This usage is

exclusive to Canadians, and is sometimes regarded as a part of their national identity. The use of “eh” by Canadians is occasionally mocked in other countries, and often joked about by Canadians themselves. 加拿大人特有的口头禅“嗯”：加拿大人口语中常用的感叹词，有时甚至被视作民族认同的一部分。通常用来提示别人对所说的内容做出反应或者表示不能理解，接近于美国人说的“是吗？”或者“啊？”其他国家的人有时会觉得加拿大人的“嗯”很好笑，加拿大人也经常自嘲。

**Aussie Pie Guy:** Vancouver’s one and only Aussie pie food truck, which makes authentic Australian meat pies and desserts. Aussie Pie Guy can be found in local festivals and events and at places all over Vancouver, like the downtown spot, farmers markets, breweries and offices. 澳洲馅饼美食店：温哥华唯一的澳洲馅饼餐车，制作正宗的澳洲肉馅饼和甜点。在温哥华，到处都可以看到澳洲馅饼的身影，比如当地的节日或者活动，或是市中心、农贸市场、啤酒厂、办公室等地。



20M

### 3 Vocabulary Preview

- Introduce and lead in the topic of the text:
- Present the new words in the margin to help Ss familiarize themselves with them in terms of their *form*, *meaning* and *pronunciation*:
  - (1) Let Ss read the text out loud in pairs, paragraph by paragraph, and underline any words or phrases which they have difficulty pronouncing or understanding the meaning;
  - (2) Collect the words and blackboard them, write down the Phonetic Symbols and read them out to Ss;
  - (3) Guide Ss to correct the pronunciation via 【We Learn】 & 【词达人】;
  - (4) Ss repeat the words together, going down the words list one by one and then



read the words selected by the teacher;

(5) Ask Ss to read to their group members and correct the pronunciation with each other;

(6) Some of them will be asked to read individually in front of the whole class.

15M

#### 4 Text Preview

- Read the text roughly by themselves, pay attention to the main idea of the text and complete the paragraph with key information from the text (**Text Organization on p.18**);

Parts	Paragraphs	Main Ideas
Part One	Paras. 1–3	Desiring for a change in her life, the author fled Australia for a working holiday in Canada.
Part Two	Paras. 4–5	
Part Three	Paras. 6–9	
Part Four	Paras. 10–12	
Part Five	Paras. 13–14	
Part Six	Para. 15	

5M

#### IV Question Raising & Summary & Assignment

- Assignment: consolidate the words and expressions complete the Exercise on **【词达人】**.
- Questions for Discussion: the possible benefits and drawbacks of taking a working holiday

## 《大学英语 III》教 案

授课时间	第 2 周	课次	2
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 1 Working Holiday Abroad</p> <ul style="list-style-type: none"> <li>- Reading &amp; Interacting—<i>How My Working Holiday Changed Me</i></li> <li>-Text analysis: Text organization, Comprehension Check</li> <li>-The usage of words and expressions</li> </ul>			
<p>教学目的与要求：</p> <p>Teaching Objectives and Requirements:</p> <p>Students will be able:</p> <ul style="list-style-type: none"> <li>- To have a thorough understanding of the <b>text contextually and linguistically</b>;</li> <li>- To build up an active vocabulary to talk about working holidays and know how to use the key words and expressions in context properly.</li> </ul>			
<p>教学重点及难点：</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- The detailed comprehension of the passage;</li> <li>- The usage of the key expressions.</li> </ul> <p>Difficult points:</p> <ul style="list-style-type: none"> <li>- How to improve Ss' reading ability gradually during the process text study;</li> <li>- How to make them use the words and phrases in daily communication as well as in their writing.</li> </ul>			
<p>作业、讨论题、思考题：</p> <p>Assignment: complete the Exercise from page 20 to page 24 (Part of the exercises will be finished while studying the vocabulary.)</p>			
<p>课后小结：</p> <p>本单元文章为一篇博客，用词较口语化，词汇难度不大，不做重点讲解；主要引导同学们分析体会博文的文章结构以及写作手法、风格（如副标题的使用等）。</p>			

下节课预习重点:

- II Focusing on Language in Context

参考文献:

《全新版大学进阶英语综合教程 3》(学生用书), 李荫华, 外教社, 2017 年 6 月;

《全新版大学进阶英语综合教程 3》(教师手册), 李荫华, 外教社, 2017 年 6 月。

补充内容:

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<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>



Part Three	Paras. 6–9	
Part Four	Paras. 10–12	
Part Five	Paras. 13–14	
Part Six	Para. 15	

15M

➤ Guide Ss to work in small groups and finish the tasks —— **Digging into detail (p.19) & Understanding difficult sentences (p.20)**, ask volunteers to share their answers and display the correct answers compare:

- (Para. 2) 1 What happened to the author before she left for Canada?  
 \_\_\_\_\_
- (Para. 4) 2 What did the author and her co-workers do after work?  
 \_\_\_\_\_  
 \_\_\_\_\_
- (Para. 7) 3 What did they do while at work?  
 \_\_\_\_\_
- (Para. 8) 4 What does the author mean by saying “it didn’t feel like my job”?  
 \_\_\_\_\_
- (Para. 11) 5 Where did she travel?  
 \_\_\_\_\_
- (Para. 12) 6 How did she feel on her trip across Canada and the United States?  
 \_\_\_\_\_
- (Para. 14) 7 What is her obsession?  
 \_\_\_\_\_
- (Para. 15) 8 In what sense has Vancouver helped the author become a better person?  
 \_\_\_\_\_

20M

**IV Language Focus**

**1 Words and Expressions**

➤ Illustrate the usage of the key words & phrases with the presentation of sample

sentences and corresponding exercises:

**now that:** since 既然，由于

*e.g.* Now that my children have grown up, I travel more than before.

我孩子都大了，于是我外出旅行要比以前多了。

**presently:** *ad.* now 现在；眼下

*e.g.* The new “Thameslink” service started in May, 1987 and presently carries 20,000 passengers daily.

新的“泰晤士联线”特快列车于1987年5月投入使用，目前日均载客2万人次。

Presently he is making a movie based on the life of Elon Musk.

目前他正在拍摄一部有关埃伦·马斯克生平的电影。

**prior to:** (*fml*) before 在……之前

*e.g.* These guidelines can help you learn about what you will need to do prior to your arrival at Michigan State University.

这些指南帮助你了解在抵达密歇根州立大学之前你需要做些什么。

**emotional:** *a.* 感情上的

*e.g.* There are differences in emotional expression between people in different cultures.

不同文化中人们有不同的情感表达。

**crash:** *n.* 撞车；碰撞

*e.g.* A 25-year-old driver and his passenger died in a late-night car crash.

一名25岁的司机及其乘客在午夜车祸中丧生。

**in the form of:** 以……的形式（出现）

*e.g.* Our previous investment in Eastern Europe has been mainly in the form of joint ventures.

我们之前在东欧的投资主要采取合资的形式。

**visa:** *n.* 签证

*e.g.* Once issued, a visa will typically have to be used within a certain period of time.

签证签发后通常只是在一段时间内有效。

**fill out:** complete (a document, form, etc.) by providing required information

填写

*e.g.* Please fill out the documents and send them by post to the following address.

请填写妥文件并寄往下面的地址。

**paperwork:** *n.* 文书工作

*e.g.* This job may require you to do a lot of paperwork.

这项工作需要你处理不少文书工作。

**book:** *vt.* 预订

*e.g.* If you need a room to study together or discuss group projects, you can book it in the library.

如果需要教室进行小组学习或讨论集体项目，可向图书馆预订。

**in total:** 合计，总计

*e.g.* In total over 200 people attended the meeting.

共有200多人参加了会议。

**make friends (with sb.):** 交朋友

*e.g.* Jack tried to make friends with his new neighbor.

杰克试图跟新邻居交朋友。

**meet up:** meet sb., especially by arrangement (按照安排) 见面，会面

*e.g.* We all agree that we will meet up on our 30th college graduation anniversary.

我们一致约定大学毕业30年再相会。

**sightseeing:** *n.* 观光，游览

*e.g.* They are still in high spirits despite a 10-hour day of sightseeing.

他们白天游览了10个小时，但依然兴致勃勃。

**excursion:** *n.* a short journey made for pleasure 远足，短途旅行

*e.g.* Students went on an excursion to the Grand Canyon.

学生去大峡谷短途旅行了

**for once:** 就这一回，难得一次

*e.g.* Tim often complains about the foods the school cafeteria serves. However, for once, Tim is not complaining today.

蒂姆总抱怨学校食堂的饭菜。今天他是难得的没挑剔。

**awkward:** *a.* lacking grace or skill in manner or movement 笨拙的

*e.g.* He tried to unwrap the gift with awkward fingers.

他笨手笨脚地想打开礼物。

**stress out:** *make (sb.) become too anxious or tired* 使焦虑不安, 疲惫不堪

*e.g.* Anne Hathaway admitted that fame stressed her out for a long time.

安妮·海瑟薇坦言, 长期以来, 她深受声名之累。

**employment:** *n.* the state of being employed 受雇

*e.g.* I believe firmly in the right of the individual to seek or leave employment whenever he or she chooses.

我认为个人有权利想工作就工作, 想离职就离职。

**alongside:** *prep.* side by side with; at the side of 和...在一起; 在...旁边

*e.g.* I crossed the street and walked alongside the park.

我穿过马路沿公园而行。

**trade:** *v.* exchange (sth.) that one has for sth. that sb. else has 互相交换

*e.g.* The natives traded land for goods and money with the new arrivals.

原住民用土地跟新来的人交换物品与金钱。

**suck:** *vt.* 吮吸

*e.g.* The girl was sitting on the grass sucking lemonade through a straw.

女孩正坐在草地上用吸管喝柠檬水。

**clue:** *n.* 线索

*e.g.* Police still have no clue as to the identity of the killer.

警方对杀手的身份仍一无所知。

**save up:** 储蓄

*e.g.* Mary is saving up for a new car.

玛丽为了买新车正在存钱。

**capture:** *vt.* record in movie, photo, painting, words, etc. 录制; 拍摄

*e.g.* The accident was captured on videotape.

事故被录了下来。

An analysis of real-time signals captured on disk was performed.



已经对光盘储存的实时信号展开分析。

**zone:** *n.* 地带; 区域

*e.g.* Making your car a smoke-free zone protects you and your passengers.

把你的车变为无烟区同时保护你本人以及乘车人。

Shenzhen is China's first Special Economic Zone.

深圳是中国第一个经济特区。

**embrace:** *vt. (fml)* accept gladly (an idea, a proposal, a set of beliefs, etc.) 欣然接受, 乐意采纳 (思想, 建议等)

*e.g.* The new rules have been embraced by most of the employees.

大多数雇员欣然接受了新规定。

**solo:** *a.* without anyone else 单独的

*e.g.* During a solo attempt to climb the mountain, Jeff was trapped by avalanches and melting snow.

在一次单人登山活动中, 杰夫被雪崩和融雪困住了。

**run through:** 贯穿于

*e.g.* Fear ran through the crowd when a shot was heard.

听到枪声人群一阵恐慌。

The theme of hatred runs through a lot of her work.

仇恨贯穿了她的许多作品。

**by one's side:** 在某人的身边

*e.g.* With you by my side, I will never feel lonely.

有你在我身边, 我永远不会觉得孤独。

**but then:** on the other hand 但另一方面, 然而

*e.g.* I didn't like the food they served at the restaurant, but then the waitress was friendly.

那家饭店的饭菜不敢恭维, 不过那个女服务员非常友好。

**nest:** *v.* 安家, 筑巢

*e.g.* I found a big brown hen happily nesting in my hat.

我发现一只大黄鸡惬意地在我帽子里做窝呢。

**settle down:** start living a stable and orderly life 定居; 过安定的生活

*e.g.* She quickly settled down in the new neighborhood.

在新的住处她很快就安顿下来了。

It's time for you to find a loving woman and settle down.

你该找个好女人安安稳稳过日子了。

**browse:** *v.* 浏览；随意观看

*e.g.* I was browsing through fashion magazines to find a new hairstyle.

我在看时装杂志想挑个新发型。

**craft:** *n.* 手工艺（品）

*e.g.* They learned the craft of furniture making.

他们学习做家具的手艺。

The show featured traditional local crafts.

展览展示了当地的传统工艺。

**blog:** *n.* 网络日志，博客

*e.g.* Alice writes a food blog in which she shares recipes, tips, and restaurant reviews.

爱丽丝在她的吃货博客中分享了各种菜谱、贴士以及对各家饭店的评论。

**be obsessed with:** 着迷于

*e.g.* The boy was obsessed with detective stories.

这孩子对侦探小说着迷。

**version:** *n.* （事物的）变化形式，变体；版本

*e.g.* This is an updated version of my book.

这是拙作的新版。

Mike's version of the accident is different from the policeman's.

麦克对事故的描述与警察的描述颇有出入。

**cable:** *n.* 有线电视；电缆

*e.g.* This channel is only available on cable.

这个频道只在有线电视播放。

The workers are laying a new cable.

工人们正在铺设新电缆。

**kind of:** 有点儿，有几分

15M	<p><i>e.g.</i> She wasn't pretty. But she was kind of cute. 她不漂亮，但挺可爱</p> <p><b>follow one's heart:</b> 做某人想做的事</p> <p><i>e.g.</i> Follow your heart, Jenna, and see where it leads you. 詹娜，遵从内心做你想做的。</p> <p><b>2 Sentence Comprehension</b></p> <p>Discuss with Ss the meanings of the sentences in <b>Understanding difficult sentences</b></p> <ul style="list-style-type: none"> <li>❖ <b>Prior to leaving, I was not in a good place. (Para. 2)</b> Before leaving Australia, I had gone through a very difficult period and was low in spirits. 出发前，我的境况不好。</li> <li>❖ <b>I had suffered a lot of personal blows and felt emotionally stretched. (Para. 2)</b> I had gone through many unfortunate events and felt stressed. 个人生活上经受了許多打击，精神压力很大。</li> <li>❖ <b>...and for once I didn't hate it. (Para. 5)</b> ...and unlike in the past, this time I actually enjoyed socializing. 而这次我一点都不讨厌社交了。</li> <li>❖ <b>I loved that they accepted me for my socially awkward self. (Para. 5)</b> I loved that my colleagues accepted me although I was not good at socializing. 让我感到欣慰的是他们接纳了不善社交的我。</li> <li>❖ <b>For the first nine months I worked two jobs. (Para. 6)</b> For the first nine months I did two jobs. 前9个月里我干了两份活。 Here "work" is used as a transitive verb. <i>e.g.</i> She has to work multiple jobs to support her family. 为养家糊口她打好几份工。</li> <li>❖ <b>My heart and my head are constantly torn between what they want in the future. (Para. 13)</b></li> </ul>	
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5M	<p>I found it difficult to choose between two different paths for my future.        至于我的生活将来怎么过，我的情感和我的理智往往处在冲突之中。</p> <p>❖ <b>Oh, and I kind of want a dog. Now that's nesting. (Para. 14)</b></p> <p>Oh, and I'd like to keep a dog, which shows I really do want to settle down.        我还想养一条狗。这样就更有家的感觉了。</p> <p><b>V Question Raising &amp; Summary &amp; Assignment</b></p> <ul style="list-style-type: none"> <li>➤ Encourage Ss to raise any questions related to today's lesson and ask their pairs to help them if possible;</li> <li>➤ Make a summary of today's lesson and assign today' homework.</li> </ul>	
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## 《大学英语 III》教 案

授课时间	第 3 周	课次	3
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
授课题目（教学章、节或主题）： Unit 1 Working Holiday Abroad - II Focusing on Language in Context			
教学目的与要求： Teaching Objectives and Requirements: Students will be able: - To have a deeper knowledge of the <u>language points</u> by doing exercise; - To command grammatical usage of non-restrictive attributive clause and the structure “ <i>now that</i> ”, “ <i>It is (not) long /a while /...hours/ days...before...</i> ”.			
教学重点及难点： Key points: - Usage: non-restrictive attributive clause - Sentence patterns: <i>now that</i> 、 <i>It is (not) long /a while /...hours/ days...before...</i> - Chinese to English translation skill Difficult points: - How to lead Ss to apply the language use and sentence patterns into their speaking and writing.			
作业、讨论题、思考题： Assignment: - Correct the of Focusing on Language in Context Question for discussion: - The possible benefits and drawbacks of taking a working holiday			
课后小结： 进入大学后，大多同学已遗忘初高中所学语法。本单元语法重点为非限制性定语从句，在四六级及考研英语阅读中出现频率很高，因此，课上系统讲解了此语法知识，并进行了相关练习。			

下节课预习重点：

- Integrated Skills Practice —— II Speaking (Group Discussion)
- Integrated Skills Practicing —— III Writing (Summer job experience)

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017年6月；  
《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017年6月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

课时分配	教 学 内 容	方法 及 手段
15M	<p><b>I Group Presentation</b></p> <ul style="list-style-type: none"> <li>➤ Ask Ss to form a group of 5 or 6 and make a presentation about a given task in English within 15 minutes;</li> <li>➤ The presenter will be asked to prepare several questions and select their classmates to answer their questions after the presentation;</li> <li>➤ Ss are required to make comments on the group's performance;</li> <li>➤ T will make a summary and offer corresponding oral feedback.</li> </ul>	
15M	<p><b>II Vocabulary Review</b></p> <ul style="list-style-type: none"> <li>➤ Have Ss review the words and expressions learned last class: <ul style="list-style-type: none"> <li>-Play the tape record and let Ss read after it, make sure that they could pronounce each word correctly</li> <li>-Ask Ss to read them to their partners and make corrections;</li> <li>-Nominate several Ss to read in front of the class and offer feedback</li> </ul> </li> <li>➤ Crossword Puzzle will be applied to check whether Ss master the words and expressions. <ul style="list-style-type: none"> <li>-Briefly introduce the Vocabulary Game to S;</li> <li>-S who first completes the Crossword and writes the correct answer on the blackboard could get one point;</li> <li>-Review the words together with Ss.</li> </ul> </li> </ul>	<p>方法:</p> <p>讨论法</p> <p>练习法</p> <p>讲授法</p> <p>问题教学法</p> <p>手段:</p> <p>PPT</p> <p>板书</p>
55M	<p><b>III Exercise Illustration</b></p> <p><b>1 Key Words &amp; Expressions (p. 20, 21)</b></p> <ul style="list-style-type: none"> <li>➤ Ask Ss to check the completion of the exercise with each other and report the results to T;</li> <li>➤ Leave Ss several minutes to go through the exercises and have them compare answers within groups;</li> <li>➤ Present the answers of the exercise on the slides and ask Ss to correct theirs</li> </ul>	<p>慕课资源</p>

with red pen;

- Ask Ss to discuss the exercises they could not answer correctly within groups; if there are still difficulties in comprehending the questions, Ss could underline and report them to T;
- Illustrate the underlined questions in detail and ask Ss to either translate or paraphrase the sentences for the sake of checking whether they truly understand the question or not.
- 1. Fill in the blanks with words or phrases from the box below. Change the form where necessary.

awkward	blog	cable	capture	craft
crash	emotional	nest	solo	
be obsessed with	but then	by one's side	for once	
in the form of	run through	settle down	in total	

- 1 Accidentally, the whole incident was \_\_\_\_\_ by a young American photographer.
- 2 Those who had been kidnapped (绑架) described how they were scared and in physical and \_\_\_\_\_ pain.
- 3 It was not long before help arrived \_\_\_\_\_ ten police officers.
- 4 Despite a great deal of practice, Alice remained a(n) \_\_\_\_\_ dancer.
- 5 A few hours ago, there was a head-on \_\_\_\_\_ on Highway 20, involving three cars.
- 6 I am wondering when Tom is going to \_\_\_\_\_ and get married.
- 7 The event features a large indoor display of local \_\_\_\_\_ and agricultural products.
- 8 There are some birds \_\_\_\_\_ in the eaves (屋檐) of our house at the moment.
- 9 A chill (恐惧) \_\_\_\_\_ me when I heard the terrible news.
- 10 True, Linda makes almost no typing errors, \_\_\_\_\_ she's very slow.
- 11 It seems like everyone writes a(n) \_\_\_\_\_ these days, or sets up a website that's used as a personal diary for posting photos and stories.
- 12 I often watch the sports events broadcast on \_\_\_\_\_ networks like ESPN and TNT.
- 13 Michael was always late for class, but that day he, \_\_\_\_\_, came much earlier than usual.
- 14 During my mother's last days, I spent many hours \_\_\_\_\_, holding her hand.
- 15 They have assigned me the role of a heartless financier, who \_\_\_\_\_ money, wealth, and luxury.

- 2. Replace the underlined part in each of the following sentences with a word or phrase from the box below. Write your answer in the brackets. Make changes or additions where necessary.

browse	trade	save up	alongside	zone
for once	presently	embrace	meet up	
in total	prior to	capture	kind of	



- 1 Linda is now developing a number of projects. (竞争者). ( )
- 2 The dog ran by the side of me all the way. ( )
- 3 In the weeks and months before his death, he took some steps to organize his financial (财务的) affairs. ( )
- 4 We made \$1,000 altogether, over three days of trading. ( )
- 5 Companies must accept the latest technology to stay in business and ahead of other competitors
- 6 At least 38 Indian cities lie in high-risk earthquake areas. ( )
- 7 I exchanged seats with my friend in the middle of the show. ( )
- 8 My colleagues and I usually come together for a quick sandwich and coffee in the morning. ( )
- 9 Mama had the curtains drawn to keep it cool so it was a little bit dark in there. ( )

- 3. Complete each of the following sentences after the model with the word or phrase in brackets. Make changes or additions where necessary.

**Model:**

And although this doesn't bother me much, I think settling down for a little bit wouldn't be so bad. (settle down)

- 1 My family went on \_\_\_\_\_ a pretty island off the coast. (excursion)
- 2 Don't ask your father how to Wechat — he hasn't got a(n) \_\_\_\_\_ smart phones. (clue)
- 3 You can follow these steps to apply \_\_\_\_\_ travel to the United States. (visa)
- 4 These apps have different \_\_\_\_\_ different types of computers. (version)
- 5 The first step in snakebite treatment is to have the poison \_\_\_\_\_ the wound. (suck)

**2 Usage: non-restrictive attributive clause (p. 22)**

- Explain to Ss what non-restrictive attributive clause is with reference to its definition and sample sentences:

Non-restrictive attributive clause (非限制性定语从句) is an adjective clause set off from the main clause by commas. It provides added, but not essential information and does not restrict or limit the noun it modifies.

**e.g.**

I finally felt comfortable within myself and felt that I belonged, *which was the biggest personal gain.* (Para. 5)

Every weekend, we haul two 275 gallon water tanks to the nearby town of Yucca and fill them with water, *which we then pump into our big water tanks.* (Text, Unit 1, Book 2)

Frank M. Elliott, 23, *who had left Georgetown University to join the Army in 1943*, wrote from England. (Text, Unit 2, Book 2)

- Ask Ss to study the examples and do the task in **Usage**:

Now combine each of the following pairs of sentences, using a non-restrictive attributive clause.

1 The credit card is in my wallet. You can find it in the kitchen cabinet drawer.

\_\_\_\_\_

2 Personal computers have come quite a long way. They were actually invented in 1964.

\_\_\_\_\_

3 My dearest friend ignored my advice. This totally surprised me.

\_\_\_\_\_

4 I went to London with Emily White. She lives next door.

\_\_\_\_\_

5 I lent some money to Jack. His house was destroyed in the earthquake.

\_\_\_\_\_

6 In the past six years I lived in six different houses. Actually this didn't bother me much.

\_\_\_\_\_

### 3 Sentence Pattern (p.23)

- Demonstrate the usage of *now that* , *It is (not) long /a while /...hours/days...before...* and have Ss make sentences by using the sentence patterns.

now that ...

e.g. *Now that* I have been home for a while and have had time to reflect on my working holiday in Vancouver, I've thought a lot about who I was before I left for Canada and who I am presently. (Para. 1)

You might as well stay for dinner.

You are a grown-up.

You live only a few blocks from your company.

You are here.

You should earn a living on your own.

You may walk to work every day.

It is (not) long/a while/ ...hours/days...before...

e.g. ... *it wasn't long before* we were meeting up after work for dinner, ladies night and sightseeing excursions. (Para. 4)

1 \_\_\_\_\_ the two companies were able to reach an agreement. (not long)

2 Mark Zuckerberg worked quite a long time to build Facebook, and \_\_\_\_\_ the company made a profit. (years)

3 Sometimes you may make very fast progress in a foreign language, but sometimes \_\_\_\_\_ hard work starts to pay off! (a while)

### 4 Translation (p.24)

- T explain some Chinese to English translating skills;
- Familiarize Ss with the words and phrases gives in the box;
- Ask Ss to translate the Chinese version within 10 minutes;
- Ask several of them to present their translation;
- T illustrates some complex sentences and displays the reference answer.

emotional	paperwork	book	sightseeing	excursion
employment	capture	solo	browse	
visa	fill out	follow one's heart	make friends (with sb.)	
stress out	save up	prior to	kind of	

如果你准备充分，你的出国打工假期能成为最有益的经历之一。以下是一些小建议。首先，你需要通过浏览相关(relevant)网站来明智地选择目的地。然后，尽早地填写所需要的文件、申请签证、预订机票。出发前努力学习新的职业技能，这能让你在国外有更多的工作选择，帮助你积攒足够的钱去旅游。到国外的最初几个星期里，人们经常会感到焦虑不安或者有点困惑，所以你要对这种情绪上的压力有所准备。同当地人交朋友，而不是单独冒险。尽可能多地出去观光旅游，并用文字记录或拍下你去过的地方。最后一点是跟着感觉走，做自己真心想做的事。

5M

#### IV Question Raising & Summary & Assignment

- Encourage Ss to raise any questions related to today's lesson and ask their pairs to help them if possible;
- Make a summary of today's lesson and assign today' homework.

## 《大学英语 III》教 案

授课时间	第 4 周	课次	4
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
授课题目（教学章、节或主题）： Unit 1 Working Holiday Abroad - Integrated Skills Practice —— II Speaking (Group Discussion) - Integrated Skills Practicing —— III Writing (Summer job experience)			
教学目的与要求： Teaching Objectives and Requirements: Students will be able: - To talk about <u>the possible benefits and drawbacks</u> of taking a working holiday; - To write an essay about some paid or voluntary work experience.			
教学重点及难点： Key point: - Use the key words and expressions in proper context to talk about working holidays; Difficult point: - How to ease Ss' tension while they are speaking and make them actively involved in the Role-play			
作业、讨论题、思考题： Assignment: - Rewrite the paragraph developed in class and exchange with their partners for peer review.			
课后小结： 同学们对本单元的写作和口语话题很感兴趣，课上引导同学们运用本单元所学的词汇、句型等谈论刚结束的暑假生活，大部分同学能主动地参与到组间的口语交流中。			
下节课预习重点： - Review new words and expressions of unit 2 by using 【词达人】 or 【随行课堂】			

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017 年 6 月；

《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017 年 6 月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

Group discussion② Video:

[https://www.ixigua.com/6846567364822041092/?fromvsogou=1&utm\\_source=sogou\\_duanshipin&utm\\_medium=sogou\\_referral&utm\\_campaign=cooperation](https://www.ixigua.com/6846567364822041092/?fromvsogou=1&utm_source=sogou_duanshipin&utm_medium=sogou_referral&utm_campaign=cooperation)

Group discussion② Articles:

<https://mp.weixin.qq.com/s/MDrvCDoNCtXUot13bse9ZA>

<https://global.chinadaily.com.cn/a/202007/09/WS5f0678dfa31083481725841b.html>

课时分配	教 学 内 容	方法及手段
15M	<p><b>I Group Presentation</b></p> <ul style="list-style-type: none"> <li>➤ Ask Ss to form a group of 5 or 6 and make a presentation about a given task in English within 15 minutes;</li> <li>➤ The presenter will be asked to prepare several questions and select their classmates to answer their questions after the presentation;</li> <li>➤ Ss are required to make comments on the group's performance;</li> <li>➤ T will make a summary and offer corresponding oral feedback.</li> </ul>	
35M	<p><b>II Speaking</b></p> <p>Half the class and assign each part a task for group discussion:</p> <p><b>Group Discussion ①</b></p> <p><b>1 Illustration</b></p> <ul style="list-style-type: none"> <li>➤ Explain the speaking task to Ss: As we learn from the stories in this unit, those who take working holidays overseas may experience both joys and challenges. Now form into groups of four or five, and discuss <b>the possible benefits and drawbacks of taking a working holiday</b> and use specific examples to support your opinions within 20 minutes.</li> </ul> <p><b>2 Practice</b></p> <ul style="list-style-type: none"> <li>➤ Ask Ss to study the tips in Speaking:</li> <li>❖ Divide the class into groups of four or five Ss and assign each a role: a discussion leader, a note-taker, a timer and a presenter (all have to be involved in the discussion and generate their thoughts). The leader helps the group focus, keeps the discussion moving, and assures that all the people participate and nobody dominates. The note-taker's job is to track and write down the most important points and decisions.</li> <li>❖ Do refer to all the texts and audio/video materials in this unit to get evidence for your claims. You may also use information from other sources.</li> <li>❖ Use as many as possible new words and expressions from this unit. e.g. <u>benefits</u>:</li> </ul>	<p>方法:</p> <p>交际法</p> <p>讨论法</p> <p>讲授法</p> <p>问题教学法</p> <p>手段:</p> <p>PPT</p> <p>板书</p> <p>慕课资源</p>

gain confidence, step out of one's comfort zone, embrace the unknown, large social circles, sightseeing excursions...

drawbacks:

emotionally stretched, stressed out, friendless, alone, feel homesick, dire state, confined space...

### 3 Production

- After preparation, invite three to four groups to contribute their ideas in random.
- Both teachers and students make comments on the group performance.

### Group Discussion ②

- Play a video of a 26-year-old single father carry his four-year-old daughter to Tibet on a bicycle and read two articles related to the hot research news. Ask Ss to think of the meaning of travelling for the father and his daughter. (While watching the video and reading the articles, remind Ss to write down some useful expressions for further discussion.)



- Divide the class into groups of four or five and direct Ss to discuss the following question:
  - ❖ If you are the father, will you take a months-long bicycle journey with your children from their home in the Pearl River Delta to the Tibet autonomous region? Why or why not? (Encourage Ss to use as many expressions they have written down at the beginning as possible)
- After preparation, invite three to four groups to contribute their ideas in random.
- Both teachers and students make comments on the group performance.

45M	<p><b>III Writing</b> (Short essay: “My Summer Work Experience”)</p> <ul style="list-style-type: none"> <li>➤ Ask Ss to work in groups of three to four to talk about their paid or voluntary summer work experience.</li> <li>➤ Give Ss the writing assignment. Encourage them to draw on their discussion and use the new words and expressions in this unit.</li> <li>➤ Have Ss work in pairs, exchange their writing and make comments according to the <b>Evaluation criteria</b> in Writing. <ul style="list-style-type: none"> <li>1) Write an essay of no less than 140 words.</li> <li>2) It has made a point.</li> <li>3) Try to use specific words appealing to the senses of the reader.</li> <li>4) Try to use as many as possible of the new words and expressions you have learned in this unit.</li> </ul> </li> <li>➤ Help Ss revise their writing according to the following guidelines: <ul style="list-style-type: none"> <li>1) It has made a point.</li> <li>2) It has re-created a vivid experience for the reader by using specific words appealing to the senses of the reader.</li> <li>3) New words and expressions from this unit are used and underlined. Show Ss some well-written essays and give comments.</li> </ul> </li> </ul>	
5M	<p><b>IV Question Raising &amp; Summary &amp; Assignment</b></p> <ul style="list-style-type: none"> <li>➤ Encourage Ss to raise any questions related to today’s lesson and ask their pairs to help them if possible;</li> <li>➤ Make a summary of today’s lesson and assign today’ homework.</li> </ul>	



## 《大学英语 III》教 案

授课时间	第 5 周	课次	5
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 2 Conspicuous Consumption</p> <ul style="list-style-type: none"> <li>- Lead-in</li> <li>- Opener</li> <li>- Cultural Notes—<i>Keeping up with the Joneses</i></li> </ul>			
<p>教学目的与要求：</p> <p>Teaching Objectives and Requirements:</p> <p>Students will be able:</p> <ul style="list-style-type: none"> <li>- To have a thorough understanding of the <u>cultural background</u> ——<i>Keeping up with the Joneses</i>;</li> <li>- To get to know the consumption psychology in China;</li> <li>- To expand their vocabulary about conspicuous consumption and know how to use the key words and expressions in context properly.</li> </ul>			
<p>教学重点及难点：</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- The background information related to the text;</li> <li>- The general understanding of conspicuous consumption;</li> </ul> <p>Difficult points:</p> <ul style="list-style-type: none"> <li>- How to how to use the vocabulary about conspicuous consumption in context properly.</li> </ul>			
<p>作业、讨论题、思考题：</p> <ol style="list-style-type: none"> <li>1. 借助【词达人】或【随行课堂】，自学 Unit 2 单词，在课本中标注出来；</li> <li>2. 阅读课文，完成课本 p. 42 1 Text Organization</li> </ol>			
<p>课后小结：</p> <p>本单元主题为“炫耀性消费”，与学生日常生活联系密切，四级阅读作文也曾考过相关话题；本节课以背景知识介绍和补充内容为主，让同学们了解与消费习惯、消费</p>			

观、校园贷等相关的英文表达，并能用于口语和写作中。

下节课预习重点：

- The usage of words and expressions;
- Text organization.

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017年6月；  
《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017年6月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

补充资源：

从《三十而已》的爱马仕包，看有闲阶级的炫耀性消费。

<https://www.bilibili.com/video/av884033759?fromvsogou=1&bsource=sogou>

课时分配	教 学 内 容	方法 及 手段									
50M	<p><b>I Lead-in &amp; Vocabulary Expansion</b></p> <p><b>I. Discussion:</b> What consumption psychology (消费心理) is reflected in the following pictures? And can you analyze your consumption psychology?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="454 481 762 840"> <p>你穿什么，我就穿什么</p>  <p>conformity 从众</p> </div> <div data-bbox="837 481 1129 840"> <p>邻居家入手了一辆奥迪，咱家也买一辆</p>  <p>comparison 攀比</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="430 884 742 1243">  <p>I have a new style today!</p> <p>seeking difference 求异</p> </div> <div data-bbox="790 884 1145 1243"> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>奇奇文具店</th> <th>丁丁文具店</th> <th>豆豆文具店</th> </tr> <tr> <td>4.9元 2.63元</td> <td>2.36元 8.2元</td> <td>8.5元 2.65元</td> </tr> <tr> <td>2.5元</td> <td>5.1元</td> <td>3.05元</td> </tr> </table> <p>去哪个文具店买铅笔盒便宜?</p> <p>4.9元 &lt; 5.1元</p> <p>4.9元=4元9角      5.1元比5元多</p> <p>5.1元=5元1角      4.9元比5元少</p> <p>答: 买奇奇文具店的铅笔盒便宜。</p> <p>pursuing reality 求实</p> </div> </div> <p><b>II. Watch the video clip, and tell the tendency of the consumption of Chinese.</b></p> <div style="text-align: center; margin-top: 20px;">  </div> <p>Tips:</p> <ol style="list-style-type: none"> <li>1) In China, a lot of men and women like luxury brands.</li> <li>2) China sees market of luxury brands ever growing nowadays.</li> <li>3) The millennials (/mɪˈleniəl/千禧一代, 代际术语) know more about the luxury brands.</li> </ol>	奇奇文具店	丁丁文具店	豆豆文具店	4.9元 2.63元	2.36元 8.2元	8.5元 2.65元	2.5元	5.1元	3.05元	<p>方法:</p> <p>交际法</p> <p>情景教学法</p> <p>讨论法</p> <p>讲授法</p> <p>问题教学法</p> <p>手段:</p> <p>PPT</p> <p>板书</p> <p>慕课资源</p>
奇奇文具店	丁丁文具店	豆豆文具店									
4.9元 2.63元	2.36元 8.2元	8.5元 2.65元									
2.5元	5.1元	3.05元									

Dictation (Listening practice):

● **sector** (行业, 部门) **luxury** (奢侈, 奢侈品) **be engaged in**

✓ I think in China, what we see is both men and women, across the sector wanting to buy luxuries and are very engaged in the brands.

● **luxury consumption** (奢侈品消费) **millennials** (千禧一代)

✓ In China, we are seeing that luxury consumption now around 60% of it is driven by millennials.

✓ They are very very knowledgeable about the brands.

**What is your opinion about the attitude to Chinese Post-90s Generation or the millennials toward consumption?**

Tips:

- ✓ “精致穷”: to buy delicate (精美的) things in spite of being poor
- ✓ “月光族”: to live from paycheck to paycheck (工资)
- ✓ “啃老买奢侈品”: to live like a “NEET group”( not in education, employment or training) to buy luxury brands
- ✓ “超前消费”: to consume excessively (过度地) and to buy on credit (赊账)
- ✓ “负翁”: to spend more than earn

Does the Alipay yearly expense (消费, 开支) report astonish you?



Do you think you are really rich?

**No.**

You are just living like a “NEET group”.

You are buying on credit (赊账消费).

You are paying on the check-later (分期付款).

You are being trapped by the campus loan (校园贷款).



It is time for you to take the principle of moderate consumption (适度消费) to make ends meet (收支相抵, 量入为出).

Do you think all expenses are really necessary?

**No.**

You consume for your want not for your need.  
You feed your vanity (虚荣心) by buying luxury brands.  
Owning luxury brands is to you a symbol of success.  
You want to keep up with the Joneses.



It is time for you to take the principle of rational consumption (理性消费) to avoid following like sheep (盲从).

In the TV series *Nothing but Thirty*, Gu Jia bought a bloody expensive luxury bag in order to keep her portrait in the group photo of the rich wives. She sees luxury bags as a stepping stone to upper class.



Q1: Would you like to live like Gu Jia? Will you buy yourself a luxury bag or something bloody expensive to you?

Q2: If your friends are using a smartphone of the most popular brand, will you feel the need to buy one, too?

Of course I will. A top brand smartphone is more than a phone; it is a status symbol /'stetəs/. It is hard for me not to feel the urge to get one, too. (statue /'stætʃu:/ 雕像 the Statue of Liberty)

(No, I won't. My smartphone that I've been using for about two years still looks good and works pretty well. Why should I follow the crowd? Even if I had the money, I would put it to better use.)

Q3: Why will people try to keep up with the Joneses?

Because people have a tendency to do all they can to preserve and increase their social status within their own respective social circles. They want to be admired and recognized by others and to climb high on the social ladder or at the very least, retain their own level of status within the group.

15M

**II Opener**

- Ask Ss to study Helpful Words & Expressions and Notes and then listen to a song and fill in the missing words in the lyrics.
- Have Ss work in pairs and exchange answers.
- Ask several Ss to give their answers to the question in Opener in front of the whole class.

Q: What is this song about?

It is about peer pressure. Seeing or hearing what the neighbors have, we feel the need to have one, too. And we imitate (仿效) them in all manners of behavior.

- Present the answers.

Here is a song that once made Billboard's Top 5 'Hot Country Singles' (美国 Billboard 乡村音乐单曲榜 TOP 5). Listen to it two or three times, go over the lyrics printed below and fill in the missing words. Then answer the questions that follow. Before you start, reading the culture notes about "keeping up with the Joneses" on page 41 and getting to know the following new words and expressions might be helpful.

### **Keeping up with the Joneses**

*Faron Young & Margie Singleton*

Well the Joneses bought a new house, we did too

Then a new car, so we bought one too

'Cause we had to keep up with the Joneses

It was the usual thing to do

Then the Joneses started going out on the town

And that's when the Joneses started going down

But we had to keep up with the Joneses

So we started making the rounds

Then suddenly, it happened, their love fell apart

Now the Joneses aren't the same as before

And we couldn't let the Joneses get ahead of us

So now we're not us anymore

Now the Joneses are getting ready for the trial

20M	<p style="text-align: center;">Guess we'll follow them in single file</p> <p style="text-align: center;">'Cause we've got to keep up with the Joneses</p> <p style="text-align: center;">Don't you wish that <u>the Joneses would cry</u></p> <p style="text-align: center;">Yes we had to keep up with the Joneses</p> <p style="text-align: center;">Oh don't you wish that the Joneses would cry</p> <p><b>III Text Study</b></p> <p><b>1 Background Information</b></p> <p>➤ Ask Ss to take a look at the Cultural Notes:</p> <p><b>keeping up with the Joneses:</b> An American idiom (习语) which refers to the practice of buying items to impress neighbors or increase social standing, rather than from a desire for the items themselves. “Keeping up with the Joneses” originated as the title of a popular comic strip (连环漫画), launched by cartoonist Arthur “Pop” Momand in the New York Globe in 1913. It quickly passed into popular usage as a way of describing American consumer culture, and still enjoys wide currency(广为流传) in everyday use and popular culture. The strip depicted(描绘)the misadventures (一系列的不幸遭遇) of Aloysius P. McGinnis, whose wife was obsessed with maintaining a social standing equal to that of their well-to-do (富裕的) neighbors, the Jones family. Ironically (讽刺地), the Joneses of the title were never actually seen by readers of the comic. The popular strip was syndicated nationally (获准在全国多家报刊同时发表), inspiring an animated film (动画电影), a stage musical, and several books. The “Joneses” in the cartoon weren’t based on anyone in particular, Jones was a very common name and “the Joneses” was merely a generic (一般的; 通用的) name for “the neighbors”.</p> <p>美国习语，出自一个连载漫画，指为了与邻居或他人攀比而炫耀性地消费，Joneses 这儿泛指邻居，或任何其他入。该习语沿用至今，反映了当代美国社会的消费文化。1913 年，专栏画家亚瑟·莫曼德在《纽约世界》上开辟了一个连载漫画专栏，标题即为 <b>Keeping up with the Joneses</b>。这个专栏在美国报刊上连载了 26 年，之后又改编成电影、音乐剧和书，广受欢迎，影</p>	
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响深远。

## 2 Vocabulary Preview

- Introduce and lead in the topic of the text:
- Present the new words in the margin to help Ss familiarize themselves with them in terms of their *form*, *meaning* and *pronunciation*:
  - (7) Let Ss read the text out loud in pairs, paragraph by paragraph, and underline any words or phrases which they have difficulty pronouncing or understanding the meaning;
  - (8) Collect the words and blackboard them, write down the Phonetic Symbols and read them out to Ss;
  - (9) Guide Ss to correct the pronunciation via 【We Learn】 & 【词达人】;
  - (10) Ss repeat the words together, going down the words list one by one and then read the words selected by the teacher;
  - (11) Ask Ss to read to their group members and correct the pronunciation with each other;
  - (12) Some of them will be asked to read individually in front of the whole class.

5M

## IV Question Raising & Summary & Assignment

- Encourage Ss to raise any questions related to today's lesson and ask their pairs to help them if possible;
- Make a summary of today's lesson and assign today's homework.



## 《大学英语 III》教 案

授课时间	第 6 周	课次	6
授课方式 (请打√)	理论课 <input type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 2 Conspicuous Consumption</p> <p style="padding-left: 20px;">- Reading &amp; Interacting—<i>Who Are the Joneses and Why Are We Keeping Up with Them</i></p> <p style="padding-left: 20px;">- Text Organization (part 1:1-2; part 2:3-6; part 3:7-10 )</p>			
<p>教学目的与要求：</p> <p style="padding-left: 20px;">Teaching Objectives and Requirements:</p> <p style="padding-left: 20px;">Students will be able:</p> <ul style="list-style-type: none"> <li>- To have a thorough understanding of the <b>text contextually and linguistically</b>;</li> <li>- To talk about the conspicuous consumption of luxury goods, how it has come into being and the effects it might have on society;</li> <li>- To conduct text analysis of expository essay.</li> </ul>			
<p>教学重点及难点：</p> <p style="padding-left: 20px;">Key points:</p> <ul style="list-style-type: none"> <li>- The detailed comprehension of the passage;</li> <li>- The command of the key expressions.</li> </ul> <p style="padding-left: 20px;">Difficult points:</p> <ul style="list-style-type: none"> <li>- How to use the text as an example to analyse expository essay.</li> </ul>			
<p>作业、讨论题、思考题：</p> <ol style="list-style-type: none"> <li>1. Complete Unit 2 Reading Comprehension and upload to <b>【QQ group assignment】</b></li> <li>2. Complete the test on <b>【词达人】</b> Unit 2 Words &amp; Expressions (1)</li> </ol>			
<p>课后小结：</p> <p style="padding-left: 20px;">通过上一节课对消费观、消费心理以及“与邻居攀比”现象等的学习，同学们对课文有了一定的了解；本单元文章为典型的说明文，文章生词较多，学习难度较大，本节课先带领同学们分析文章结构，从整体结构上了解说明文，为后面的学习做铺垫。</p>			

下节课预习重点：

**Words & Expressions**

**- II Focusing on Language in Context**

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017 年 6 月；

《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017 年 6 月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>



**(p.43)**, ask volunteers to share their answers and display the correct answers compare:

**Part 1: Para. 1-2**

(1) Function of Part 1:

Bringing up the social phenomenon of conspicuous consumption

(2) Main idea of Part 1:

The meaning and origin of the expression "keeping up with the Joneses"

(3) Where does the phrase "Keeping up with the Joneses" come from?(para.2)

It comes from a cartoon strip of the same title launched by Pop Momand in 1913.

(4) What did the creator "Pop" Momand poke fun at? (para.2)

He made fun of people's need to do things in order to impress other people instead of pursuing happiness within.

(5) How to understand the sentence "I'd love to say that ..... have only gotten worse." ? (para.2)

(6) What is the function of the sentence "These days.....(Thank God I don't have cable TV!)"? (para.2)

Dual / transitional function.

**Part 2: Para. 3-6**

(1) Function of Part 2:

Explaining how it occurs and why

(2) Main idea of Part 2:

How the phenomenon of keeping up with the Joneses came into being and why people buy into it.

(3) How did the two events change the world toward the end of 19th century?

(4) Why were we not aware of what the Joneses were doing prior to the late 1880s? (para. 3&4)

Prior to the late 1880s, mass media was not born. We were only concerned about making our own living.

(5) What was the ready solution provided by magazines in order for us to catch

up with the Joneses? (para. 4)

The ready solution was to buy products that were advertised.

(6) Why did the author use quotation mark “” in the sentence “Fortunately,” those same magazines ..... that would “catch us up” .....? (para. 4)

The author use quotation mark “” to signal irony. (critical/ironical/ironic)

(7) What is the vicious cycle of keeping up with the Joneses? (para. 4)

By the time we catch up with others, they were ahead of us again.

(8) Why are we feeling like we're not good enough? (para. 4 & para. 5)

The vicious cycle of keeping up with the Joneses perpetuated itself endlessly.

(9) What could account for (解释) the “never enough” problem according to Brené Brown? (para. 6)

She attributes the problem to a singular early childhood event that.....

### **Part 3: Para. 7-10**

(1) Function of Part 3:

Exploring ways of dealing with it

(2) Main idea of Part 3:

What we should do to free ourselves from the pressure of keeping up with the Joneses.

(3) Will media's influence vanish with the emergence of anti-Joneses movements? (para.7) And what should we do in this case? (para. 8)

The influence is not going away. We should take some pressure off ourselves and stop keeping up with the Joneses.

(4) What does the author want to illustrate by citing what Mr. Travis said?(para.9)

Stuff will never make you happy.

(5) Where do true happiness and joy come from, if they are not anything money can buy? (para. 9)

True happiness and joy come from within.

(6) What are we supposed to do to stop keeping up with the Joneses? (para.10)

Instead of buying into the message that we're not good enough, we should have

5M	<p>positive self-regard. We should realize we don't have to buy things to impress others.</p> <p>(7) What's the purpose of employing imperative (用祈使语气) in the last paragraph? (para.10)</p> <p>To reaffirm (重申) the thesis and to educate the readers to stop conspicuous consumption, stop buying and buying for the sake of setting good examples for the next generation.</p> <p><b>III Question Raising &amp; Summary &amp; Assignment</b></p> <ul style="list-style-type: none"> <li>➤ Encourage Ss to raise any questions related to today's lesson and ask their pairs to help them if possible;</li> <li>➤ Make a summary of today's lesson and assign today' homework.</li> </ul>	
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## 《大学英语 III》教 案

授课时间	第 7 周	课次	7
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 2 Conspicuous Consumption (Language focus)</p> <ul style="list-style-type: none"> <li>- Words and expressions</li> <li>- Sentence comprehension</li> </ul>			
<p>教学目的与要求：</p> <p>Teaching Objectives and Requirements:</p> <p>Students will be able:</p> <ul style="list-style-type: none"> <li>- To master <i>the meaning, part of speech, usage</i> etc. of the key and difficult words and phrases;</li> <li>- To analyze and comprehend the complex sentences.</li> </ul>			
<p>教学重点及难点：</p> <p>Difficult &amp; key points:</p> <ul style="list-style-type: none"> <li>- How to lead Ss to apply the language use and sentence patterns into their speaking and writing.</li> <li>- How to guide Ss to conduct sentence analysis of the sentences with complex structures.</li> </ul>			
<p>作业、讨论题、思考题：</p> <p>Assignment:</p> <ul style="list-style-type: none"> <li>- Complete the exercise: II Focusing on Language in Context (p.44-48)</li> </ul>			
<p>课后小结：</p> <p>相比 Unit1，本单元词汇难度更大、用法更为正式，很多表达为四六级高配词汇，因此，词汇讲解更为细致，补充了不同词性的用法、例句等，配合翻译、填空进行了练习。</p>			
<p>下节课预习重点：</p> <ul style="list-style-type: none"> <li>- Integrated Skills Practicing —— III Writing (Expository writing)</li> </ul>			

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017年6月；

《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017年6月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>





**poke fun at:** make fun of 嘲弄, 开玩笑

*e.g.* Many late night comedy shows poke fun at politicians.

不少深夜脱口秀节目都拿政客开涮。

**vanish:** *vi.* pass out of sight, especially quickly; disappear 消失; 突然不见

*e.g.* We ran out after the thief, but he had vanished without a trace.

我们紧追着小偷, 可他突然就没了踪影。

**episode:** *n.* one of a series of scenes or stories constituting a literary work 片

段, 插曲

*e.g.* What do you think of the final episode of the TV series that was aired last night?

你觉得昨晚播放的那个连续剧的最后一集怎么样?

It was an episode in his life that he'd like to forget.

那是他宁可忘却的人生插曲。

**core:** *n.* the central and most important part of sth. 核心

*e.g.* A desire for justice is at the core of his arguments.

对正义的渴望是他的核心论点。

**come into being:** 形成; 产生

*e.g.* A booking contract between a hotel and a guest may come into being in several different ways.

酒店与客人的订房协议有几种不同的达成方式。

We do not know exactly when the universe came into being.

我们并不确定宇宙是什么时候形成的。

**open up:** cause (sth.) to open 展开, 打开

*e.g.* The sales manager wants to open up new markets in the Far East.

销售经理想在远东开辟新的市场。

**make a living:** 谋生

*e.g.* She was struggling to make a living as a dancer.

她艰难地以跳舞谋生。

**for that matter:** as far as that is concerned 就此而言, 在这一问题上

*e.g.* Do not talk like that to your mother, or to anyone else for that matter.

别这么跟你妈说话，跟谁也别这么说话。

**uncertain:** *a.* not completely certain; not known or definite 不确定的；不确知的

*e.g.* She's uncertain whether to go to New Zealand or not.

她拿不定主意要不要去新西兰。

Torn apart by war, the country now faces a very uncertain future.

因战争而分裂的这个国家前景不定。

**perceive:** *vt.* become aware of (sth. or sb.) 感知到，意识到

*e.g.* New technology is perceived by some people to be a threat to employment.

有人把新技术视为就业的威胁。

**out of date:** no longer fashionable 过时的；不再流行的

*e.g.* That radio looks so out of date.

这台收音机真是老古董了。

**vicious:** *a.* acting or done with evil intentions 恶意的

*e.g.* The police said that this was one of the most vicious attacks they'd ever seen on a helpless victim.

警察表示，这是他们所见过的对无助受害者最恶毒的攻击。

**cycle:** *n.* a series of events that are regularly repeated in the same order 循环

*e.g.* The explosion in downtown Istanbul threw Turkey into another cycle of violence.

伊斯坦布尔市中心的爆炸事件使土耳其再次陷入暴力。

**guilt:** *n.* a feeling of having done sth. wrong or failed in an obligation 内疚，不安

*e.g.* He suffered deep feelings of guilt about/at/for/over exposing his children to danger.

他令孩子们陷入危险，因而深感内疚。

Her husband's death left her with an overwhelming sense of guilt.

丈夫之死令她深感内疚，难以解脱。

**most of all:** to a greater degree than anyone or anything else 尤其是

*e.g.* What I want most of all is to spend more time with my little daughter.

我最希望多陪陪年幼的女儿。

**put it best/well/cleverly...:** express (a thought or comment) in a good/clever way 极好地/很好地/巧妙地表述

e.g. The professor put it best when he said, “How you look tells the world how you feel.”

教授说得好：你的外表反映了你的内心感受。

**cultural:** *a.* of or relating to the ideas, customs, and social behavior of a society 文化的

e.g. Australia has its own cultural identity, which is very different from that of Britain.

澳大利亚有其自身文化特性，与英国的完全不同。

**meaningless:** *a.* having no meaning or significance 无意义的

e.g. Newton’s laws are meaningless equations until we know how to apply them.

如果我们不会运用，牛顿定律只不过是毫无意义的公式。

**attribute sth. to sb./sth.:** regard sth. as being caused by 把...归因于；把...归咎于

e.g. He liked to attribute his success to a “lucky break”.

他喜欢把自己的成功归因于机遇。

Her teachers attributed her learning difficulties to emotional problems.

她的老师把她的学习困难症归咎于情感问题。

**website:** *n.* 网址

e.g. If you have any problems, consult the FAQs (frequently asked questions) on our website.

有任何问题请前往我们网站的“常见问题”栏。

**advocate:** *vt.* publicly recommend or support 提倡，拥护

e.g. There is no point advocating improved public transport unless we can pay for it.

除非我们能负担得起，不然主张改善公共交通根本没意义。

**ultimately:** *ad.* in the end; finally 最后；最终

*e.g.* Technological advances could ultimately lead to even more job losses.

技术的发展最终将导致更多的失业。

The way you arrange plants in your garden is ultimately a matter of personal preference.

花园里种些什么终究只是个人喜好。

**buy into:** believe in, especially wholeheartedly or uncritically 接受; 相信

*e.g.* It's disappointing to learn so many girls today still buy into the fantasy that men are naturally more ambitious.

想到如今还有那么多女孩深信男人天生更雄心勃勃, 真令人失望。

You don't buy into all this nonsense, do you?

这些胡说八道你不会相信吧?

**lead to:** cause to happen or exist 导致

*e.g.* Reducing speed limits should lead to fewer deaths on the roads.

降低限速应该能减少交通死亡事故。

**disappointment:** *n.* the feeling of being disappointed 失望; 沮丧

*e.g.* Jackson cancelled the concert, to the great disappointment of his fans.

杰克逊取消了演唱会, 令歌迷们大失所望。

**hold onto:** hold firmly with one's hands or arms 抓牢

*e.g.* He tried to get away, but she held onto him tightly.

他想走开, 可她紧拽着他不放。

**miserable:** *a.* very unhappy 痛苦的, 悲惨的

*e.g.* High energy prices will mean a miserable winter for residents as they turn down heating to save money.

电费高意味着住户将面临一个寒冷的冬天, 因为他们为了省钱只好关小暖气。

**debt:** *n.* sum of money owed to sb. that has not yet been paid 债务

*e.g.* He managed to pay off all his debts in two years.

他两年就还清了债务。

**for the sake of:** for the purpose of; in the interest of 为了...目的; 为了...的利益

	<p><i>e.g.</i> I try to stay away from people who attempt to be different just for the sake of it/being different.</p> <p>我想避开那种为标新而立异的人。</p> <p>They were very unhappily married but kept up appearances for the sake of their children.</p> <p>他们婚姻不幸，只是为了孩子而强撑着。</p> <p><b>buy on credit:</b> purchase on a promise to pay later 以赊欠方式购买</p> <p><i>e.g.</i> Almost everyone who buys a house buys it on credit.</p> <p>购房者几乎都贷款。</p> <p><b>contentment:</b> <i>n.</i> a state of happiness and satisfaction 满意；满足</p> <p><i>e.g.</i> He has found contentment and satisfaction in his work.</p> <p>工作使他心满意足。</p> <p>Mark always experiences the same feeling of contentment when entering home.</p> <p>马克总是一回家就深感满足。</p> <p><b>lasting:</b> <i>a.</i> continuing for a long time 持久的，长久的</p> <p><i>e.g.</i> This agreement will pave the way for (a) lasting peace.</p> <p>该协议为持久的和平铺平了道路。</p> <p><b>look back on:</b> think about (sth.) that happened in the past 回顾</p> <p><i>e.g.</i> Most people look back on their school days with fondness.</p> <p>人们回首学生时代大都充满温馨。</p>	
25M	<p><b>2 Sentence Comprehension</b></p> <p>➤ Discuss with Ss the meanings of the sentences in <b>Understanding difficult sentences</b></p> <p><b>I'd love to say that need vanished when the last episode of that comic strip ran, but alas, it seems to have only gotten worse. (Para. 2)</b></p> <p>I would like to say that need disappeared when the comic strip came to an end, but it seems that things have turned from bad to worse instead.</p> <p>我多么想说，随着最后一集连环漫画的结束，这一心态也不复存在了。可是，唉，情况似乎变得更糟。</p>	

**Prior to the late 1880s, most of us were so busy trying to make a living that we didn't care what the Joneses were doing, nor did we know, for that matter. (Para. 4)**

Before the late 1880s, most of us were busy trying to make a living. We didn't care what the Joneses were doing, and we didn't know either.

19世纪80年代末以前，我们多数人都在忙于生计，既不关心、也不知道邻居们在做些什么。

**And much of that assessment was, and still is, based on a perceived lack of things we're told we should want or have. (Para. 4)**

And much of that evaluation was, and still is, based on a feeling that we are short of things we ought to have because of the messages from the mass media.

从过去直至现今，很大程度上这种认识源自一种缺失感，即感觉上与别人相比，缺少了一些该要或该有的东西。

**Because ultimately, you decide if you're going to buy into this idea that you're not good enough. (Para. 7)**

Because in the end, you determine whether you're going to accept the notion that you're not good enough.

因为最终是否接受你还不够好这一想法，由你自己说了算。

**So it's time to take some pressure off yourself and stop trying to keep up with the Joneses — or anyone else for that matter. (Para. 8)**

So it's time to rid yourself of the pressure/free yourself from the pressure and stop trying to keep up with the Joneses. Nor should you try to keep up with anyone else.

所以，现在你该卸去你身上的压力了，不要再跟邻居攀比，也不要跟其他任何人攀比。

**If you can't put a cap on it, you're chasing the wind. (Para. 9)**

If you can't put a limit on what you desire, you are undertaking a meaningless task that will lead you nowhere.

如果你不能设定一个上限，你便是在追风。

**Think of the moments you look back on as your fondest memories. Would**

5M	<p><b>you trade those for a pile of cash? (Para. 9)</b></p> <p>Think of the moments you look back on as your warmest memories. Would you exchange them for a pile of cash?</p> <p>想一想回顾起来是最美好的记忆。你愿意拿它们去换一堆钱吗?</p> <p><b>III Question Raising &amp; Summary &amp; Assignment</b></p> <ul style="list-style-type: none"><li>➤ Encourage Ss to raise any questions related to today’s lesson and ask their pairs to help them if possible;</li><li>➤ Make a summary of today’s lesson and assign today’ homework.</li></ul>	
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## 《大学英语 III》教 案

授课时间	第 8 周	课次	8
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 2 Conspicuous Consumption</p> <ul style="list-style-type: none"> <li>- Reading &amp; Interacting—<i>Who Are the Joneses and Why Are We Keeping Up with Them</i></li> <li>- Exercise Illustration</li> <li>- Writing: expository writing</li> </ul>			
<p>教学目的与要求：</p> <p>Teaching Objectives and Requirements:</p> <p>Students will be able:</p> <ul style="list-style-type: none"> <li>- To have a deeper knowledge of the <u>language points</u> by doing exercise;</li> <li>- To command grammatical usage of inverted word order and the patterns “<i>I’d love to...</i>”, “<i>It is time (for sb.) to do...</i>”.</li> <li>- To become familiar with expository writing, whose purpose is to convey information and explain ideas.</li> </ul>			
<p>教学重点及难点：</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- Usage: inverted word order</li> <li>- Sentence patterns: “<i>I’d love to...</i>”, “<i>It is time (for sb.) to do...</i>”</li> </ul> <p>Difficult points:</p> <ul style="list-style-type: none"> <li>- How to develop expository writing.</li> </ul>			
<p>作业、讨论题、思考题：</p> <ol style="list-style-type: none"> <li>1. 学习《Unit 2 Usage 倒装语序 (p.47)》，强化课本 P. 47 练习；</li> <li>2. 根据群文件《Unit 2 课后练习答案》 核对 p. 44-48 课后练习答案；</li> <li>3. 借助【词达人】或【随行课堂】，预习【Unit 4】单词，在课本中标注出来。</li> </ol>			
<p>课后小结：</p> <ol style="list-style-type: none"> <li>1. 正式上课前，带领学生复习本单元重点单词，但学生的遗忘现象比较严重，今后还需结合练习巩固；</li> </ol>			

2. 本单元写作为图表作文（四六级写作题型之一），以第 60 页的范文为例，教同学们如何读图、分析、构思、总结，最后进行写作练习。

下节课预习重点：

- Review new words and expressions of Unit 4 by using **【词达人】** or **【随行课堂】**

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017 年 6 月；

《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017 年 6 月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

恋爱心理学----成人初显期视频

[https://www.iqiyi.com/v\\_19rwncha3c.html](https://www.iqiyi.com/v_19rwncha3c.html)

**【TED 精选】** 20 岁光阴不再来

<https://www.bilibili.com/video/av64932141?fromvsogou=1&bsource=sogou>

课时分配	教 学 内 容	方法及手段																																																
10M	<p><b>I Vocabulary Review</b></p> <ul style="list-style-type: none"> <li>➤ Have Ss review the words and expressions learned last class: <ul style="list-style-type: none"> <li>-Play the tape record and let Ss read after it, make sure that they could pronounce each word correctly</li> <li>-Ask Ss to read them to their partners and make corrections;</li> <li>-Nominate several Ss to read in front of the class and offer feedback</li> </ul> </li> </ul> <table border="1" data-bbox="331 645 1241 958" style="width: 100%; border-collapse: collapse;"> <tr> <td>vanish</td> <td>episode</td> <td>core</td> <td>uncertain</td> <td>perceive</td> <td>vicious</td> </tr> <tr> <td>cycle</td> <td>guilt</td> <td>cultural</td> <td>meaningless</td> <td>website</td> <td>advocate</td> </tr> <tr> <td>ultimately</td> <td>disappointment</td> <td>miserable</td> <td>debt</td> <td>contentment</td> <td>lasting</td> </tr> <tr> <td>strive for</td> <td>be content with</td> <td>keep up with</td> <td>derive from</td> <td></td> <td></td> </tr> <tr> <td>poke fun at</td> <td>come into being</td> <td>open up</td> <td>make a living</td> <td></td> <td></td> </tr> <tr> <td>for that matter</td> <td>out of date</td> <td>most of all</td> <td>put it best/well/cleverly...</td> <td></td> <td></td> </tr> <tr> <td>attribute...to...</td> <td>buy into</td> <td>lead to</td> <td>hold onto</td> <td></td> <td></td> </tr> <tr> <td>for the sake of</td> <td>buy on credit</td> <td>look back on</td> <td></td> <td></td> <td></td> </tr> </table>	vanish	episode	core	uncertain	perceive	vicious	cycle	guilt	cultural	meaningless	website	advocate	ultimately	disappointment	miserable	debt	contentment	lasting	strive for	be content with	keep up with	derive from			poke fun at	come into being	open up	make a living			for that matter	out of date	most of all	put it best/well/cleverly...			attribute...to...	buy into	lead to	hold onto			for the sake of	buy on credit	look back on				方法：  交际法  讨论法  讲授法  问题教学法
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35M	<p><b>II Exercise Illustration</b></p> <p><b>1 Key Words &amp; Expressions (p. 44, 45, 46)</b></p> <ul style="list-style-type: none"> <li>➤ Ask Ss to check the completion of the exercise with each other and report the results to T;</li> <li>➤ Leave Ss several minutes to go through the exercises and have them compare answers within groups;</li> <li>➤ Present the answers of the exercise on the slides and ask Ss to correct theirs with red pen;</li> <li>➤ Ask Ss to discuss the exercises they could not answer correctly within groups; if there are still difficulties in comprehending the questions, Ss could underline and report them to T;</li> <li>➤ Illustrate the underlined questions in detail and ask Ss to either translate or paraphrase the sentences for the sake of checking whether they truly understand the question or not.</li> <li>➤ 1. Fill in the blanks with words or phrases from the box below. Change the form where necessary.</li> </ul>	手段：  PPT  板书  慕课资源																																																

come into being	out of date	perceive	for that matter	guilt
hold onto	vanish	make a living	uncertain	attribute...to...
open up	episode	most of all	poke fun at	website
meaningless	core	cycle	debt	put it best/well/cleverly...

- 1** Technology may be traditionally \_\_\_\_\_ as a male-dominated industry, but it won't always be that way.
- 2** I've experimented with different ways to \_\_\_\_\_ as an artist over the last few years, including selling online, as well as selling at local craft fairs (集市) and art markets.
- 3** Today the first step in learning about a school's culture, mission and priority (优先考虑的事) isn't need to be performed.
- 6** Shocking figures have shown that half of the animals in the world \_\_\_\_\_ since 1970 because of uncontrollable human activities.
- 7** Samsung (三星), who has a history of producing anti-Apple advertisements, \_\_\_\_\_ the Apple smart watch in one of its recent ads.
- 8** There is no agreement on the exact date when the modern Internet \_\_\_\_\_, but sometime in the early to mid-1980s is considered reasonable.
- 9** It's a nice hotel, casual, comfortable and chic. The room is larger than expected, the breakfast is perfect, and \_\_\_\_\_, it's within walking distance to the city center.
- 10** In traditional cultures, the \_\_\_\_\_ of the seasons was — and often still is — recognized and celebrated with ceremonies.
- 11** Although expanding (扩张) into new markets can seem like a daunting process because it involves risk taking, it can \_\_\_\_\_ new
- through a school visit, but through the school's \_\_\_\_\_.
- 4** Having been in the real estate business for a long time, I started wondering the other day who really owns the moon — and outer space (太空), \_\_\_\_\_.
- 5** More than a third of British clerks say their job is \_\_\_\_\_ and spend their days performing tasks they believe do not really opportunities for your business.
- 12** Our business model is \_\_\_\_\_. It is not going to work as well as it used to.
- 13** Albert Einstein \_\_\_\_\_ when he said, "Everybody is a genius (天才). But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."
- 14** CEO Smith often \_\_\_\_\_ the success of his company \_\_\_\_\_ the collective efforts of the entire staff rather than his excellent leadership only.
- 15** \_\_\_\_\_ values are the fundamental beliefs of a person or an organization. They are the guiding principles that determine their behavior and action.
- 16** — Did anybody watch last night's final \_\_\_\_\_ of *China's Got Talent*?  
— I think everybody did. It's said to have been the most watched TV show since it was first aired three months ago.

➤ **2. Replace the underlined part in each of the following sentences with a word or phrase from the box below. Write your answer in the brackets. Make changes or additions where necessary.**

uncertain	strive for	buy into	lead to
derive from	for the sake of	hold onto	advocate
be content with	most of all	miserable	poke fun at

- 1 Warring (交战的) parents who stay together for the purpose of their children could do them more harm than good, new research warns. ( )
- 2 It's still not known for sure whether the Spring Sports Meet will be held this Friday. According to the weather forecast (预报), it will most probably raise awareness and educate communities to put children first, events are held to call for the protection of children's rights. ( )
- 5 I've seen many people blindly believe in the 'get rich quick' or 'lose weight fast' schemes out there only to find out that none of them work. ( )
- 6 As I felt very unhappy while doing an engineering internship at a top tech company, I rain. ( )
- 3 Stress is thought to be an important factor in many health problems. Too much stress may eventually cause serious illnesses such as heart attacks (心脏病发作) and cancer (癌症). ( )
- 4 During Child Protection Week, a campaign to think I'll try not to get stuck in corporate life. ( )
- 7 Maybe the easiest way to be satisfied with your life is to adjust your perspective and learn to appreciate what you have. ( )
- 8 To attain the best version of yourself, you should regularly assess your performance in your professional life and make great efforts to achieve constant improvement. ( )

## 2 Usage: inverted word order (p. 47)

- Explain to Ss what inverted word order is with reference to its definition and sample sentences:

英语句子的自然语序是主语在前，谓语动词在后：主+谓

**倒装结构：**把谓语动词或助动词放在主语之前。

a. **完全倒装：**全部谓语放在主语之前；

b. **部分倒装：**只把助动词或情态动词放在主语之前。

**a. 完全倒装：**将句子中的谓语动词全部置于主语之前。

(1) 引导词 **there** 引出倒装句，用于此结构的动词有：be/ appear/ come/ exist/ happen/ lie/ live/ occur/ remain/ seem/ stand 等

结构：there+谓语+主语

**例句：**There **exist** many problems among the students.

There **lies** an old temple near our village.

(2) 当主语是**名词**，以 here/ there/ now/ then/ above/ below/ away/ back/ in/out/up/down/off/over/on the wall/in the room 等词位于句首以示强调，常用此结构的动词有：be/go/come/exist/follow/remain/lie 等

结构：副词+谓语+主语

**例句：**Here comes the bus. / Away **he went**. / Here **it is**.

注意：如果句子主语是人称代词时则无需倒装。

(3) **表语**（形容词，介词短语，现在分词，过去分词）位于句首，以保

持句子平衡或表示强调，常用倒装。

结构：表语+be+主语

例句：Present at the meeting **were** experts from Europe.

Gone **are** the days when my heart was young and gay.

a. 部分倒装：将谓语的一部分，如助动词或情态倒装至主语之前。如果句子的谓语没有助动词或情态动词，则需添加助动词 **do, does 或 did**，并将其置于主语之前。

(1) 句首为否定或半否定的词语，如 no, not, nor, never, seldom, little, hardly, at no time, in no way, by no means, not until..., not only... but also..., hardly /scarcely...when..., no sooner...than... 等。

例句：... we didn't care what the Joneses were doing, **nor did we know**, for that matter. (Para. 4)

注意：

➤ 当 Not until 引导主从复合句，主句倒装，从句不倒装。注意：如否定词不在句首不倒装。

例句： **Not until** after the war **did** he return home.

直到战争结束，他才回家。

➤ Not only...but also...连接两个分句时，在第一个分句用倒装结构，第二个分句不倒装。如果置于句首的 Not only... but also...仅连接两个并列词语，不可用倒装结构。

例句：...**not only were** the Joneses far better than we were, but also that we should do something about it. (Para. 4)

➤ hardly /scarcely...when, no sooner...than 注意时态的搭配，no sooner 和 hardly/scarcely 所在的句子的谓语动词用过去完成时，than 和 when 所引导的句子用一般过去时

(2) 在虚拟语气条件句中，从句谓语动词有 were, had, should 等词，可将 if 省略，把 were, had, should 移到主语之前，采取部分倒装。

1) 现在的情况：

If she were here, she would attend the meeting too.

如果她在这里，她也参加会议。

→Were she here, she would attend the meeting too.

2) 过去的情况：

If we had found him earlier, we could have saved his life.

要是我们当时早点找到他的话，我们就可以救活他。

→Had we found him earlier, we could have saved his life.

3) 将来的情况：

If it should rain tomorrow, we should have to stay at home.

若明天下雨，我们只好呆在家里。

→Should it rain tomorrow, we should have to stay at home

	条件句	主句
与现在事 实相反	If+主语 +were/v-ed ...	主语 +should(would/could/might)+do
与过去事 实相反	If+主语+had done	主语 +should(would/could/might)+have done
与将来事 实相反	If+主语+were to / should +do	主语 +should(would/could/might)+do

(3) **in such a hurry** 置于句首，部分倒装

例句：*In such a hurry* was he that everyone got bored.]

(4) **To such...**表程度的词组位于句首时，部分倒装

例句：*To such* a degree was he excited that he couldn't fall asleep that night.

(5) 在某些表示祝愿的句型中

例句：May you all be happy!

Long live our friendship!

➤ Ask Ss to study the examples and do the task in **Usage**:

- 1 We can save the earth only by changing the way we live.  
Only by changing the way we live \_\_\_\_\_.
- 2 We have never witnessed such cruel behavior by one child to another.  
Never \_\_\_\_\_.
- 3 A frog does not leave the water and live on the land until it develops its lungs.  
Not until a frog develops its lungs \_\_\_\_\_.
- 4 We not only completed the task, but we did so ten days ahead of schedule.  
Not only \_\_\_\_\_.
- 5 Jane will never compromise (妥协) with Bill. Bill will never compromise with Jane, either.  
Jane will never compromise with Bill, \_\_\_\_\_.
- 6 Many wrecked ships lie off the coast of King Island.  
Off the coast of King Island \_\_\_\_\_.

### 3 Sentence Pattern (p.48)

1. Demonstrate the usage of "I'd love to..."、"It is time (for sb.) to do..." and have Ss make sentences by using the sentence patterns.

I'd love to do...

e.g. *I'd love to say* that need vanished when the last episode of that comic strip ran, but alas, it seems to have only gotten worse. (Para. 2)

1 \_\_\_\_\_ (我真想带你去厂里看看), but I must go to a meeting right now.

2 \_\_\_\_\_ (我很想看看你的作品). I hear your pictures are just awesome!

3 \_\_\_\_\_ (我很乐意来参加聚会), but I just can't make the time for it.

It is time (for sb.) to do ...

e.g. *So it's time to take* some pressure off yourself and stop trying to keep up with the Joneses — or anyone else for that matter. (Para. 8)

1 \_\_\_\_\_ (是该辞职的时候了) if you're bored all the time and no longer feel challenged in your work.

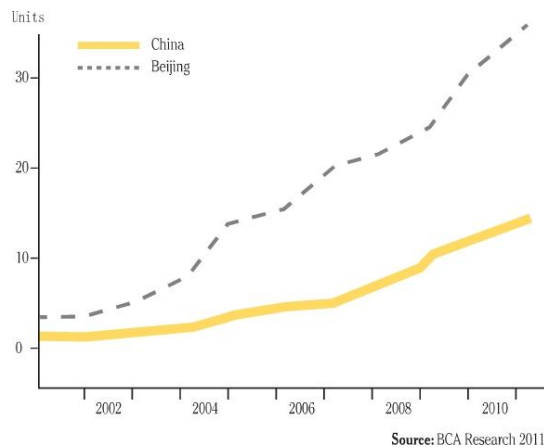
2 I can't remember the last time I took a vacation. \_\_\_\_\_ (是我该做出一些改变的时候了).

3 In his poem that announces the retirement, Kobe Bryant says his heart can take the pounding (猛击), but his body knows \_\_\_\_\_ (是该说再见的时候了).

40M

### III Writing (Expository Essay)

- Provide a sample expository essay and guide Ss to analyze the text organization and words, phrases and sentence pattern used in the sample.



**Study the following graph carefully and write an essay on the topic The Rapid Increase of Private Car Ownership in Urban China. You should first present the information contained in the graph and then make comments on the phenomenon.**

As is shown in the graph, China has witnessed a sharp increase in car ownership over the years, especially in the cities. Take Beijing as an example. Around the year 2000, approximately 3 cars were purchased per 100 households.



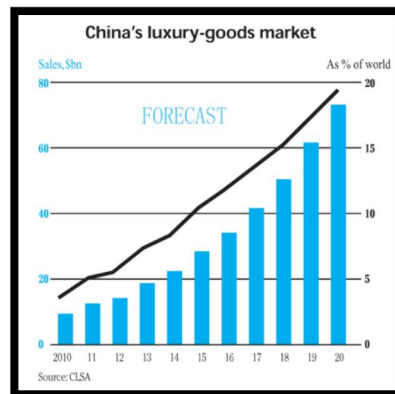
Ten years later, the number of cars owned per 100 households went up to over 30.

The rise of car ownership in China is closely related to its fast economic development in recent decades. Car purchase in China, as anywhere else, is driven by practical benefits. We all love the convenience of using cars to keep up with our busy lifestyles. Commuting in private cars is more enjoyable than public transportation.

Besides practical concerns, car purchase in China is also propelled (推动) by considerations about how cars reflect the owner's social status. In the eyes of some, with cars, you wear your status on the road.

All in all, private car ownership has increased rapidly in urban China. The growth in the economy, a craving for mobility and the status-consciousness of Chinese consumers have all contributed to the rise.

- **Ask Ss to write an expository essay about the growth of China's luxury-goods market according to the graph created by CLSA.**



- Provide some tips for writing an expository essay.
- The purpose of an expository essay is to explain a topic. It often gives facts, explains ideas, or defines conditions in a logical and straightforward manner, with no references to the writer's own opinions or emotions.
  - Basically, an expository essay is composed of three parts: the introductory paragraph, the body of the essay and the concluding paragraph.
  - The introductory paragraph states the thesis or the main idea of the essay.
  - The body paragraphs should each cover a separate point that develops the essay's thesis.

<p>5M</p>	<ul style="list-style-type: none"> <li>■ The concluding paragraph restates the main idea and ties together the major points of the essay.</li> <li>➤ Do peer reading. Before Ss turn in their assignment, ask them to work in pairs and comment on each other's writing according to the Evaluation criteria in the box. Grade Ss' writing and analyze the common problems in Ss' writing in class.</li> </ul> <p><b>IV Question Raising &amp; Summary &amp; Assignment</b></p> <ul style="list-style-type: none"> <li>➤ Encourage Ss to raise any questions related to today's lesson and ask their pairs to help them if possible;</li> <li>➤ Make a summary of today's lesson and assign today' homework.</li> </ul>	
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## 《大学英语 III》教 案

授课时间	第 9 周	课次	9
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 4 Emerging Adulthood</p> <p style="margin-left: 20px;">- Opener</p> <p style="margin-left: 20px;">- Cultural Notes—<i>Emerging Adulthood &amp; Jeffrey Jensen Arnett</i></p>			
<p>教学目的与要求：</p> <p style="margin-left: 20px;">Teaching Objectives and Requirements:</p> <p style="margin-left: 20px;">Students will be able:</p> <ul style="list-style-type: none"> <li>- To have a thorough understanding of the <u>cultural background</u> ——<i>Emerging Adulthood &amp; its originator Jeffrey Jensen Arnett</i>;</li> <li>- To get to know how to describe graph and present information;</li> <li>- To expand their vocabulary about growing up and adulthood and know how to use the key words and expressions in context properly.</li> </ul>			
<p>教学重点及难点：</p> <p style="margin-left: 20px;">Key points:</p> <ul style="list-style-type: none"> <li>- The background information related to the text;</li> <li>- The general understanding of <i>Emerging Adulthood</i>;</li> </ul> <p style="margin-left: 20px;">Difficult points:</p> <ul style="list-style-type: none"> <li>- How to how to use the helpful words and expressions to present information of a graph.(CET-4 Writing 图表作文)</li> </ul>			
<p>作业、讨论题、思考题：</p> <ol style="list-style-type: none"> <li>1 学习【Unit 4】单词，完成【词达人】测试；</li> <li>2 预习 Unit 4 课文，完成课本 p.93-94 题目，课前上传到【群作业】。</li> </ol>			
<p>课后小结：</p> <p style="margin-left: 20px;">1 同学们对本单元主题“成年初显期”理论较为陌生，本节课从理论的创始人、提出背景、提出时间、研究过程等进行英文介绍，同时让同学们补充其中的常用表达，扩充词汇量。</p>			

2 课本 Opener 呈现了理论研究过程中的调查问卷内容及调查结果，并提供相关句型，大部分同学能用此描述问卷结果、阐释原因、总结结论。

下节课预习重点：

- The usage of words and expressions;
- Text organization.










参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017 年 6 月；  
《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017 年 6 月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

课时分配	教学内容	方法及手段											
15M	<p><b>I Lead-in</b></p> <p>Introduce the topic to the class either in English or Chinese:</p> <ul style="list-style-type: none"> <li>● Adulthood: <i>adult</i> means“成年人”, <i>-hood</i> suffix refers to“时期”</li> </ul> <p><b>-hood</b></p> <ol style="list-style-type: none"> <li>1.表示“时期” (如: childhood 童年时期, adulthood成人期)</li> <li>2.表示“状态” (如: parenthood 父母身份)</li> <li>3.表示“性质” (如: likelihood 可能性)</li> <li>4.表示“集团” (如: sisterhood 妇女团体/关系, neighbourhood 邻居关系/邻里)</li> <li>5.表示“特定事例” (如: falsehood 虚伪, 错误的信仰)</li> </ol> <ul style="list-style-type: none"> <li>● Illustrate life stages: <ul style="list-style-type: none"> <li>babyhood /infancy</li> <li>childhood</li> <li>adolescence/puberty (boyhood &amp; girlhood)</li> <li>?</li> <li>adulthood</li> </ul> </li> <li>● Key words: emerge (<i>vi.</i>)—emergence (<i>n.</i>)—emerging (<i>adj.</i>)</li> </ul> <div style="display: flex; justify-content: space-around;"> <div data-bbox="339 1211 740 1507" style="border: 1px solid #ccc; padding: 5px;"> <p><b>emerge</b></p> <p><i>vi.</i> 浮现; 摆脱; 暴露; 出现; 显现</p> <p>❏ No new evidence <b>emerged</b> during the investigation. 调查过程中未发现新证据</p> <p>❏ She finally <b>emerged from</b> her room at noon. 中午, 她终于从屋里出来了。 <b>emerge from.....</b></p> <p><b>emergence</b> <i>n.</i> 出现, 浮现; 发生; 露头</p> <ul style="list-style-type: none"> <li>• with the emergence of mass media 大众传媒的出现</li> </ul> </div> <div data-bbox="756 1211 1198 1507" style="border: 1px solid #ccc; padding: 5px;"> <p><b>emerging</b></p> <p><i>a.</i> in an early state of development 发展初期的, 新兴的</p> <p>❏ China has been widely considered a leader of the <b>emerging economies</b>. 中国被广泛认为是<b>新兴经济体</b>的领军者。</p> <p>❏ Asia's <b>emerging economies</b> will be on a self-sustaining cycle of growth. 亚洲的<b>新兴经济体</b>会出现自我维持的<b>循环</b>增长。</p> <ul style="list-style-type: none"> <li>• emerging industry/market/technology 新兴产业/市场/技术</li> </ul> </div> </div>	<p>方法:</p> <p>交际法</p> <p>情景教学法</p> <p>讨论法</p> <p>讲授法</p> <p>问题教学法</p> <p>手段:</p>											
35M	<p><b>II Opener</b></p> <p>➤ Illustrate how to analyse the information containing on the graph (Tips: focus on source, title, figures, tendency etc.)</p> <div data-bbox="331 1765 1254 2045" style="border: 1px solid #ccc; padding: 10px;"> <p><b>Q1: Do you feel that you have reached adulthood?</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>yes</td> <td>no</td> <td>In some ways yes, in some ways no</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>48.6%</td> <td>4.6%</td> <td>46.8%</td> </tr> </table> <p><b>Q2: Which of the following do you think is MOST important for becoming an adult?</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>Helpful Words &amp; Expressions</b></p> <p>问卷 questionnaire 调查 survey</p> <p>(1) The graph <b>shows</b> the results of the survey of ...</p> <p>(2) In response to Question 1, 48.6% of those surveyed <b>indicated</b> that ...</p> <p>(3) Almost half of the participants <b>said/ believed/thought</b> that ...</p> </td> <td style="width: 50%;"> <p>Accepting responsibility for yourself 36%</p> <p>Becoming financially independent 30%</p> <p>Finishing education 16%</p> <p>Making independent decisions 14%</p> <p>Getting married 4%</p> <p>Source: Clark University <b>poll</b> (投票, 民意测验) of emerging adults; <b>margin of error</b> (误差幅度) is <b>plus or minus</b> (±) 3 percentage points. By Janet Loehrke, USA TODAY</p> </td> </tr> </table> <p>(4) Only a small number of respondents <b>indicated</b> that ... (5) From the graph it can be seen/concluded that ... (6) The findings of the study show that ... (7) There are several possible explanations for this result.</p> </div>	yes	no	In some ways yes, in some ways no				48.6%	4.6%	46.8%	<p><b>Helpful Words &amp; Expressions</b></p> <p>问卷 questionnaire 调查 survey</p> <p>(1) The graph <b>shows</b> the results of the survey of ...</p> <p>(2) In response to Question 1, 48.6% of those surveyed <b>indicated</b> that ...</p> <p>(3) Almost half of the participants <b>said/ believed/thought</b> that ...</p>	<p>Accepting responsibility for yourself 36%</p> <p>Becoming financially independent 30%</p> <p>Finishing education 16%</p> <p>Making independent decisions 14%</p> <p>Getting married 4%</p> <p>Source: Clark University <b>poll</b> (投票, 民意测验) of emerging adults; <b>margin of error</b> (误差幅度) is <b>plus or minus</b> (±) 3 percentage points. By Janet Loehrke, USA TODAY</p>	<p>PPT</p> <p>板书</p> <p>慕课资源</p>
yes	no	In some ways yes, in some ways no											
													
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35M	<ul style="list-style-type: none"> <li>➤ Ask Ss to study Helpful Words &amp; Expressions and take one of the sentences as an example to demonstrate how to put the sentence pattern into writing.</li> <li>➤ Have Ss work in pairs and exchange answers.</li> <li>➤ Ask several Ss to give their answers to the question in Opener in front of the whole class.</li> </ul> <p>(1) What is the graph about?</p> <p>(2) What is the general conclusion you may draw from the graph?</p> <p>(3) Do you feel that you have reached adulthood? Why or why not?</p> <p>(4) Which do you think is most important for becoming an adult, accepting responsibility for yourself, becoming financially independent, finishing education, making independent decisions, or getting married?</p> <ul style="list-style-type: none"> <li>➤ Present the answers.</li> </ul> <p><b>III Text Study</b></p> <p><b>1 Background Information</b></p> <ul style="list-style-type: none"> <li>➤ Ask Ss to take a look at the Cultural Notes, write down and underline some key words and useful expressions:</li> </ul> <p><b>Emerging Adulthood:</b> Starting in 1995, psychologist Jeffrey Jensen Arnett interviewed 300 young people aged 18 to 29 in cities around the nation over five years, asking them questions about what they wanted out of life. Working from those interviews and examining broad demographic indicators (人口统计指标), Arnett proposed(=put forward) a new period of life-span development he calls “emerging adulthood.”</p> <p>从 1995 年开始，历时 5 年，心理学家杰弗里·阿内特在美国许多城市访谈了 300 位 18-29 岁的年轻人，就他们想从生活中得到什么进行提问。基于研究结果，阿内特提出了人生发展的一个新阶段，即“成年形成期”/“成人初显期”。</p> <p><b>Emerging Adulthood:</b> a new period of life-span development (生命发展) proposed (提出) by psychologist Jeffrey Jensen Arnett in 2000. According to Arnett, emerging adulthood occurs during the transition period (过渡期) from</p>	
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adolescence to adulthood. Emerging adulthood takes place during the late teens and early-to-mid 20s, when individuals typically have relatively few externally-enforced expectations (外界的期望) or obligations (义务). They use this period as an opportunity for identity exploration, trying out different roles and engaging in different experiences, particularly in the domains (领域) of work, love, and worldview. Emerging adulthood ends gradually as individuals make more permanent adult commitments (承诺) throughout their 20s. (permanent-temporary)

**Jeffrey Jensen Arnett:** received his Ph.D. from the University of Virginia, and did three years of postdoctoral (博士后) work at the University of Chicago.

He is Research Professor of Psychology at Clark University in Worcester, Massachusetts.

He is the originator (创始人; 发明者; 提出者) of the theory of emerging adulthood and the author of *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties*, recently published in a second edition by Oxford University Press.

Currently he serves as the Executive Director (执行理事) of the Society for the Study of Emerging Adulthood.

He lives in Worcester with his wife Lene Jensen and their twins, Miles and Paris.

阿奈特 (Jeffrey Jensen Arnett), 富布赖特计划学者。现任美国克拉克大学心理学教授, 曾在丹麦哥本哈根大学任教授。任国际大百科全书青少年卷、儿童卷、媒体与儿童青少年卷的主编。提出了成人初显期理论并在不同文化中得到认可。主要著作: 《青少年和成人初显期》、《成人初显期》及《21 世纪的美国初显期成人》。他当前的研究兴趣主要为成人初显期理论的跨文化研究。

## 2 Vocabulary Preview

- Introduce and lead in the topic of the text:

5M	<p>➤ Present the new words in the margin to help Ss familiarize themselves with them in terms of their <i>form, meaning</i> and <i>pronunciation</i>:</p> <p>Let Ss read the text out loud in pairs, paragraph by paragraph, and underline any words or phrases which they have difficulty pronouncing or understanding the meaning;</p> <p>Collect the words and blackboard them, write down the Phonetic Symbols and read them out to Ss;</p> <p>Guide Ss to correct the pronunciation via 【We Learn】 &amp; 【词达人】;</p> <p>Ss repeat the words together, going down the words list one by one and then read the words selected by the teacher;</p> <p>Ask Ss to read to their group members and correct the pronunciation with each other;</p> <p>Some of them will be asked to read individually in front of the whole class.</p> <p><b>IV Question Raising &amp; Summary &amp; Assignment</b></p> <p>➤ Encourage Ss to raise any questions related to today’s lesson and ask their pairs to help them if possible;</p> <p>➤ Make a summary of today’s lesson and assign today’ homework.</p>	
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## 《大学英语 III》教 案

授课时间	第 10 周	课次	10
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 4 Emerging Adulthood</p> <p style="padding-left: 20px;">- Reading &amp; Interacting—<i>Is 30 the New 20 for Young Adults?</i></p> <p style="padding-left: 20px;">- Text Organization (part 1:1; part 2:2-7; part 3:8-10; part 4:11-12)</p>			
<p>教学目的与要求：</p> <p style="padding-left: 20px;">Teaching Objectives and Requirements:</p> <p style="padding-left: 20px;">Students will be able:</p> <p style="padding-left: 40px;">- To have a thorough understanding of the <b>text contextually and linguistically</b>;</p> <p style="padding-left: 40px;">- To build up an active vocabulary to talk about growing up and adulthood and know how to use the key words and expressions in context properly;</p> <p style="padding-left: 40px;">- To conduct text analysis of expository essay.</p>			
<p>教学重点及难点：</p> <p style="padding-left: 20px;">Key points:</p> <p style="padding-left: 40px;">- The detailed comprehension of the text organization;</p> <p style="padding-left: 20px;">Difficult points:</p> <p style="padding-left: 40px;">- How to use the text as an example to analyse expository essay.</p>			
<p>作业、讨论题、思考题：</p> <p style="padding-left: 20px;">1. 根据课件《Unit 4 Words &amp; Expressions》预习课文单词、词组（读音、近反义词、搭配、例句）；</p> <p style="padding-left: 20px;">2. 口语：根据课本 8-12 段的 ADSK 表达模板，准备有关[smartphone]的口语话题</p>			
<p>课后小结：</p> <p style="padding-left: 20px;">1. 课前回顾、提问形成惯例，引导同学们养成课前复习的习惯；</p> <p style="padding-left: 20px;">2. 本文体裁同 Unit2——说明文，作者使用大量的比较和对比进行说明，在梳理文章结构后，借助课后习题的表格，让同学们分段分析比较和对比的说明方法。</p>			
<p>下节课预习重点：</p> <p style="padding-left: 20px;">Words &amp; Expressions</p>			

- Understanding Difficulties Sentences

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017 年 6 月；

《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017 年 6 月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

课时分配	教 学 内 容	方法 及 手段
15M	<p><b>I Review</b></p> <p>➤ Review the words, expressions and sentence pattern learned last class, check Ss' pronunciation by asking Ss to read within group and then nominating several of them to read out loudly and provide oral feedback;</p> <ul style="list-style-type: none"> <li>◇ 婴儿期</li> <li>◇ 青春期</li> <li>◇ 心理学家</li> <li>◇ 提出</li> <li>◇ 人口普查</li> <li>◇ 过渡期</li> <li>◇ 领域</li> <li>◇ 做出永久承诺</li> <li>◇ 创始人</li> <li>◇ 被调查者, 参与者</li> <li>◇ 只有少数参与者表明他们已经进入了成年期。</li> <li>◇ 36%被调查人认为承担自己的责任是成年最重要的标志。</li> <li>◇ 从这个图表中, 可以总结出.....</li> <li>◇ 研究结果表明.....</li> <li>◇ 对于这个结果有几种可能的解释。</li> <li>◇ 经济独立</li> <li>◇ 独立做决定</li> <li>◇ 选举投票</li> <li>◇ 误差幅度</li> <li>◇ 正负</li> </ul>	<p>方法:</p> <p>讨论法</p> <p>讲授法</p> <p>问题教学法</p> <p>手段:</p> <p>PPT</p> <p>板书</p> <p>慕课资源</p>
70M	<p><b>II Text Analysis</b></p> <p>➤ Play the tape record of the text, ask Ss to listen carefully for the main idea of each part and the usage of [comparison and contrast] by referring to <b>Text</b></p>	

**Organization** (p.93) and to share their thoughts with their partner;

**Pair work:** This text can be divided into four parts. The paragraph numbers of each part have been given to you in the following table. Now write down the main idea of each part and compare notes with your partner. The first one has been done for you.

Parts	Paragraphs	Main Ideas
Part One	Para. 1	Today's twenty-somethings seem like a whole new breed.
Part Two	Paras. 2-7	
Part Three	Paras. 8-10	
Part Four	Paras. 11-12	

- **Pair work (1):** In the text, the author uses comparison and contrast to develop paragraphs. Now read para.1 carefully and complete the following table.

Comments on today's twenty-somethings

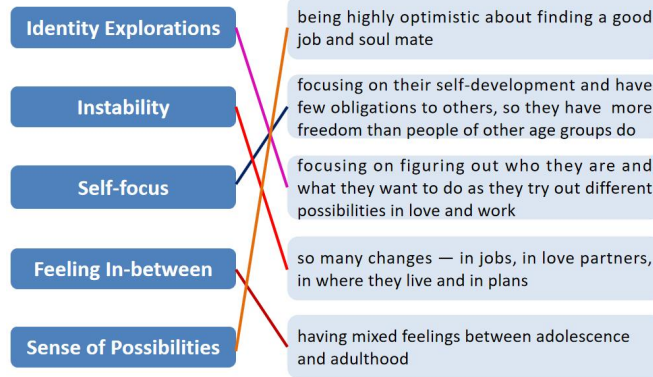
On the positive side	On the not-so-positive side

Comparison between the young people of fifty years ago and today's young people

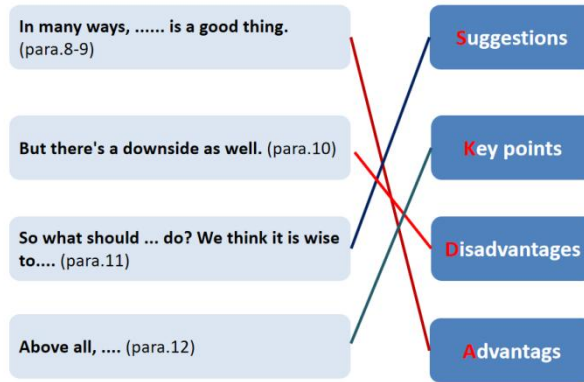
	Fifty years ago	Today
Marriage age		
Percentage of young people receiving college education		
Women's role and status		
Frequency of changing jobs		

- **Pair work (2):** read para.2-7 and match the five typical features of emerging adulthood with their corresponding descriptions.

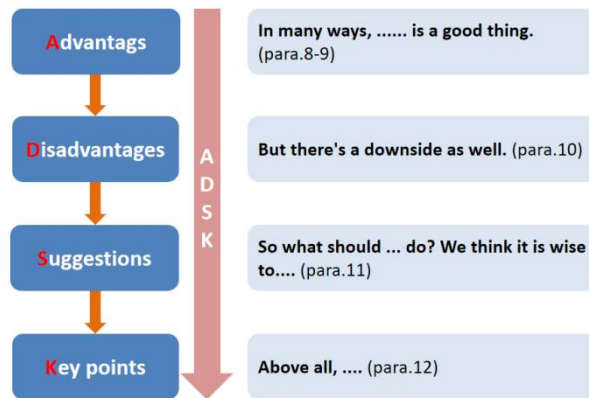
**Five Typical Features of Emerging Adulthood**



- Pair work (3): read para.8-12, use one word to summarize each paragraph and then match the key sentences of the left column with the summary on the right.



- The author use “ADSK model” to develop the last two parts. Try to talk about “the Rise of Smartphone” by using “ADSK model”.



- Guide Ss to work in small groups and finish the tasks —— **Digging into detail (p.94)**, ask volunteers to share their answers and display the correct answers compare:

(Para. 1) 1 What is the average age of entering marriage now in the U.S.?

\_\_\_\_\_

2 Why do young Americans change jobs much more frequently than their parents did?

\_\_\_\_\_

(Para. 2) 3 What do the authors refer to by "emerging adulthood"?

(Paras. 3-7) 4 What are the five features typical of emerging adulthood?

(Para. 9) 5 Why do the authors say the rise of this new life stage is a good thing?

(Para. 10) 6 What is the disadvantage of this new life stage according to the authors?

(Para. 11) 7 What do the authors suggest parents do?

(Para. 12) 8 What is the benefit of seeing emerging adulthood as a normal stage of life?

5M

### III Question Raising & Summary & Assignment

- Encourage Ss to raise any questions related to today's lesson and ask their pairs to help them if possible;
- Make a summary of today's lesson and assign today' homework.

## 《大学英语 III》教 案

授课时间	第 11 周	课次	11
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 4 Emerging Adulthood</p> <p style="padding-left: 20px;">Reading &amp; Interacting—<i>Is 30 the New 20 for Young Adults?</i></p> <ul style="list-style-type: none"> <li>- Words and expressions</li> <li>- Sentence comprehension (Understanding difficult sentences)</li> <li>- Speaking: the Rise of Smartphone</li> </ul>			
<p>教学目的与要求：</p> <p style="padding-left: 20px;">Teaching Objectives and Requirements:</p> <p style="padding-left: 20px;">Students will be able:</p> <ul style="list-style-type: none"> <li>- To master the meaning, part of speech, usage etc. of the key and difficult words and phrases;</li> <li>- To analyze and comprehend the complex sentences;</li> <li>- To apply “<b>ADSK model</b>” into daily speaking.</li> </ul>			
<p>教学重点及难点：</p> <p style="padding-left: 20px;">Key points:</p> <ul style="list-style-type: none"> <li>- How to lead Ss to apply the language use and sentence patterns into their speaking and writing.</li> <li>- How to guide Ss to conduct sentence analysis of the sentences with complex structures.</li> </ul> <p style="padding-left: 20px;">Difficult point:</p> <ul style="list-style-type: none"> <li>- How to encourage Ss to take an active part in speaking activities.</li> </ul>			
<p>作业、讨论题、思考题：</p> <p style="padding-left: 20px;">Assignment:</p> <ul style="list-style-type: none"> <li>- Complete the exercise: II Focusing on Language in Context (p.96-97 : 1.1, 1.2, p.99-100: 3.1,3.2, 4.2);</li> <li>- Upload the exercise into QQ group assignment.</li> </ul>			
<p>课后小结：</p>			

1. 本单元单词、词组难度适中，部分为同学们初高中学过的内容，通过英汉、汉英翻译回顾；对于难度较大的生词、词组，配合图片、例句加以讲解，更加形象直观。

2. 本单元的难句较多，引导同学们尤其是有考研意向的，进行句法分析，熟悉语法、拆解句子、理解句意。

下节课预习重点：

- Usage: The v.-ing form

- Sentence patterns: *why/what/how, etc., should/shouldn't..., have trouble/difficulty/problems doing/with sth.*

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017年6月；

《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017年6月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>





中国很多年轻人没办法只能跟父母一起住。

In return for the financial support, the VC acquired the option to buy 50% share of the company.

作为对经济支助的回报，该风险投资决定购买这家公司50%的股份。

**exceed:** *v.* go beyond in quantity, degree, etc. 超过

*e.g.* They set the speed limit at 40 miles an hour, and very often you exceed the limit before you know it.

他们设定限速40英里，于是你常常一不留神就超速了。

**enrollment:** *n.* 入学（人数）

*e.g.* I don't get it. Why are we building a new stadium when enrollment is down?

我不明白，招生人数在下降，干嘛还要造新的体育场？

**be equal to:** be the same in quantity, size, degree, or value 与...相等的，与...相同的

*e.g.* The supply is equal to the demand.

供需平衡。

One unit of alcohol is equal to one small glass of wine.

一个计量单位的酒精与一小杯葡萄酒相当。

In the eyes of a young child, a mother is equal to anything (meaning she has the necessary

ability, strength, or courage to deal successfully with anything).

在小孩子的眼里妈妈无所不能（这意味着她有能力、有力量、有勇气成功应对一切）。

**emerging:** *a.* in an early state of development 发展初期的，新兴的

*e.g.* China has been widely considered a leader of the emerging economies.

中国被广泛认为是新兴经济体的领军者。

**typical:** *a.* having the usual qualities of a particular group or thing 典型的，有代表性的

*e.g.* Being rebellious is typical teenager behavior.

叛逆是典型的青少年行为表现。

**be typical of** 是典型的.....

*e.g.* Hot and spicy food is typical of Sichuan cuisine.

川菜的特点是麻辣。

**interview:** *n.* 采访; 面谈, 面试

*e.g.* The young journalist was very excited when she got an opportunity to do an interview with the mayor.

年轻的记者有机会采访市长非常兴奋。

Getting into P&G is highly competitive and requires five rounds of interviews.

进宝洁公司竞争非常激烈, 需要经过5轮面试。

**identify:** *vt.* recognize 认出, 确认

*e.g.* The victim had no trouble identifying the man who had robbed him when the police showed him the pictures.

受害者看了警察出示的照片, 毫不费力就认出了那个抢劫者。

**identity:** *n.* who sb. is 身份

*e.g.* Very often police do not want to reveal the identity of their informants.

通常警察不透露提供消息者的身份。

**figure out:** (*informal*) understand the meaning of; solve or discover the cause of a problem 弄懂; 找.....的原因

*e.g.* His friends can't figure out why he quit a decent and well-paid job.

他的朋友们搞不懂他为什么辞掉既体面收入又高的工作。

All senior managers are up there in the meeting room trying to figure out why our share prices dropped so suddenly.

高管都在上面开会, 试图弄明白为什么公司股价会暴跌。

**try out:** test (sth.) new or different to see if it is effective 试验

*e.g.* One popular marketing strategy is to encourage people to try out new products.

一种常用的营销策略是鼓励人们试用新产品。

**head for:** start out for or toward 向.....进发, 前往

*e.g.* He headed straight for his dormitory after class.

一下课他就前往寝室。

**move on to:** leave one's present job, or activity and start doing another one 接着做, 改做 (别的事)

*e.g.* Students have to take several exams in two days, so after they are done with one exam, they should forget about it and move on to the next one.

学生两天内有多场考试, 所以考完一场就不要多想, 准备下一场考试。

**partner:** *n.* 伙伴; 合伙人; 配偶

*e.g.* The elderly lady collapsed when her partner of 20 years passed away.

20年的老伴去世后, 老太太一下子就垮了。

**obligation:** *n.* sth. that one must do because of a law, rule, promise, etc. 义务, 责任

*e.g.* The prince is expected to meet various obligations as a royal family member.

人们期待王子承担起王室成员的各种责任。

**text:** *vt.* send (sb.) a text message 用手机 (给.....) 发送信息

*e.g.* It is common for college students to text their parents every day.

大学生通常每天给父母发信息。

**carve out:** establish or create (sth.) through effort 开创

*e.g.* The entrepreneur managed to carve out a great business out of a very small firm.

这位企业家成功地将一家小公司发展成一家大公司。

**adolescence:** *n.* time in a person's life between childhood and mature adulthood 青春期, 青少年时期

*e.g.* The artist talked about her troubled adolescence in a TV interview.

艺术家在电视采访中谈到自己叛逆的青春期。

**optimistic:** *a.* hopeful and confident about the future 乐观的, 乐观主义的

*e.g.* The media was not optimistic that the conflicting countries would reach a peaceful settlement.

媒体对于冲突的两国能否达成和平协议并不看好。

**financial:** *a.* concerning money and finance 财务的, 金融的

*e.g.* The company is trying hard to fix its financial troubles.

公司正试图解决其财务困境。

**fascinating:** *a.* extremely interesting and attractive 迷人的; 极具吸引力的

*e.g.* My friend published a book about his fascinating experience in Africa.

我的朋友出了本书, 写的是他在非洲的精彩经历。

**internship:** *n.* a job that lasts for a short time, that sb., especially a student, does in order to gain experience 实习岗位 (工作)

*e.g.* I had a summer internship at a local TV station last year.

去年我在当地电视台暑期实习。

**nonprofit:** *a.* not established for the purpose of making a profit 非营利的

*e.g.* My friend and I are working part-time in a nonprofit organization during the semester.

这个学期我和我朋友在一家非营利机构兼职。

**drift along:** move, change, or do sth. without any plan or purpose 无目的地漂泊

*e.g.* Those who drift along without any long-term plan are not very likely to make it in life.

没有长远计划、得过且过的人不太可能成为人生赢家。

**anticipate:** *vt.* look forward to; expect 预期, 期望

*e.g.* Some economists anticipate that there will be a modest economic recovery very soon.

不少经济学家预测, 很快就会出现一定程度的经济复苏。

**move along:** (make sth.) continue and make progress (使) 进展

*e.g.* The volunteers said they didn't do much, but it was great to know they could move things along.

志愿者们说他们并没有做什么, 但想到能促使事情顺利进展, 感觉真好。

**put aside:** try to stop thinking about a problem, argument, or disagreement 撇开不理, 不考虑

*e.g.* The Prime Minister called on the people to put their differences aside and make a fresh start.

首相呼吁人们抛弃分歧重新开始。

**make one's way:** succeed 获得成功

*e.g.* The award-winning novelist made his way in writing in his 30s.

获奖小说家30多岁就成名了。

**delicate:** *a.* requiring careful handling 难以处理的, 微妙的

*e.g.* The diplomat is known for his skill in delicate negotiations with the big powers.

这位外交家以其在世界列强间巧妙斡旋、谈判的能力而著称。

**above all:** before every other consideration; especially 最重要的是

*e.g.* Above all, young people should find employment if they want to be independent.

年轻人想要独立最重要的是要有工作。

**relieved:** *a.* feeling happy because sth. unpleasant has stopped or has not happened 宽慰, 欣慰

*e.g.* I got a terrible cold, therefore I was relieved that the test scheduled to take place that day was cancelled.

我正好感冒, 所以得知原定那天的考试取消后松了一口气。

**parenthood:** *n.* the state of being a parent 父母身份

*e.g.* Newly married couples sometimes have doubts if they are ready for parenthood.

新婚夫妇有时很困惑自己是不是做好了当父母的准备。

**stable:** *a.* firmly established or fixed 稳定的

*e.g.* The government tried, yet failed, to keep the price of oil stable.

政府试图保持油价稳定, 但没能做到。

**ease:** *vt.* make (sth.) less unpleasant, painful, severe, etc. 减轻, 缓和

*e.g.* A bit of exercise will help ease tension.

运动一下能缓和紧张情绪。

**anxiety:** *n.* the feeling of being very worried about sth. 忧虑, 焦虑

*e.g.* Anxiety and worry are common among students before an important exam.

学生在重要考试前焦虑担心是正常的。

**appetite:** *n.* a strong desire for sth. 强烈的欲望

20M	<p><i>e.g.</i> The public has a great appetite for stories about the private life of celebrities.</p> <p>公众对名人的私生活兴趣盎然。</p> <p><b>2 Sentence Comprehension</b></p> <p>➤ Discuss with Ss the meanings of the sentences in <b>Understanding difficult sentences</b></p> <p><b>... as they search for work that is personally fulfilling, not just a job but an adventure. (Para. 1)</b></p> <p>... as they look for work that can satisfy themselves and be viewed as not only a job, but also an adventure.</p> <p>他们寻找的是能使自身满足的工作，是一种带有风险的探索，而不单单是一份工作。</p> <p><b>Your 18-year-old may head for college with pre-med in mind ... (Para. 3)</b></p> <p>Your child may consider majoring in medicine when he/she goes to college at 18 ...</p> <p>你那 18 岁的孩子上大学时，想的是念医学预科...</p> <p><b>It's important to them to carve out a space where they can make their own decisions. (Para. 5)</b></p> <p>It's important to the young people to strive to free themselves from adult control in certain areas of their lives where they wish to make their own decisions.</p> <p>在他们看来，重要的是要开拓能够由自己做决定的空间。</p> <p><b>And most are in no particular hurry, although nearly all get there eventually. (Para. 6)</b></p> <p>And most often emerging adults are not very anxious to become an adult, though they will certainly grow into adulthood one day, whether they like it or not.</p> <p>并且，多数人并不特别着急，尽管几乎所有的人最终都要进入成人期。</p> <p><b>... something they regard with mixed feelings. (Para. 6)</b></p>	
-----	--	--

... something about which they feel uncertain because they see both the good and bad in it.

.....而在这一点上他们的心情很矛盾。

**Why shouldn't young people take most of their twenties to try out many possible paths? (Para. 8)**

Isn't it right for twenty-somethings to spend most of their time trying out various possibilities in planning their careers?

这是一句双重否定的疑问句，强调肯定的意义。

**But there's a downside as well. (Para. 10)**

But we can also see the disadvantage brought on by this new life stage.

但也有不那么理想的一面。

**Sometimes parents are surprised and dismayed to find that the emotional and financial responsibilities of parenting last for many years longer than they had anticipated. (Para. 10)**

Sometimes parents are surprised and alarmed to find that they have to support their children emotionally and financially for more years than they had expected.

有时候，他们的父母亲发现其养育责任无论在情感上还是在经济上都比他们预期的要多持续很多年，这让他们感到吃惊乃至沮丧。

**Encourage them and provide support when they seem open to it, but learn when to step back and let them make their way on their own ... (Para. 11)**

Encourage them and provide support when they seem willing to accept it, but learn when to leave them alone and let them move forward by themselves ...

要鼓励他们，并在他们看起来愿意接受时，为他们提供援助和支持，但要学会择时放手，让他们走自己的路.....

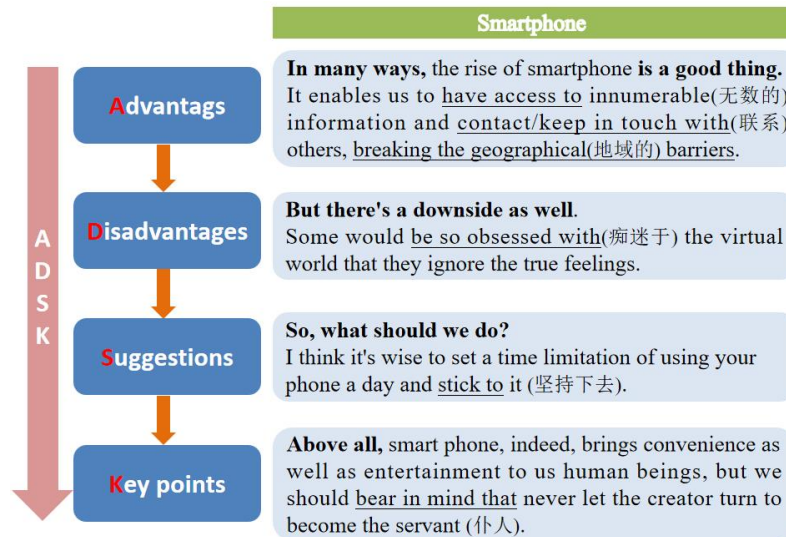
**It's a delicate balance. (Para. 11)**

It is a balance that requires great care to achieve.

这是一个微妙的平衡。



- Divide the class into groups of four and ask Ss to share their speaking assignment with groups;
- Invite four to six Ss to present to the class;
- T offer a sample for Ss' reference.



5M

#### IV Question Raising & Summary & Assignment

- Encourage Ss to raise any questions related to today's lesson and ask their pairs to help them if possible;
- Make a summary of today's lesson and assign today' homework.

## 《大学英语 III》教 案

授课时间	第 12 周	课次	12
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 4 Emerging Adulthood</p> <p style="padding-left: 40px;">Reading &amp; Interacting—<i>Is 30 the New 20 for Young Adults?</i></p> <p style="padding-left: 40px;">- Exercise Illustration—II Focusing on Language in Context</p>			
<p>教学目的与要求：</p> <p style="padding-left: 40px;">Teaching Objectives and Requirements:</p> <p style="padding-left: 40px;">Students will be able:</p> <ul style="list-style-type: none"> <li>- To have a deeper knowledge of the <u>language points</u> by doing exercise;</li> <li>- To command grammatical usage of <i>the v.-ing form</i> and the sentence patterns “<i>why/what/how, etc., should/shouldn't..., have trouble/difficulty/ problems doing/with sth.</i>”.</li> </ul>			
<p>教学重点及难点：</p> <p style="padding-left: 40px;">Key points:</p> <ul style="list-style-type: none"> <li>- Usage: <i>the v.-ing form</i></li> <li>- Sentence patterns: “<i>why/what/how, etc., should/shouldn't..., have trouble/difficulty/ problems doing/with sth.</i>”</li> </ul> <p style="padding-left: 40px;">Difficult points:</p> <ul style="list-style-type: none"> <li>- How to consolidate the words and expressions by practicing.</li> </ul>			
<p>作业、讨论题、思考题：</p> <p>作业：</p> <ol style="list-style-type: none"> <li>1. 根据群文件《Unit 4 课后练习答案》核对 p. 96-100 课后练习答案；</li> <li>2. 借助【词达人】或【随行课堂】，预习【Unit 5】单词，在课本中标注出来。</li> </ol> <p>思考题：</p> <ul style="list-style-type: none"> <li>- What do you think are the social functions of AI.</li> <li>- What kind of harm or benefit may AI bring to our society in the future?</li> </ul>			

课后小结：

1. 正式上课前，对复习本单元所学所有的重点单词进行提问，同学们对部分单词的用法掌握的不够熟练，还需结合练习巩固、背诵；

2. 本单元的语法——动词 **ing** 形式出现频率很高，但没有进行整理归类，通过这节课的讲解，同学们对动词 **ing** 形式所作的成分有了更系统的了解。

下节课预习重点：

- Review new words and expressions of Unit 5 by using 【词达人】 or 【随行课堂】

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017 年 6 月；

《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017 年 6 月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

课时分配	教 学 内 容	方法及手段		
15M	<p><b>I Vocabulary Review</b></p> <p>➤ Have Ss review the words and expressions learned last class:</p> <p>-Play the tape record and let Ss read after it, make sure that they could pronounce each word correctly</p> <p>-Ask Ss to read them to their partners and make corrections;</p> <p>-Nominate several Ss to read and translate the following words and phrases in front of the class and offer feedback</p> <table border="1" data-bbox="316 696 1265 2040"> <tr> <td data-bbox="316 696 790 2040"> <p><b>breed</b> 同义词 词性 一名有教养的女士</p> <p><b>positive</b> 反义词 过去的几十年已经见证了..... 乐观的态度/前景 对她的新工作有信心 新冠肺炎呈阳性 正能量</p> <p><b>zest</b> 同义词</p> <p><b>independent</b> 自主学习 从.....中独立出来</p> <p><b>option</b> 同义词 别无他法，只能...（例句）</p> <p><b>exceed</b> 同义词组 超速驾驶 超过预期</p> <p><b>enrollment</b> 入学人数正在增加。 供需平衡。</p> <p><b>emerging</b> 新兴经济体</p> </td> <td data-bbox="790 696 1265 2040"> <p><b>partner (4)</b> 贸易伙伴</p> <p><b>obligation (5)</b> 感到做某事是一项责任 尽某人的责任</p> <p><b>send a message to sb.(6) =?</b></p> <p><b>carve (5)</b> 开拓能够自己做决定的空间 开创成功的事业</p> <p><b>青春期 (6)</b> 青少年</p> <p><b>对...抱有乐观的态度 (6)</b></p> <p><b>financial (7)</b> 解决财务困境 金融机构 财政援助 经济独立</p> <p><b>灵魂伴侣 (7)</b></p> <p><b>利用 (8, 9)</b> 充分利用</p> <p><b>fascinating (9)</b> 同义词 西藏是我去过的最迷人的地方。 被...迷住/吸引</p> <p><b>internship (9)</b> 进行/完成暑期实习 实习生</p> </td> </tr> </table>	<p><b>breed</b> 同义词 词性 一名有教养的女士</p> <p><b>positive</b> 反义词 过去的几十年已经见证了..... 乐观的态度/前景 对她的新工作有信心 新冠肺炎呈阳性 正能量</p> <p><b>zest</b> 同义词</p> <p><b>independent</b> 自主学习 从.....中独立出来</p> <p><b>option</b> 同义词 别无他法，只能...（例句）</p> <p><b>exceed</b> 同义词组 超速驾驶 超过预期</p> <p><b>enrollment</b> 入学人数正在增加。 供需平衡。</p> <p><b>emerging</b> 新兴经济体</p>	<p><b>partner (4)</b> 贸易伙伴</p> <p><b>obligation (5)</b> 感到做某事是一项责任 尽某人的责任</p> <p><b>send a message to sb.(6) =?</b></p> <p><b>carve (5)</b> 开拓能够自己做决定的空间 开创成功的事业</p> <p><b>青春期 (6)</b> 青少年</p> <p><b>对...抱有乐观的态度 (6)</b></p> <p><b>financial (7)</b> 解决财务困境 金融机构 财政援助 经济独立</p> <p><b>灵魂伴侣 (7)</b></p> <p><b>利用 (8, 9)</b> 充分利用</p> <p><b>fascinating (9)</b> 同义词 西藏是我去过的最迷人的地方。 被...迷住/吸引</p> <p><b>internship (9)</b> 进行/完成暑期实习 实习生</p>	<p>方法：</p> <p>交际法</p> <p>讨论法</p> <p>讲授法</p> <p>问题教学法</p> <p>手段：</p> <p>PPT</p> <p>板书</p> <p>慕课资源</p>
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70M	<p><b>identify</b> 同义词 把.....辨认为..... 弄懂，解决 尝试新产品 前往食堂 改做（别的事）</p>	<p>一家非盈利组织 (9) <b>downside (10)</b> 同义词 漫无目的的漂泊 (10) <b>anticipate (10)</b> 同义词 据预测</p>																				
	<p><b>II Exercise Illustration</b></p> <p><b>1 Key Words &amp; Expressions (p. 44, 45, 46)</b></p> <ul style="list-style-type: none"> <li>➤ Ask Ss to check the completion of the exercise with each other and report the results to T;</li> <li>➤ Leave Ss several minutes to go through the exercises and have them compare answers within groups;</li> <li>➤ Present the answers of the exercise on the slides and ask Ss to correct theirs with red pen;</li> <li>➤ Ask Ss to discuss the exercises they could not answer correctly within groups; if there are still difficulties in comprehending the questions, Ss could underline and report them to T;</li> <li>➤ Illustrate the underlined questions in detail and ask Ss to either translate or paraphrase the sentences for the sake of checking whether they truly understand the question or not.</li> <li>➤ 1. Fill in the blanks with words or phrases from the box below. Change the form where necessary.</li> </ul>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>enrollment</td> <td>optimistic</td> <td>relieved</td> <td>appetite</td> <td>stable</td> </tr> <tr> <td>independent</td> <td>internship</td> <td>obligation</td> <td>ease</td> <td>drift along</td> </tr> <tr> <td>put aside</td> <td>move along</td> <td>head for</td> <td>make one's way</td> <td></td> </tr> <tr> <td>above all</td> <td>carve out</td> <td>equal to</td> <td>figure out</td> <td></td> </tr> </table>			enrollment	optimistic	relieved	appetite	stable	independent	internship	obligation	ease	drift along	put aside	move along	head for	make one's way		above all	carve out	equal to	figure out	
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- 1** New measures have been introduced to traffic congestion/ jam (交通拥堵) in the city. (ease=relieve)
- 2** Although she began as her brother's research assistant(研究助理), she went on to(继续) pursue her own studies.
- 3** The optimistic view is that college student \_\_\_\_\_ is climbing and will continue to do so, only at a slower-than-anticipated rate/speed (以.....的速度).
- 4** She's just \_\_\_\_\_ to have snagged(抓住) a fairly secure(稳定的=stable) job, and doesn't have to look at the want ads(招聘广告) all day.
- 5** Parents have a legal \_\_\_\_\_ to ensure that their child receives nine years of compulsory education(义务教育).
- 6** The company had \$2.1 billion in net cash(现金净额) at the end of last year, \_\_\_\_\_ about 51% of its market value(市价).
- 7** Peter and Jane begin to feel more like roommates rather than a couple(夫妻). It might be a sign that their marriage is \_\_\_\_\_ trouble.
- 8** Instead of following the career path designed by his parents, he managed to \_\_\_\_\_ a successful photographic career for himself.
- 9** In my view, Jeff must \_\_\_\_\_ his pride(自尊, 骄傲) and apologize to (向.....道歉) his wife and children.
- 10** If we served more soft drinks(不含酒精的饮料), there would be fewer hangovers (宿醉) and, \_\_\_\_\_, fewer drink-driving accidents.
- 11** He intends to(打算做...) prepare himself to \_\_\_\_\_ in the world by first getting a college degree.
- 12** I hope that we can \_\_\_\_\_ things \_\_\_\_\_ and get the negotiations going again.
- 13** Most emerging adults are very \_\_\_\_\_, believing that they have good chances of living "better than their parents did."
- 14** John \_\_\_\_\_ aimlessly after graduating from college, saying that he wanted to figure out what he wanted to do with his life.
- 15** At some colleges and universities, every student completes a(n) \_\_\_\_\_ to bridge the gap between academics(学术水平) and the working world.

- 2. Replace the underlined part in each of the following sentences with a word or phrase from the box below. Write your answer in the brackets. Make changes or additions where necessary.

option	ease	anticipate	text	identity
appetite	identify	parenthood	exceed	anxiety

- 1 **There's no doubt that**(毫无疑问) this is a market full of potential, but only if you have a **strong desire** for risk. ( )
- 2 We thought the concert in the park would be popular but we didn't **expect** so many people to **turn up**(出现) so early. ( )
- 3 **The research findings show that** children normally feel a lot of **worries** about their first day at school. ( )
- 4 I'm 25 years old and my mother still **ends** our conversations **with** "Make sure you **send a message** when you get home."  
( )
- 5 He said **investigators**(调查者, 研究者) were still trying to determine **who the man was** and couldn't immediately provide details about the **case**(案子). ( )
- 6 The **gunman**(枪手) in Wednesday's **attack** has been **recognized** as Lee Giggs, an **unemployed**(失业的) truck driver. ( )
- 7 The **motor retail business**(汽车零售业务) is now **enjoying its strongest growth** in five years, **with** its results **going beyond** market expectations.( )
- 8 **Regardless of**(不管, 不顾) salaries starting at about £ 30,000, none of the children **see** a job in the **steel works**(钢厂) as a career **choice**.( )

## 2 Usage: V.ing form (p. 98)

- Explain to Ss what inverted word order is with reference to its definition and sample sentences:

Verbs ending in *-ing* can be used as **the subject**(主语), **the object**(宾语), **the predicative**(表语), **the attributive**(定语) or **the adverbial**(状语) in a sentence. Here are some examples from the text.

### As the subject (主语) :

**Seeing emerging adulthood as a normal stage of life today** can help ease our anxiety ... (Para. 12)

### As the object (宾语) :

Adulthood **means paying** your own bills and **taking** on all sorts of responsibilities ... (Para. 6)

Most of them make use of the freedom of emerging adulthood to have experiences ..., such as **teaching** in China for a year, perhaps, or **taking** a low-paid but fascinating internship with a nonprofit organization. (Para. 9)

### As the predicative (表语) :

... they search for work that **is** personally **fulfilling**, not just a job but an adventure. (Para. 1)

### As the attributive (定语) :

... you've created a list of America's **growing** "necessities".  
(Reading 1, Unit 2, Book 3)

### As the adverbial (状语) :

Some emerging adults feel overwhelmed by the challenges of this life stage and drift along aimlessly, **waiting for** something to happen rather than **making** it happen. (Para. 10)



➤ Ask Ss to study the examples and do the task in **Usage**: Complete the following sentences in English according to the Chinese given, using the v-ing form.

- 1 \_\_\_\_\_ (离开家) has always been an important **milestone** (里程碑) in a person's life and a sign that an individual has **entered adulthood**.
- 2 The health club's culture is \_\_\_\_\_ (如此有诱惑力) **that** most of its **clients** (顾客) want to come back.
- 3 **When it comes to** the environment problem, **developed countries** (发达国家) should **invest** more and do more \_\_\_\_\_ (帮助发展中国家继续前进).
- 4 **The survey indicated that** the top three characteristics of becoming an adult include \_\_\_\_\_ (承担个人职责, 独立作出决定), and **financial independence from parents**.
- 5 Bob has **been out of a job** (失业) for a while \_\_\_\_\_ (终日毫无目的地漂泊).
- 6 \_\_\_\_\_ (沿街走去), they saw a big **mall** (商场) decorated with various kinds of **neon signs** (霓虹灯广告).
- 7 We had a good time there, \_\_\_\_\_ (边喝茶边听音乐).
- 8 At that time **with** a large family **to feed**, I was so \_\_\_\_\_ (忙于生计) that I didn't care about what was going on abroad.
- 9 \_\_\_\_\_ (做完家庭作业), little Jenny played the piano **as usual**.

### 3 Sentence Pattern (p.48)

- Demonstrate the usage of “*why/what/how, etc., should/shouldn't..., have trouble/difficulty/ problems doing/with sth.*” and have Ss make sentences by using the sentence patterns.
- Study the examples in the box below. Form sentences with the words and phrases given, using the structure “*have trouble/ difficulty/problems doing/with sth.*”. Make changes or additions where necessary.

why/what/how, etc. should/shouldn't

e.g. *Why shouldn't* young people take most of their twenties to try out many possible paths? (Para. 8)

*So, what should* parents do? (Para. 11)

*How should* Mr. Silver handle it?

- 1 The writer ends his article with the question: **What should you choose: time or money** ? (you, choose, time or money)
- 2 Asked why he failed to foresee (预见) what would happen, Roger said, “ **How should I know** ?” (I, know)
- 3 Since Mary is badly treated in the company, **why shouldn't she quit the job** ? (she, not, quit, job)
- 4 The woman gave the 911 operator a description of the truck, said she was nervous and asked, “ **What should I do** ?” (I, do)



5M	<p>➤ Study the examples in the box below. Form sentences with the words and phrases given, using the structure “<i>have trouble/ difficulty/problems doing/with sth.</i>”. Make changes or additions where necessary.</p> <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;"> <p>have trouble/difficulty/problems doing/with sth.  e.g. On the not-so-positive side, they sometimes seem to <i>have trouble finding</i> a direction in life, ... (Para. 1)  I was late for work this morning because I <i>had some trouble with</i> the car.  The woman <i>had difficulty falling asleep</i> at night.</p> </div> <p>1 please, get in touch, me, if, you, arrangements  <i>If you have any problems with these arrangements, please get in touch with me.</i></p> <p>2 recent survey, young adults, a lot of, do, household, chores  <i>A recent survey shows young adults have a lot of trouble/difficulty doing household chores.</i></p> <p>3 more and more, parents, communicate, their children  <i>More and more parents have great difficulty communicating with their children.</i></p>	
	<p><b>IV Question Raising &amp; Summary &amp; Assignment</b></p> <p>➤ Encourage Ss to raise any questions related to today’s lesson and ask their pairs to help them if possible;</p> <p>➤ Make a summary of today’s lesson and assign today’ homework.</p>	

## 《大学英语 III》教 案

授课时间	第 13 周	课次	13
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
<p>授课题目（教学章、节或主题）：</p> <p>Unit 5 Digital Age</p> <ul style="list-style-type: none"> <li>- Opener (Self-driving car/driverless car)</li> <li>- Cultural Notes—<i>the four essential arts required of any true Chinese scholar; Artificial Intelligence (AI); IBM; etc.</i></li> </ul>			
<p>教学目的与要求：</p> <p>Teaching Objectives and Requirements:</p> <p>Students will be able:</p> <ul style="list-style-type: none"> <li>- To have a thorough understanding of the <u>cultural background</u> —— <i>the four essential arts required of any true Chinese scholar; Artificial Intelligence (AI), AlphaGo;</i></li> <li>- To get to know the productions of <i>digital age</i> (eg:AI, Self-driving car/driverless car);</li> <li>- To build up an active vocabulary to talk about digital technology and know how to use the key words and expressions in context properly.</li> </ul>			
<p>教学重点及难点：</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- The background information related to the text;</li> <li>- The general understanding of <i>Digital Age</i>;</li> </ul> <p>Difficult points:</p> <ul style="list-style-type: none"> <li>- How to how to use the helpful words and expressions to answer the “Why...?” questions based on the video clips.</li> </ul>			
<p>作业、讨论题、思考题：</p> <ol style="list-style-type: none"> <li>1. 借助【词达人】或【随行课堂】，预习【Unit 5 单词】（读音，意思），在课文中标注出来，上传到【群作业】；</li> <li>2. 预习 Unit 5 课文，完成课本 p.117 表格。</li> </ol>			
<p>课后小结：</p> <p>本单元主题为数字化时代及其产物 <i>AlphaGo</i>，同学们对此很感兴趣。本节课主要</p>			

为背景导入，通过相关英文视频，让同学们在了解背景知识的同时，学习有关英文表达，为接下来的课文学习打下基础。

下节课预习重点：

- The usage of words and expressions;
- Text organization.

参考文献：

《全新版大学进阶英语综合教程 3》（学生用书），李荫华，外教社，2017年6月；  
《全新版大学进阶英语综合教程 3》（教师手册），李荫华，外教社，2017年6月。

补充内容：

中国大学慕课《全新版大学进阶英语综合教程 II》

<https://www.icourse163.org/learn/IMU-1207106812?tid=1207452211>

新冠疫情下的 Z 世代

<https://video.weibo.com/show?fid=1034:4844372613857324>

什么是数字化

<https://haokan.baidu.com/v?vid=10419635144601580253>

5 分钟带您了解中国的数字化生活

<https://haokan.baidu.com/v?vid=12681895734545292500>

无人驾驶汽车在中国迅猛发展？国外网友：中国在科技方面弯道超车

<https://haokan.baidu.com/v?vid=18087098482716578309&pd=bjh&fr=bjhauthor&type=video>



➤ Ask Ss to study Helpful Words & Expressions (to explain “why”) and take one of the sentences as an example to demonstrate how to put the sentence pattern into writing and speaking:

- ✧ Why ...? For one thing, ...; for another, ...
- ✧ Perhaps the main/most important reason is ...
- ✧ There are probably three/many/several reasons for ...
- ✧ Because of/Owing to/Due to/Thanks to/As a result of ...

➤ Familiarize Ss with the difficult words from the video clip:

- ✓ steering wheel 方向盘
- ✓ vehicle *n.* /'vi:əkl/ 交通工具; 车辆
- ✓ prototype *n.* /'prəʊtətaɪp/ 原型; 雏形
- ✓ space-age *adj.* 太空时代的; 非常先进的
- ✓ curve *n./v.* 曲线, 弧线, 转弯处
- ✓ accelerate *v.* /ək'seləreɪt/ 加速
- ✓ tend to 倾向; 趋于; 照料; 护理
- ✓ engineer *n./v.* 工程师/设计
- ✓ incredibly *adv.* /ɪn'kredəbli/ 极其, 难以置信地

➤ Have Ss work in pairs and exchange answers.

➤ Ask several Ss to give their answers to the question in Opener in front of the whole class.

➤ Present the answers:

(1) Senior citizens (老人), handicapped/disabled people ( /'hændikæpt/ 残疾的), mothers with young children.

(2) There are multiple benefits. For one thing, self-driving cars are safer. For another, they get handicapped people from one place to another, which was previously denied (拒绝) to such people. Thirdly, instead of driving, mothers can spend more quality time (黄金时光) with their children.

(3) Businesspeople who want to catch up on( 补做 ) reading and communications when travelling by road. News reporters who could send reports back to headquarters right after an interview. Paramedics( 护理人员 /,pærə'medɪk/) who could focus on caring for patients on the way to hospital.

## 2 AlphaGo



- Besides Self-driving car, Google developed AlphaGo—an artificial intelligent computer program. Ask Ss to watch a video clip from a documentary about AlphaGo and discuss the following questions with their partner:
  - (1) What are the three components (组成) of AlphaGo?
  - (2) What happened in this game (比赛)? Why did it happen?
  - (3) What was the result of this game?
- Have Ss work in pairs and exchange answers.
- Ask several Ss to give their answers to the question in Opener in front of the whole class.
- Present the answers:
  - (1) Policy network, value network, and tree search.
  - (2) AlphaGo went off at a tangent (突然改变行动) in game 4, because Lee Sedol's wedge (楔形) move surprised AlphaGo.
  - (3) AlphaGo resigned (辞职, 使顺从).

35M

### III Text Study

#### 1 Background Information

- Ask Ss to take a look at the Cultural Notes, write down and underline some key words and useful expressions:

**the four essential arts required of any true Chinese scholar:** music, chess, calligraphy( /kə'lıgrəfi/ ) and painting.

四艺, 即琴、棋、书、画, 中国古代文人推崇并要掌握的四门艺术。

**Emerging Adulthood:** a new period of life-span development (生命发展) proposed (提出) by psychologist Jeffrey Jensen Arnett in 2000. According to Arnett, emerging adulthood occurs during the transition period (过渡期) from

adolescence to adulthood. Emerging adulthood takes place during the late teens and early-to-mid 20s, when individuals typically have relatively few externally-enforced expectations (外界的期望) or obligations (义务). They use this period as an opportunity for identity exploration, trying out different roles and engaging in different experiences, particularly in the domains (领域) of work, love, and worldview. Emerging adulthood ends gradually as individuals make more permanent adult commitments (承诺) throughout their 20s. (permanent-temporary)

**Jeffrey Jensen Arnett:** received his Ph.D. from the University of Virginia, and did three years of postdoctoral (博士后) work at the University of Chicago.

He is Research Professor of Psychology at Clark University in Worcester, Massachusetts.

He is the originator (创始人; 发明者; 提出者) of the theory of emerging adulthood and the author of *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties*, recently published in a second edition by Oxford University Press.

Currently he serves as the Executive Director (执行理事) of the Society for the Study of Emerging Adulthood.

He lives in Worcester with his wife Lene Jensen and their twins, Miles and Paris.

## 2 Vocabulary Preview

- Introduce and lead in the topic of the text:
- Present the new words in the margin to help Ss familiarize themselves with them in terms of their *form, meaning and pronunciation*:
  - Let Ss read the text out loud in pairs, paragraph by paragraph, and underline any words or phrases which they have difficulty pronouncing or understanding the meaning;
  - Collect the words and blackboard them, write down the Phonetic Symbols and

5M	<p>read them out to Ss;</p> <ul style="list-style-type: none"> <li>- Guide Ss to correct the pronunciation via 【We Learn】 &amp; 【词达人】;</li> <li>- Ss repeat the words together, going down the words list one by one and then read the words selected by the teacher;</li> <li>- Ask Ss to read to their group members and correct the pronunciation with each other;</li> <li>- Some of them will be asked to read individually in front of the whole class.</li> </ul> <p><b>IV Question Raising &amp; Summary &amp; Assignment</b></p> <ul style="list-style-type: none"> <li>➤ Encourage Ss to raise any questions related to today's lesson and ask their pairs to help them if possible;</li> <li>➤ Make a summary of today's lesson and assign today' homework.</li> </ul>	
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## 《大学英语 III》教 案

授课时间	第 14 周	课次	14
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
授课题目（教学章、节或主题）：  CET-4 Reading——Introduction & Overview			
教学目的与要求：  <b>Teaching Objectives and Requirements:</b>  <b>Students will be able:</b> <ul style="list-style-type: none"> <li>- To get to know the importance of <u>Reading part</u> in CET-4;</li> <li>- To have a general knowledge of the three main questions types of CET-4 Reading;</li> <li>- To analyze the genre of reading materials;</li> <li>- To know what kinds of reading skills they have to master and how to prepare for CET-4 Reading.</li> </ul>			
教学重点及难点：  <b>Key point:</b> <ul style="list-style-type: none"> <li>- How to lead Ss' to conduct text analysis of different reading materials.</li> </ul> <b>Difficult point:</b> <ul style="list-style-type: none"> <li>- How to raise Ss' awareness of the importance of Reading.</li> </ul>			
作业、讨论题、思考题：  <b>Assignment:</b> <ul style="list-style-type: none"> <li>- Reading Exercise: Passage One on the handout</li> </ul>			
课后小结：  本节课从整体上介绍了四级阅读的分值比重、题目来源、三类题型、复习建议等，阅读与听力一样，在四级考试中占比很大，虽然同学们已意识到阅读的重要性，但部分同学并未有实际行动练习、备考，希望通过设立 QQ 群监督小组的方式，督促他们认真准备。			
下节课预习重点： <ul style="list-style-type: none"> <li>- The reading skills used to deal with different types of question types</li> </ul>			
参考文献：			

《星火英语 全真试题+标准模拟》，汪开虎，上海交通大学出版社，2020年1月；  
《不就是语法和长难句吗？》，刘晓艳，中国政法大学出版社，2020年11月；  
《大学英语四级听力》，潘晓燕，世界图书出版公司，2021年1月；  
《星火英语 全真试题+标准模拟》，汪开虎，上海交通大学出版社，2021年1月。

课时分配	教 学 内 容	方法及手段																																																		
25M	<p style="text-align: center;"><b>一、应试阅读的重要性</b></p> <p><b>1. 阅读题在各类考试中的比重</b></p> <p>阅读属于信息输入的基本技能，在各类的英语考试中都占较大比重。比如改革后的大学英语四六级考试，在总分 710 分中，阅读部分共占 35%（如表 1.1 所示）。以四级考试为例，通常 425 分及格，达到后可以报考六级；550 分以上可以报考口语。若以 550 分为目标，那么阅读题的正确率一般要达到 80% 以上，也就是说每 10 道题中，错题不能超过 2 道。因此，想要取得比较理想的成绩，阅读能力和答题技巧是非常重要的。</p> <table border="1" data-bbox="536 797 1015 1303" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>题型</th> <th>分值比重</th> </tr> </thead> <tbody> <tr> <td>写作</td> <td>15%</td> </tr> <tr> <td>听力</td> <td>35%</td> </tr> <tr> <td>选词填空（阅读题）</td> <td>5%</td> </tr> <tr> <td>长篇阅读（阅读题）</td> <td>10%</td> </tr> <tr> <td>仔细阅读（阅读题）</td> <td>20%</td> </tr> <tr> <td>翻译</td> <td>15%</td> </tr> </tbody> </table> <p style="text-align: center;">表 1.1 各题型在四级考试中的比重</p> <p>不仅四六级考试如此，硕士研究生入学英语考试中阅读的重要性更为突出。如表 1.2 所示，在总计 100 分的试题中，阅读理解题占到 60% 的比重。</p> <table border="1" data-bbox="293 1505 1273 2058" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>部分</th> <th>节</th> <th>提供的内容</th> <th>题型</th> <th>题量</th> <th>计分</th> </tr> </thead> <tbody> <tr> <td>英语知识运用</td> <td></td> <td>1 篇文章</td> <td>完形填空、选择题</td> <td>20</td> <td>10</td> </tr> <tr> <td>阅读理解</td> <td>A</td> <td>4 篇文章</td> <td>选择题</td> <td>20</td> <td>40</td> </tr> <tr> <td>阅读理解</td> <td>B</td> <td>1 篇文章</td> <td>选择搭配题</td> <td>5</td> <td>10</td> </tr> <tr> <td>阅读理解</td> <td>C</td> <td>1 篇文章</td> <td>英译汉</td> <td>5</td> <td>10</td> </tr> <tr> <td>写作</td> <td>A</td> <td>规定情景或汉</td> <td>应用文</td> <td>1</td> <td>10</td> </tr> </tbody> </table>	题型	分值比重	写作	15%	听力	35%	选词填空（阅读题）	5%	长篇阅读（阅读题）	10%	仔细阅读（阅读题）	20%	翻译	15%	部分	节	提供的内容	题型	题量	计分	英语知识运用		1 篇文章	完形填空、选择题	20	10	阅读理解	A	4 篇文章	选择题	20	40	阅读理解	B	1 篇文章	选择搭配题	5	10	阅读理解	C	1 篇文章	英译汉	5	10	写作	A	规定情景或汉	应用文	1	10	<p>方法：</p> <p>讲授法</p> <p>练习法</p> <p>问题教学法</p> <p>手段：</p> <p>PPT</p> <p>板书</p> <p>慕课资源</p>
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		语文章			
写作	B	主题句、写作 提纲、规定情 景、图表等	短文写作	1	20

表 1.2 各题型在硕士研究生入学英语考试中的比重

在研究生入学英语考试中，不仅阅读题目占比很高，题目也出得更为复杂。阅读题由 A、B、C 三节组成，共 30 小题；每小题 2 分，总计 60 分。A 节是最为常见的仔细阅读题，主要考查考生理解主旨要义、具体信息、概念性含义、推理和引申以及根据上下文推测生词词义等能力。出题思路可以说是四六级考试的高配版。B 节主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。C 节主要考查考生准确理解概念或结构较复杂的英语文字材料的能力。题目要求考生阅读一篇约 400 词的文章，并将其中 5 个划线部分（约 150 词）译成汉语，要求译文准确、完整、通顺。

其实，除了国内考试以外，国外的托福及雅思考试也比较重视阅读技能的考查。这两个考试都分为听、说、读、写四部分，其中阅读考试的时间都是 60 分钟。托福总分取四部分的总和，而雅思则取四部分的平均分数。

因此，无论国内还是国外的考试，阅读都是非常重要的一项考查内容。我们不仅要特别注意运用这方面的答题技巧，平时也要加强阅读能力的训练，毕竟这是我们研读英文资料、学习英文文献的关键。

## 2. 阅读题型及考查重点

下面，我们来看一下改革后的四级阅读题型以及考查重点。四六级考试在一步步改革中越来越国际化，不仅采取了标准化计分，而且借鉴了不少托福和雅思考试的出题思路，同时也照搬了一些题型。值得注意的是，相对于托福和雅思考查交际能力的目的，四六级考试仍然相对偏重于对语言知识的考查。

四级阅读题主要可以分为以下三大题型：

### Section A 选词填空

1 篇文章（200—250 词）

考点：单词（各种形式）、语法、词组搭配等

## Section B 长篇阅读

1 篇文章 (1200—1400 词)

考点: 乱序、速读

## Section C 仔细阅读

2 篇文章 (每篇 400—500 词)

考点: 细节理解、推断词意、主旨大意、推理判断、综合分析等

**Section A 选词填空题**在一篇 200 至 250 词的短文中删去其中 10 个单词,短文后面提供 15 个单词选项,要求考生从选项中选出正确的单词填入文章对应的空格内。建议使用十分钟完成该题型。选词填空这种题型其实是四级阅读考试中最难的题型,它对于考生的英语功底要求很高。该题型不仅考查到词汇的各种形式、语法、词组搭配,还考查到逻辑推理、段落主旨判断等综合能力。不过能令考生松一口气的是,这个最难的题型分值是最低的,每题只占 0.5% 的分值。与之对比,Section C 仔细阅读题的每道分值占 2%。也就是说,如果考生做错四道选词填空,才相当于做错一道选择题。所以从战略上来看,选词填空虽然是四级阅读考试中的第一个题型,但在考场上应该放在最后做为佳。

**Section B 长篇阅读**是一篇 1200 至 1400 词的长文章,后面 10 道题是 10 个独立的句子,要求考生找出每句话所含信息在原文的段落出处,以该段落的标号作为答案。这部分虽然文章长,但只要定位准确,并不是特别有难度。该题型考查的其实是考生快速阅读与定位信息的能力。雅思阅读中也有类似的题型。在做这一题型时,有两点需要特别注意:一是题目顺序并非按照文章顺序出现,而是打乱顺序的,以考查考生定位能力;二是这篇长文章中可能有段落会被选择两次,而有的段落并不会被选到,所以排除法并不适用于该题型。

**Section C 仔细阅读**是两篇平均长度约为 400 词的短文。每篇文章后有 5 道四选一的单选题。两篇文章共 10 道题。建议在 20 分钟内完成该题。这部分常常考查考生对细节的理解、词义的推断、主旨大意的把握和推理判断等能力。这是英语考试中最常见的题型——几乎每种考试都会出现,出题点也较为相似,只是文章难度存在差异。这部分分值较高,占阅读题分值的一半以上。建议考生在阅读题中最先完成该题型,以保证相对从容地拿到分数。

## 二、文章选材及主题

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## 1. 文章选材

阅读试题中出现的文章多选自国外主流媒体、书籍或时事报刊等。这不仅保证了原汁原味的英语语言，更体现了欧美文化背景和思维方式。托福和 GRE 的阅读题还会选取来自美国大学本科教材中的文章，难度更大一些。

四六级考试的选材主要来自《新闻周刊》(Newsweek)、《纽约时报》(The New York Times)、《时代周刊》(Time)、《华盛顿邮报》(The Washington Post)、《经济学人》(The Economist)、《卫报》(The Guardian)等英美主流报刊。为了符合四六级考试难度，部分内容会有改编。比如我们来看一下 2012 年 6 月仔细阅读题型中的文章。第一篇选自《纽约时报》网站 2009 年 5 月 29 日的一篇文章“Married With Bankruptcy”。

### Married With Bankruptcy

By Andrew J. Cherlin

In times of economic crisis, Americans turn to their families for support. *If the Great Depression is any guide, we may see a drop in our sky-high divorce rate.* But this won't necessarily represent an increase in happy marriages, nor is the trend likely to last. In the long run, *the Depression weakened American families, and the current crisis will probably do the same.*

We tend to think of the Depression as a time when families pulled together to survive huge job losses. The divorce rate, which had been rising slowly since the Civil War, suddenly dropped in 1930, the year after the Depression began. By 1932, when nearly one-quarter of the work force was unemployed, it had declined by around 25 percent from 1929. But this does not mean that people were suddenly happier with their marriages. Rather, with incomes *plummeting* and insecure jobs, unhappy couples often couldn't afford to divorce. They feared that neither spouse would be able to manage alone.

Today, given the job losses of the past year, fewer unhappy couples will risk starting separate households. Furthermore, the housing market meltdown will make it more difficult for them to finance their separations by selling their homes.

After financial disasters (and natural ones as well) family members also tend to do whatever they can to help each other and their communities. In a 1940 book, “The Unemployed Man and His Family,” the sociologist Mirra Komarovsky described a family in which the husband initially reacted to losing his job “with tireless search for

work.” He was always active, looking for odd jobs or washing windows for neighbors. Another unemployed man initially enjoyed spending more time with his young children. These men’s spirits were up, and their wives were supportive.

The problem is that such an impulse is hard to sustain. The men Komarovskiy studied eventually grew discouraged, their efforts faltered, and their relationships with their wives and teenage children often deteriorated. Across the country, many similar families were unable to maintain *the initial boost* in morale. For some, the hardships of life without steady work eventually overwhelmed their attempts to keep their families together. The divorce rate began to rise again in 1934 when employment picked up, providing some unhappy couples with the income they needed to separate. The rate rose during the rest of the decade as the recovery took hold.

Millions of American families may now be in the initial stage of their responses to the current crisis, working together and supporting one another through the early months of unemployment. During the Depression this stage seemed to last a year at most. Today, it might last longer. Wives now share with their husbands the burden of earning money, and the government provides more assistance.

But history suggests that this response will be temporary. By 1940 the divorce rate was higher than before the Depression, *as if a pent-up demand was finally being satisfied*. The Depression destroyed the inner life of many married couples, but it was years before they could afford to file for divorce.

Today’s *economic slump* could well generate a similar backlog of couples whose relationships have been irreparably ruined. So it is only when the economy is healthy again that we will begin to see just how many fractured families have been created.

这篇文章分析了美国社会中经济危机对婚姻的影响。在第一段就给出文章思路，即拿美国曾经历过的经济大萧条（the Great Depression）的情况和现在的情况类比，尝试分析经济危机对于美国家庭关系的影响。如果大家对大萧条这个历史背景有所了解，那么对阅读该文章就大有帮助了。同样，大家在拿到题目时不妨快速扫视一下文章，尤其是第一段，并积极回忆自己对背景知识的已有信息，然后再开始根据后面的问题定位到具体段落来答题。

另外，在文章中出现了许多新闻报刊或新闻听力中出镜率极高的词汇，诸如 plummet（猛烈下跌）、boost（促进，增加）、pent-up demand（潜在的需求）、economic slump（经济衰退）等。当然，类似 economic crisis、economic recession、economic decline 和 economic downturn 等常用表达，我们也需要熟悉。因此，保

持一定的阅读量——尤其是坚持阅读英语媒体的文章——可以从根本上提高我们的阅读能力。在本讲最后的复习建议中会给大家列出具体建议和参考网站。

## 2. 文章主题

阅读题的篇章内容多涉及国外的社会生活、文化风俗、教育、经济、科普知识或人物传记等。其中，科普知识类的文章占四六级阅读的 50% 左右，而在托福和 GRE 考试中甚至占到 90% 以上，其难度也比四六级考试要大得多，常常是关于地质学、生物学、考古学、人类学等主题的学术科普文章。如果大家需要准备出国考试，那么自身的知识储备要更为广泛和深入才行。

相比较而言，国内英语考试更倾向于大家熟悉的知识或热点问题。我们会看到真题阅读中出现了美国历史上很多著名事件和人物，比如乔布斯去世、柯达公司倒闭、美国经济大萧条等。因此，我们最好有一些英美历史文化的背景知识并了解一些时事热点。

例如，前几年 Facebook 上市，在全球引发轰动。关于 Facebook 的文章也出现在 2012 年 6 月阅读部分的仔细阅读题中。这篇文章的来源是《新闻周刊》网站 2010 年 5 月的一篇文章“The Secret Cost of Using Facebook”。

### **The Secret Cost of Using Facebook**

By Daniel Lyons

If you don't spend your days glued to tech blogs, you might not know about the latest trend among hipster techies: quitting Facebook. These folks, including a bunch of Google engineers, are bailing out because Facebook just changed its rules so that much of your personal profile information, including where you work, what music you like, and where you went to school, now gets made public by default. Some info is even shared with companies that are special partners of Facebook, like Yelp, Pandora, and Microsoft. And while there are ways to dial back on some of this by tinkering with your privacy settings, it's tricky to figure out — intentionally so, according to cynics.

The fear is that people are being lured into Facebook with the promise of a fun, free service, and don't realize that they're paying for it by giving up loads of personal information. Facebook then attempts to “monetize” one's data by selling it to advertisers that want to send targeted messages.

Most folks using Facebook have no idea this is happening. Even if you're very tech-savvy and do know what the company is up to, you still have no idea what you're



paying for Facebook, because people don't really know what their personal data is worth.

The biggest problem, however, is that the company keeps changing the rules. Early on, you could keep everything private. That was the great thing about Facebook — you could create your own little private network. Last year, the company changed its privacy rules so that a lot of things — your city, your profile photo, the names of your friends — were set, by default, to be shared with everyone on the Internet. Sure, you could change everything back and make it private. But most people probably didn't bother. Now Facebook is going even further by insisting that unless you agree to make things like your hometown, interests, and friends' names public, then you can't list them at all.

The whole kerfuffle is a misunderstanding, *according to Elliot Schrage*, Facebook's vice president of communications and public policy. In his version of events, the company is simply making changes to improve the service it provides to users by giving them more “granular” control over what they share, and if people don't share information they have a “less satisfying experience.” Facebook is innovating so rapidly, he says, that people don't fully understand what the company is doing, and that change is scary.

*Some critics think* this is more about Facebook looking to make more money. Its original business model, which involved selling ads and putting them at the side of the page, totally flopped. Who wants to look at advertisements when they're online connecting with their friends? Facebook denies that financial motives drove the changes. “Of all the criticisms, that's the one I find most distressing — that anything we've done is damaging to users in order for us to make more money,” says Schrage.

And not everyone thinks it's such a bad thing to have less privacy online. *Some users, like Robert Scoble, applauded Facebook's new policies.* “I wish Facebook were MORE open!” he wrote on his blog. “I haven't cared about privacy for years.”

*But others are saying that* this isn't what they signed up for when they joined. The privacy issue has already landed Facebook in hot water in Washington. In April, Sen. Charles Schumer and two other senators called on Facebook to change its privacy policy. They also urged the Federal Trade Commission to set guidelines for social-networking sites. In May, a group of 15 online-privacy groups filed a formal complaint with the FTC accusing Facebook of “unfair and deceptive trade practices.” “I think the senators rightly communicated that we had not been clear about what the new products were and how people could choose to use them or not to use them,”

10M	<p>Schrage concedes.</p> <p>Losing a few people won't hurt Facebook, which has more than 400 million registered members, most of them oblivious to the debate over privacy. In fact, I suspect Facebook will end up being to this decade what Microsoft was to the 1990s — an ever-more-powerful company with tentacles that reach into everything. I also suspect that whatever Facebook has done so far to invade our privacy, it's only the beginning, which is why I'm considering deactivating my account. Facebook is a handy site, but I'm freaked by the idea that my information is in the hands of people I don't trust. That is too high a price to pay.</p> <p>这篇文章讲述的是使用 Facebook 虽然给人们带来很多乐趣与便利，但也存在很大风险，因为我们的隐私可能得不到保护。同样，文章在第一句话就点出主题：很多人想要放弃 Facebook，因为它可能会泄露我们的隐私。接下来，文章又引用了不同专家的言论对此现象进行分析。最后作者表达了自己的观点。这也是新闻报道中的常用套路。</p> <p style="text-align: center;"><b>三、复习建议</b></p> <p><b>1. 真题为主</b></p> <p>首先建议在复习备考时，以真题资料为主。不仅四六级考试如此，托福、雅思、GRE 等考试基本都应以真题为主要练手的资料。只有多做真题，才能把握这类考试的出题思路并掌握套路，这是一个量变到质变的过程。所以，大家手头一定要有一份历年真题。在把手头的真题做完之前，不要盲目地选择各类模拟题。否则往往时间花了不少，但效果不尽如人意。</p> <p><b>2. 及时总结</b></p> <p>在做题时，要学会总结和反思。很多时候，我们只是做完题目后对一下答案。这往往是不够的。建议大家分析自己做错的原因。究竟是因为词汇、句式的障碍，还是因为定位不准确？又或是推理时出现了偏差？然后把做错题目的原因总结一下，并统计哪一类错误是自己最容易犯的。后期就要针对这一薄弱环节加强练习，补足自己的短板。及时总结分析的习惯在考研、托福、GRE 这类较难的英语考试中更是重要。</p> <p><b>3. 掌握高频词，读懂长难句</b></p> <p>建议大家在总结错题原因之后还要再次阅读原文，尤其是做得不理想的题目</p>	
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的原文。记下这篇文章中出现的生词和长难句，慢慢累积自己的词汇量。当然，考试不同，用到的词汇也不尽相同，积累单词的方法也会有所差异。比如，在复习 GRE 这类高难度考试时，光靠平日阅读的词汇积累是不够的，一定要借助专门的词汇书。攻克单词是首要任务，否则空谈技巧也只是纸上谈兵而已。然而，针对四级考试这类难度相对不太高的国内考试，则可以根据自己的水平，先做一套真题试卷检测一下。如果觉得较难，那么就应该边做真题边专门背单词来增加词汇量了。如果觉得难度并不大，则没有必要专门去背词汇书，而是平时慢慢培养阅读习惯，有意识地在阅读中积累词汇量。

说到平时的阅读，可以分为精读和泛读两类。精读方面，我们可以以真题为材料，做完题目后将出现过的生词或难句一一拿下。泛读方面，我们可以选择前面提到过的一些国内和英美主流媒体。比如以下这些网站：

- 新闻周刊 <http://www.newsweek.com>
- 纽约时报 <http://www.nytimes.com>
- 经济学人 <https://www.economist.com>
- 中国日报网 <http://www.chinadaily.com.cn>

另外，国内一些英语报纸也是不错的选择，例如：

- *China Daily*
- *Shanghai Daily*
- *Global Times*
- *South China Morning Post*

## 《大学英语 III》教 案

授课时间	第 15 周	课次	15
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
授课题目（教学章、节或主题）： CET-4 Reading——细节题 & 推理题			
教学目的与要求： <b>Teaching Objectives and Requirements:</b> Students will be able: - To know some useful tips to cope with <u>Reference &amp; Detail questions</u> - To consolidate the reading skills learned last class by doing exercises			
教学重点及难点： <b>Key point:</b> - How to apply the tips provided to reading exercise. <b>Difficult point:</b> - How to enhance Ss' reading competence within a short period of time.			
作业、讨论题、思考题： <b>Assignment:</b> - Reading Exercise: Passage One on Welearn			
课后小结： 本节课主要讲解四级阅读常考的细节题和推理题的做题技巧，配合真题进行练习，讲练结合，大部分同学能将做题技巧运用到真题练习中，但没有了老师的辅助，受生词、长难句的阻碍，阅读题对同学们来说仍有不小的难度。			
下节课预习重点： - CET-4 Reading——选词填空题 & 段落信息匹配题			
参考文献： 《星火英语 全真试题+标准模拟》，汪开虎，上海交通大学出版社，2020 年 1 月； 《不就是语法和长难句吗？》，刘晓艳，中国政法大学出版社，2020 年 11 月； 《大学英语四级阅读》，潘晓燕，世界图书出版公司，2021 年 5 月； 《星火英语 全真试题+标准模拟》，汪开虎，上海交通大学出版社，2021 年 1 月。			

课时分配	教 学 内 容	方法及手段
45M	<p style="text-align: center;"><b>细节题</b></p> <p>细节题，顾名思义，就是针对原文中比较细节的信息进行提问。和主旨题相反，它往往只针对文章中的一两句话进行提问，基本不会涉及文章的整体大意。</p> <p><b>出题规律</b></p> <p>1) 细节题的提问方式多以 <b>what、who、which、when、where、why</b> 这类特殊疑问词来引导，涉及对各种细节的提问，如原因、结果、目的、方式等。</p> <ul style="list-style-type: none"> <li>➤ 针对某个句子提问：<b>What does the author mean by saying “...”?</b></li> <li>➤ 针对某细节的因果进行提问：<b>Why couldn't black workers buy a house in a white suburban neighborhood?</b></li> <li>➤ 针对文章中出现的例子进行提问，往往会问到例子说明的问题和作者举例的目的，比如“<i>The author cites the example of ... to _____.</i>”。例子的作用往往会在例子前后的文字中进行说明。</li> <li>➤ 针对某个段落提问：<b>According to paragraph 5, which of the following is true of the stream of charged particles from the ground?</b></li> <li>➤ 针对段落进行选择或排除。这也是托福阅读细节题中最常见的问题。</li> </ul> <p>2) 细节题的答案一般能在原文中直接找到。有时，选项与原文所用的词不同，那么就需要找到同义替换词。</p> <p><b>解题关键</b></p> <p>由于细节题所需信息基本都可以在原文中找到，所以只需要知道如何定位以及定位后如何将选项信息与原文进行匹配即可。也就是说“<b>定位能力 + 选项匹配能力</b>”是解决细节题的关键。</p> <p><b>答题步骤</b></p> <p><b>第一步：</b>审题，判断该题是针对细节而设置的细节题。</p> <p><b>第二步：</b>确定题干关键词，根据关键词回原文查找对应句子。关于如何定位关键词，请参照段落信息匹配题那一讲中的介绍。此处不再赘述。</p> <p><b>第三步：</b>找到原文出处后，将原文和选项进行同义替换。</p> <p><b>实例讲解</b></p> <p>以本讲开头的题目作为例子，看看细节题的答题技巧。</p> <p><b>Why couldn't black workers buy a house in a white suburban neighborhood?</b></p>	<p>方法：</p> <p>讲授法</p> <p>练习法</p> <p>问题教学法</p> <p>手段：</p> <p>PPT</p> <p>板书</p> <p>慕课资源</p>

A They lacked the means of transportation.

B They were subjected to *racial inequality*.

C They were afraid to break the law.

D They were too poor to afford it.

根据题干中的关键词 *black workers* 和 *a white suburban neighborhood* 可以定位到题目原文的第四段。

[4] Most *black workers* would not want to return to a time when, on average, they earned 40 percent less than their white counterparts (职位相当的人), while *racially restrictive agreements* largely prevented them from buying into the suburban neighborhoods being built for *white working-class families*.

B 选项中的 *racial inequality* 对应原文中的 *racially restrictive agreements*, 为正确选项。

答题步骤中提到的三个步骤是针对题干有明显关键词的细节题。我们可以凭关键词定位到某一两句话, 然后寻找同义替换。然而还有一些细节题, 它们的题干并没有具体给出关键词, 而只给出了某一段的范围, 但是那个段落往往又很长, 从头到尾读下来时间不够。这时就需要抓住原文中常见的出题点来答题了。常见的出题点就是该段落的转折句和因果关系句。请看下面的例子。

Which of the following statements about *deer populations* is supported by the information in paragraph 4?

A Deer populations reached their highest point during the 1940s and then began to decline.

B The activities of settlers contributed in unexpected ways to the growth of some deer populations in later times.

C The cleaning of wilderness land for construction caused biotic changes from which the black-tailed deer population has never recovered.

D Since the 1940s the winter populations of deer have fluctuated more than the summer populations have.

题干中只出现了 *deer population*, 然而整篇文章都在讲 *deer*, 因此无法精确定位。所以, 直接回到第四段去浏览原文, 重点关注转折句或因果句。

[4] Reduction in numbers of game should have boded ill for their survival in later

times. A worsening of the plight of deer was to be expected as settlers encroached on the land, logging, burning, and clearing, eventually replacing a wilderness landscape with roads, cities, towns, and factories. No doubt the numbers of deer declined still further. Recall the fate of the Columbian white-tailed deer, now in a protected status. *But* for the black-tailed deer, human pressure has had just the opposite effect. Wild life zoologist Hulmut Buechner (1953), in reviewing the nature of biotic changes in Washington through recorded time, says that “since the early 1940s, the state has had more deer than at any other time in its history, the winter population fluctuating around approximately 320,000 deer (mule and black-tailed deer), which will yield about 65,000 of either sex and any age annually for an indefinite period.”

中间看到明显的转折词 *But*, “*But for the black-tailed deer, human pressure has had just the opposite effect.* (但是对于黑尾鹿来说,人类的压力起到相反的作用)”。那么与什么作用相反呢?继续往转折词 *But* 前面去找,找到“*No doubt the numbers of deer declined still further. Recall the fate of the Columbian white-tailed deer, now in a protected status.* (无疑,鹿的数量还在下降。想想目前处于受保护状态的哥伦比亚白尾鹿的命运)”,但对于黑尾鹿来说,人类对它们的作用是相反的,也就是说黑尾鹿的数量在人类影响下是上升的。

A 选项说鹿的数量先达到高点,然后再减少。这是错误的。根据转折句的内容,黑尾鹿是先减少再增加。B 选项说人类的活动以一种意料之外的方式引起了某些鹿的增加,与转折句的意义一致,为正确答案。C 选项说黑尾鹿数量再也没有恢复。出现了 *never* 这个概念,是错误选项。D 选项提到的冬夏的对比在文中并未提及。

这一类属于比较难的细节题。题干中没有明显关键词,因而无法根据关键词定位。那么,我们就重点关注这段的转折句或因果句。往往答案就在此处。即使不在该句,也在该句前后一两句的区间内。

最后再强调一点,做题时完全可以通过看细节题的题干大致判断文章在说些什么。细节题的题干就是原文的再现,是把文章中的某句话抽出来转换成问题。因此,阅读问题就相当于了解文章的信息。由于顺序原则,把每个细节题题干快速浏览完,文章内容就大致掌握了。所以,在做阅读理解时,不妨先看题干,将被动阅读转化为主动阅读。这样做对于理解原文、准确答题很有帮助。

## 推理题

推理题的题干往往会出现以下这类表示推测的关键词：infer、imply、indicate、suggest、conclude、learn。

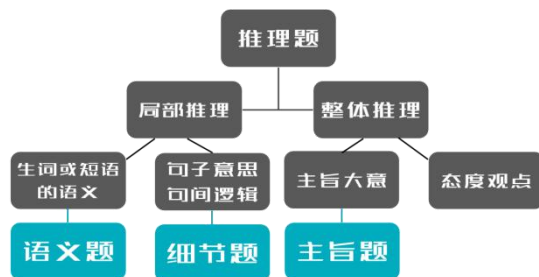
推理题经常出现以下几种问法：

- The author uses the word “...” to imply \_\_\_\_\_.
- The sentence “...” suggests that \_\_\_\_\_.
- Which of the following can be inferred from the last paragraph?
- It can be concluded from the passage that \_\_\_\_\_.
- The author’s main thought is that \_\_\_\_\_.

## 推理题的分类

可以把推理题分成两个大类别：1) 基于文章局部的细节推理；2) 对于文章整体的全局推断。再细分一下，在基于文章局部的细节推理题中，包括对于文中某生词或短语语义的推理以及对于文中某一句或几句话的意思和逻辑关系的推理。而对于文章整体的推理则包括推断文章的主旨大意以及推断作者要表达的态度、思想等。

看到这里，是否有点似曾相识的感觉？其实前三个层面的推理题就刚好对于前面讲过的语义题、细节题和主旨大意题。



1 **语义题**：通过上下文语境、同向或反向逻辑关系或词根词缀来推测答案。

2 **细节题**：通过题干中的关键词或段落中的转折、因果逻辑关系来定位细节所在的原文位置。然后对这些细节的陈述进行推断。通常要针对细节所在的某一句或几句话进行同义替换，从而选出正确选项。

3 **主旨题**：根据文章主题句或串线段落主题句的方式概括主旨大意。

此外，一篇文章不可避免地会反映作者的观点、态度和情绪。能否正确推测作者的态度或观点也是体现阅读能力的重要方面。

问到作者态度时，除了开头提到过的表示推理题题干的关键词以外，还可以直接



问:

- What is the author's attitude towards ...?
- What is the mood/tone of the passage?

### 如何推测作者意图或看法

如何推测作者的意图? 尤其当涉及争议性问题时, 如何准确判断作者的态度? 在此提供以下几种思路。

#### 1) 结合文章的主题思想进行综合推断

对于推测作者态度或观点的题, 需要分析文章走向、理解中心思想, 从语篇的层次进行整体推断。特别是面对一些先抑后扬或先褒后贬的结构, 切忌按照文章局部体现出的感情色彩妄下判断。

#### 2) 留心具有感情色彩的词语

作者会通过词汇来暗示自己对所谈问题的态度或观点。一般来说, 如果文中出现的褒义词较多, 那么作者的观点就很可能是正面(赞成)的; 如果文中出现的贬义词较多, 那么作者的观点就很可能是负面(反对)的; 如果通篇使用的都是中性词语, 那么作者观点倾向于客观、中立。

#### 3) 借助文章体裁加以判断

说明性文章一般持有实事求是的客观、中性态度; 议论性文章则带有作者的主观看法, 或赞成支持、或反对批评。

#### 4) 分清题目问的是谁的观点

有时题目会问到文章中出现的其他人物的观点和看法。答题时一定要看清楚, 切莫想当然。另外, 作者也会引用别人的观点进行分析, 但那并不一定代表他自己的观点, 注意不要混淆。

### 实例讲解

*What a waste of money!* In return for an average of £44,000 of debt, students get an average of only 14 hours of lecture and tutorial time a week in Britain. Annual fees have risen from £1,000 to £9,000 in the last decade, but lecture time at university has barely risen at all. And graduating doesn't even provide any guarantee of a decent job: six in ten graduates today are in non-graduate jobs.

*No wonder it has become fashionable to denounce many universities as little more than elaborate con-tricks (骗术).* There's a lot for students to complain about: the repayment

threshold for paying back loans will be frozen for five years, meaning that lower-paid graduates have to start repaying their loans; and maintenance grants have been replaced by loans, meaning that students from poorer backgrounds face higher debt than those with wealthier parents.

*Yet it still pays to go to university.* It's not just the lectures and tutorials that are important. Education is the sum of what students teach each other in between lectures and seminars. *Students do not merely benefit while at university; studies show they go on to be healthier and happier than non-graduates, and also far more likely to vote.*

*Whatever your talents, it is extraordinarily difficult to get a leading job in most fields without having been to university.* Recruiters circle elite universities like vultures (秃鹰). Many top firms will not even look at applications from those who lack a 2.1, i.e., an upper-second class degree, from an elite university. Students at university also meet those likely to be in leading jobs in the future, forming contacts for life. This might not be right, but school-leavers who fail to acknowledge as much risk making the wrong decision about going to university.

Perhaps the reason why so many universities offer their students so little is they know *studying at a top university remains a brilliant investment even if you don't learn anything.* Studying at university will only become less attractive if employers shift their focus away from where someone went to university — and there is no sign of that happening anytime soon. School-leavers may moan, but they have little choice but to *embrace university and the student debt that comes with it.*

What is the author's opinion of going to university?

- A It is worthwhile after all.
- B It is simply a waste of time.
- C It is hard to say whether it is good or bad.
- D It is too expensive for most young people.

这篇文章分析的是上大学的利弊。题目中问到作者对于上大学的看法。我们把文章快速梳理一遍，整理一下作者的逻辑。

文章开头，作者用感叹句“**What a waste of money!**”强调现在上大学很费钱。接着在后面给出一些具体数字作为支撑。第二段开头为“**No wonder it has become**

fashionable to denounce many universities as little more than elaborate con-tricks (骗术).”这一句话中的 **denounce** 表示“谴责、抨击”；**little more than** 表示“仅仅、只不过”。这句话意思是说：难怪现在大家都流行去谴责大学教育，认为其不过是一些精心筹划的骗局而已。

看到这里，作者一直在阐述上大学的弊端。然而，我们需要从全局来把握作者的态度。继续往下看，到了第三段，作者开始运用转折“**Yet it still pays to go to university.**”。这一句中的“**It pays to do sth.**”表示“做某事是值得的”。所以，在此转折之后，作者给出了他想表达的观点，即上大学还是值得的。这一段最后一句“**Students do not merely benefit while at university; studies show they go on to be healthier and happier than non-graduates, and also far more likely to vote.**”说明学生不仅在校期间受益，毕业之后也会更健康、快乐，而且更有可能参与投票。这句话中的 **benefit**、**healthier**、**happier** 都是褒义的词汇。

来到第四段，作者进一步论证其观点：“**Whatever your talents, it is extraordinarily difficult to get a leading job in most fields without having been to university.**”。这一句的意思是说：如果没有接受过高等教育，那么想找一份好工作是异常困难的。

看到这里，作者的态度已经比较明确了。最后一段中，作者讲到 **studying at a top university remains a brilliant investment even if you don't learn anything**，意思是指即使什么都不学，进入一所顶尖高校仍然是明智的投资。既然雇主仍然在乎高等教育，那么我们就只有 **embrace university and the student debt that comes with it**，即欣然接受大学以及随之需要负担的债务了。

在题目给出的四个选项中，**A** 选项的观点是“上大学还是值得的”。这是综合理解全文后得出的观点，为正确答案。**B** 选项仅仅是作者在第一段阐述的一种现象，而非作者的观点。**C** 选项说“这很难说是好是坏”，与 **A** 选项矛盾，也不正确。**D** 选项中讲到的“上大学贵”是前两段的主题，但文中并未明确提到对于大多数年轻人而言（**for most young people**）上大学很贵，因此只能算臆测，而非正确答案。

#### 常见的表达态度或观点的词

常见的表达态度或观点从词可以分为三类。

#### 1) 表示支持、赞同、乐观

	<ul style="list-style-type: none"> <li>➤ supportive、favorable、approving、praising 支持的、赞成的、赞扬的</li> <li>➤ positive 积极的</li> <li>➤ optimistic 乐观的</li> </ul> <p><b>2) 表示反对、怀疑、批评、悲观</b></p> <ul style="list-style-type: none"> <li>➤ negative、against 否定的、反对</li> <li>➤ skeptical、doubtful 怀疑的</li> <li>➤ critical 批评的</li> <li>➤ pessimistic 悲观的</li> </ul> <p><b>3) 表示客观、中立</b></p> <ul style="list-style-type: none"> <li>➤ neutral、objective、unbiased、impartial 中立的、客观的、不偏不倚的</li> <li>➤ factual 实事求是的</li> </ul> <p>在回答需要推断态度或观点的题目时，可以从用词、语气或对某个细节的陈述所表达的感情色彩，按照逻辑铺陈的论述主线以及作者特意提供的例证来判断作者的意图。简而言之，就是利用“感情色彩（词汇）+ 论述主线（逻辑）+ 例证”来推测作者意图。</p> <p>总之，在解答推理题时，要在正确理解文章的基础上利用逻辑推理手段，把握文中的信号词、连接词和语法结构，根据已知的信息去推理词义、细节、主旨以及作者的态度。既要 <b>read in lines</b>（读懂文字），又要 <b>read between the lines</b>（读懂字里行间暗含的意义），还要 <b>read beyond the lines</b>（推测出未知内容）。能够达到这样的阅读水平，才能完整、精准地把握文章要传达给我们的信息。</p>	
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## 《大学英语 III》教 案

授课时间	第 16 周	课次	16
授课方式 (请打√)	理论课 <input checked="" type="checkbox"/> 讨论课 <input type="checkbox"/> 实验课 <input type="checkbox"/> 习题课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>	课时 安排	2
授课题目（教学章、节或主题）： CET-4 Reading——选词填空题 & 段落信息匹配题			
教学目的与要求： <b>Teaching Objectives and Requirements:</b> <b>Students will be able:</b> - To know some useful tips to cope with <u>Blank filling &amp; Paragraph matching</u> - To consolidate the reading skills learned last class by doing exercises			
教学重点及难点： <b>Key point:</b> - How to apply the tips provided to reading exercise. <b>Difficult point:</b> - How to enhance Ss' reading competence within a short period of time.			
作业、讨论题、思考题： <b>Assignment:</b> - Reading Exercise: 2020 年 9 月四级真题——阅读：选词填空&段落信息匹配			
课后小结： 两道阅读题在四级中所占比重较大（15%），对同学们的阅读速度和阅读技巧要求很高；本节课技巧讲解与真题练习结合，同学们基本能按照做题步骤进行，但受词汇影响，部分同学的做题速度有待提高。			
下节课预习重点： - CET-4 Listening			
参考文献： 《星火英语 全真试题+标准模拟》，汪开虎，上海交通大学出版社，2020 年 1 月； 《不就是语法和长难句吗？》，刘晓艳，中国政法大学出版社，2020 年 11 月； 《大学英语四级听力》，潘晓燕，世界图书出版公司，2021 年 1 月； 《星火英语 全真试题+标准模拟》，汪开虎，上海交通大学出版社，2021 年 1 月。			

课时分配	教 学 内 容				方法 及 手段	
40M	<b>CET-4 Reading (Part1-选词填空 做题技巧)</b>				方法：  讲授法  练习法  问题教学法  手段：  PPT  板书  慕课资源	
试卷结构		测试内容	测试题型	分值比例		考试时间
写作		写作	短文写作	15%		30 分钟
听力理解		短篇新闻	选择题(单选)	7%		25 分钟
		长对话	选择题(单选)	8%		
		听力理解	选择题(单选)	20%		
阅读理解		词汇理解	选词填空	5%		40 分钟
		长篇阅读	匹配	10%		
		仔细阅读	多项选择	20%		
翻译		汉译英	段落翻译	15%	30 分钟	
总计				100%	125 分钟	
<p>一、形式：一篇 280 词左右的文章，文章中挖出 10 个空，并统一给出 A-O15 个备选答案，不改变形式。</p>						
<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Part III Reading Comprehension (40 minutes)</b></p> <p><b>Section A</b></p> <p><i>Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the bank more than once.</i></p> <p>A rat or pigeon might not be the obvious choice to tend to someone who is sick, but these creatures have some <u>26</u> skills that could help the treatment of human diseases.</p> <p>Pigeons are often seen as dirty birds and an urban <u>27</u>, but they are just the latest in a long line of animals that have been found to have abilities to help humans. Despite having a brain no bigger than the <u>28</u> of your index finger, pigeons have a very impressive <u>29</u> memory. Recently it was shown that they could be trained to be as accurate as humans at detecting breast cancer in images.</p> <p>Rats are often <u>30</u> with spreading disease rather than <u>31</u> it, but this long-tailed animal is highly <u>32</u>. Inside a rat's nose are up to 1,000 different types of <i>olfactory receptors</i> (嗅觉感受器), whereas humans only have 100 to 200 types. This gives rats the ability to detect <u>33</u> smells. As a result, some rats are being put to work to detect TB (肺结核). When the rats detect the smell, they stop and rub their legs to <u>34</u> a sample is infected.</p> <p>Traditionally, a hundred samples would take lab technicians more than two days to <u>35</u>, but for a rat it takes less than 20 minutes. This rat detection method doesn't rely on specialist equipment. It is also more accurate—the rats are able to find more TB infections and, therefore, save more lives.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>A) associated                      F) preventing                      K) superior  B) examine                          G) prohibiting                      L) suspicious  C) indicate                          H) sensitive                          M) tip  D) nuisance                          I) slight                                N) treated  E) peak                                J) specify                              O) visual</p> </div> </div>						

## 二、选词填空区别于完形填空，难度更大，原因在于：

完形填空	选词填空
每题都是 <b>四选一</b>	第一题要 <b>十五选一</b> ，就算用到排除法，最后一题也要 <b>六选一</b> ，而且在十五个选项中还有五个根本不会用到
每题的四个选项都是 <b>统一的词性</b> ，只需要辨析词义、搭配就基本可以作答	十五个选项有 <b>多个词性</b> ，解题时需要同时判断词性和词义
四个选项往往都是 <b>统一时态，统一形式</b>	涉及选项的 <b>动词时态、第三人称单数形式、被动主动语态，名词的单复数等</b> 的辨析

## 三、考点

- ❖ 语法知识（词性、词形）
- ❖ 固定搭配
- ❖ 语义衔接和逻辑衔接（因果、条件、转折、并列等逻辑关系）

## 四、解题步骤

Step 1: 通读全文 了解大意

Step 2: 整理选项 判断词性、词形

Step 3: 瞻前顾后，谨慎选择

Step 4: 查缺补漏，核对答案

### Step 1: 通读全文 了解大意 read through (≤1min)

- 用较快速度地读，目的是**把握文章大体内容**，带着文章脉络去找选项。
- 尤其注意 **gap 前后的位置**，为寻找正确选项打下铺垫。
- **提醒**：就算是通读，也别拿来就把头埋进去傻读。先居高临下，花5秒钟把短文**段首**扫一遍。第一句是不允许出题的，它对全文起概括、提示的作用。所以，一定要**认真看懂第一句**。

### Step 2: 整理选项 判断词性、词形 classify the options (≤1min)

- 先**标出15个选项的词性**(parts of speech)，必须标注出 *n.*, *adv.*。  
词性最好标在选项的前面，也就是 A, B, C...的前面，齐刷刷的好看。也可

标在两组选项的中间空白处，方便对照。

- 不认识的单词看词缀（后缀），详见 **词缀词性表**。
- 目前四级考试只考 **实词**(notional words)中的四种：
  - 1) 名词 *n.* 做主语、宾语、表语等（单数？/复数？）
  - 2) 动词 *v.* 做谓语（动词归类要细分为 *v.*, *v-ed?* / *v-ing?*）
  - 3) 形容词 *adj.* 做定语
  - 4) 副词 *adv.* 做状语
- 一般不考代词 *pron.* 和数词 *num.*；也不考虚词 form words(冠词 *art.*，介词 *prep.*，连词 *conj.*，感叹词 *interj.*)
- 选词填空的 **选项** 一般有如下 **特点**（有时也不完全一致，只作为答题参考）：

15 个单词中：3 个名词正确答案+1 个名词干扰答案、3 个动词正确答案+1 个动词干扰答案、3 个形容词正确答案+2 个形容词干扰答案、1 个副词正确答案+1 个副词干扰答案（副词考得最少 ≤两个空）。
- **注意：**
  - 1) 有的词，有不同的词性，做 *n.* 和做 *v.* 都很常见，没有上下文不好判断，比如 *display*, *concern*, *challenge*。这时两个都要标出来，先标你脑子里第一个出现的词性。
  - 2) 以 *-ing*, *-ed* 结尾的词既可能是 *v.*，也可能是分词转变而来的 *adj.*，  
如：*holding (v.-ing): She's holding her mother's hand.*  
*holding (adj.): a holding company (控股公司);*  
*In the joint venture, the Chinese party will hold a 51 percent controlling interest.*
  - 3) 如果选项中出现一组 **近义词/反义词** 时，往往有一个是干扰选项，它注重考察的是词汇的精确理解，要求分析清楚其细微的区别。

### Step 3: 瞻前顾后，谨慎选择

- 根据文章前后的 **语法关系** 判断应填入的 **词性**，大大 **缩小选择范围**。
- 如何判断空格处 **词性**？

#### 1) *n.* 名词：



① 空格前为**限定词**(the, this, that, a/an/the, my, no ...)/**介词**(in, on...), 即“**a/an/the/adj./prep.... + n**”,

**eg:** Education soon became **a** \_\_\_\_\_.

冠词 a 后面加可数名词的单数形式, 正确答案是 **nightmare**, “教育很快成了一种噩梦。”

**eg:** Husbands and children now do some of these jobs, **a** \_\_\_\_\_ that has changed the target market for many products.

“a + 名词”横线处应该填一个可数名词的单数形式。正确答案是 **situation**。“丈夫和孩子现在也做一些这样的工作了, 这种情况就改变了许多产品的目标市场。”

**eg:** But water is complicated. There is **no** \_\_\_\_\_. (《综合教程 1》Unit 5 *The Water Problem* p.99)

“限定词 no+n.”, **alternative n.** 选择, 可替代的东西。“但水的问题很复杂。首先, 它没有替代物。”

**eg:** As the trade winds lessen **in** \_\_\_\_\_, the ocean temperatures rise causing the Peru current flowing in from the east to warm up by as much as 5 degrees.

介词 in 后面加名词, 正确答案是 **strength**, “当信风强度减弱的时候, 海洋温度上升, 导致从东部流入的秘鲁洋流上升了 5 摄氏度之多。”

② 空格前或后为**动词**时, 空格处可能为名词“**v.+n**”

**eg:** Exercise releases hormones that can **improve mood**

③ 空格前后为**介词**时, 空格处可能为名词, 和该介词构成固定搭配“**prep.+n+prep.**”

**eg:** **in line with; with regard to**

· 限定词 (the, this, that, a, my 等) 后必有名词

the / this / my / a \_\_\_\_\_

· 谓语动词前必有名词或名词性主语

\_\_\_\_\_ + vt / vi

· 介词后面必有名词或名词性结构

in / on / at \_\_\_\_\_

· 定语从句前面是名词

\_\_\_\_\_ which / that / who / where / when / whose

2) v. 动词:

① 做谓语: 主语后缺谓语动词, ”主语+\_\_\_\_ (+宾语) ”

**eg:** He \_\_\_\_ from his teachers, came home in tears and thought about dropping out.

这句话, 主语是 he, 在横线后面出现了一个介词短语 from his teachers, 这样这句话就缺少谓语动词, 所以横线上应该填一个动词。正确答案是 hid, “他不愿见老师, 哭着回家, 想要退学。”

**eg:** That's why a growing number of hospitals now depend upon physicians who \_\_\_\_ in pain medicine.

在这句话里, who \_\_\_\_ in pain medicine 是 physicians 的定语从句, 这个定语从句的主语是 who, 后面也没有跟动词作谓语, 而是直接出现了一个介词短语 in pain medicine, 因此横线上应该填一个动词, 而 physicians 是复数, 这就决定了 who 也是复数, 这样横线所填的动词应该与主语性数搭配一致。正确答案是 specialize, “这就是为什么, 越来越多的医院现在都依赖上了止痛药配给专家。”

② 做非谓语: 当出现“一个完整的句子 + , \_\_\_\_ + 名词/介词”的结构时, 逗号后边的部分是伴随状语, 表示伴随状态或者表示原因, 应当填动词加 ing 形式或动词加 ed 形式。当这个动词与句子主语是主动关系, 填动词加 ing 形式, 当两者是被动关系, 填动词加 ed 形式。

**eg:** The rainfall is increased across South America, \_\_\_\_ floods to Peru.

从语法上看, 应该填动词 ing 或动词 ed, 从意思来看, bring“带来”与 rainfall“降雨”之间是主动关系, 即“the rainfall brings floods”, 所以用 bringing 无论从意思上还是语法上都符合要求。

③ 横线处如果填谓语动词, 往往与上下半句的谓语动词时态一致。

**eg:** In particular, when older patients \_\_\_\_ of pain, they were told it was a natural part of aging and they would have to learn to live with it.

上半句 when 的从句里有主语 patients 但没有谓语, 因此横线处填谓语动词。下半句的谓语动词为 were 和 would 都是一般过去时, 因此横线里填一个一般过去时的谓语动词。正确答案是 complained。

· 如果前后都是名词短语，中间一般为谓语动词。

时态要看前后文。通常考查以下这些形式：do/does、am/is/are doing、has/have done、will do、would do、did、had done。

· 一个完整的句子之后再跟逗号，后面一般是非谓语动词短语。

形式有 to do, doing, done。doing 和 done 的选择分两步确定。第一步：找动词修饰的逻辑主语；第二步：看动词和逻辑主语之间的关系，主动用 doing，被动用 done。

### 3) *adj.* 形容词：

① 当出现“**a/the/the most/more + adj. +n.**”的结构时，横线处通常填形容词

**eg:** The 1982-83 El Niño brought the most \_\_\_\_\_ weather in modern history.

the most 后面加形容词，表示形容词的最高级。正确答案是 **destructive**。

② 系动词/感官动词 “**be/become/stay/remain/keep/look/smell/taste/sound...+ adj.**”

· 出现在名词的前面

This gives them \_\_\_\_\_ enjoyment.

· 出现在系动词的后面

lose weight and stay \_\_\_\_\_

系动词除了 be 动词以外，还有 stay、remain、keep、look、smell、taste、sound 等。

· 出现在限定词和名词之间

the / this / my / \_\_\_\_\_ success

### 4) *adv.* 副词：

① 当一句话完整的时候，句尾的空往往是副词，缺少该空格，句子仍然完整。

**eg:** The company must reduce costs to compete effectively.

这句话有主语 The company，谓语 reduce，宾语 costs，表达完整的意思，句尾判断应该填副词。正确答案是 **effectively**。“公司要有效地参与竞争必须降低成本。”

② 当一句话出现“**主语 + adv. + 谓语**”的情况时，横线处通常填副词。

**eg:** In Arizona and Texas, bilingual students \_\_\_\_\_ outperform their peers in monolingual programs.

主语是 students，谓语是 outperform，两者之间通常填副词。正确答案是 **consistently**。“在亚利桑那州和得克萨斯州，双语学生在单语项目上的表现一直比他们的同龄人出色。”

③ 空格前或后有逗号，逗号前后句子主干结构完整，空格可能为副词修饰整个

句子。(Not **surprisingly**; Most **importantly**; Most **notably**.....)

**eg:** Not **surprisingly**, the jury found them both guilty.

”不出所料，陪审团裁定两人有罪。”

④空格前或后为动词/形容词,句中主谓宾等主干成分完整,空格可能为副词,修饰前后的动词/形容词。

**eg:** The decline seems to be **closely** related to the comparatively weak performance.

· 空格前或后为动词,句中又不缺少主谓宾等主干成分时,空格处很可能为副词,用于修饰动词。

... jobs that used to be done \_\_\_\_\_ by women ...

· 空格后为形容词,句中又不缺少主谓宾等主干成分时,空格处很可能为副词,修饰它后面的形容词。

... but they are still not \_\_\_\_\_ sure what leads to it ...

· 空格后面为完整句子时,空格处很可能为副词,充当状语,修饰整个句子。

Not \_\_\_\_\_, the jury found them both guilty.

➤ 当一个空可以填入好几个相同词性的词时,则根据上下文**逻辑意义**(常见的逻辑关系词如下);

如果均能说得通时,要注意**近义辨析**;

或**留到最后**,等范围缩小到最小时再轻松收尾;

即传统阅读所说的,首遍不行无所谓,文章看完再收尾,**先易后难**。

1) 并列关系: and, or, as well as 等

2) 对比关系: but, however, on the contrary, rather than 等

3) 比较关系: as...as, like, similar 等

4) 因果关系: because, for, since, as a result of, therefore, thus 等

5) 举例关系: for example, for instance, such as, and so on 等

6) 递进关系: and, what's more, moreover, in addition 等

#### Step 4: 查缺补漏, 核对答案

✓ 确认所填词的**词性**和**形式**是否符合句子的结构需要

✓ 所填词是否能使全文**语义**和**逻辑**通顺

#### 五、平时如何提高选词填空技能

✓ 掌握**词汇词性**的多样性特征

✓ 了解**词缀**知识,扩充词汇量

45M

- ✓ 关注词汇之间的常用**搭配**
- ✓ 分析语篇内的**逻辑**关系
- ✓ 提高自己分析复合句的**语法**技能

### CET-4 Reading (Part2-段落信息匹配)

#### 一、题型介绍

试卷结构	测试内容	测试题型	题目数量	分值比例	考试时间
写作	写作	短文写作	1	15%	30 分钟
听力理解	短篇新闻	选择题(单选题)	7	7%	25 分钟
	长对话	选择题(单选题)	8	8%	
	听力篇章	选择题(单选题)	10	20%	
阅读理解	词汇理解	选词填空	10	5%	40 分钟
	长篇阅读	匹配	10	10%	
	仔细阅读	选择题(单选题)	10	20%	
翻译	汉译英	段落翻译	1	15%	30 分钟
总计			57	100%	125 分钟

#### 3) 阅读理解

阅读理解部分由词汇理解(1篇)、长篇阅读(1篇)和仔细阅读(2篇)构成。词汇理解的篇章长度为 200 - 250 词;长篇阅读的篇章长度约 1000 词;仔细阅读的每篇长度为 300 - 350 词。阅读理解部分的分值比例为 35%,其中词汇理解占 5%,长篇阅读占 10%,仔细阅读占 20%。考试时间 40 分钟。

➤ 词汇理解:采用选词填空题型,考核学生对篇章语境中词汇的理解和运用能力。篇章中删去了 10 个词汇,并在篇章后提供 15 个词汇选项。要求考生在对篇章理解的基础上从所给的词汇选项中选择正确的词汇填空,使篇章复原。

➤ 长篇阅读理解:采用段落匹配题型,考核学生运用略读和查读的技能从篇章中获取信息的能力。略读要求学生通过快速阅读获取文章主旨大意或中心思想;查读要求学生快速查找篇章中的特定信息。篇章后附有 10 个句子,每句 1 题。每句所含的信息出自篇章中的某一段落,要求考生找出与每句所含信息相匹配的段落。有的段落可能对应两题,有的段落可能不对应任何一题。

➤ 仔细阅读理解:采用选择题(单选题)题型,考核学生在不同层面上的阅读理解能力,包括理解主旨大意和重要细节、综合分析、推测判断以及根据上下文推测词义等。每个篇章后有 5 个问题,要求考生根据对篇章的理解从每题的四个选项中选择最佳答案。

#### Section B

**Directions:** *In this section, you are going to read a passage with ten statements attached to each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

**注意:**

- 做题时间 15 分钟内——严控时间

- 某段可能被用到两次，而某段可能完全不被涉及。
- 这类题型的出题形式为：题干给出原文的若干条细节信息，要求考生找出文中分别有这些信息的段落(即 Which paragraph contains the following information?)。

## 二、难点分析

1. **难以按照阅读题一贯遵循的“顺序原则”解题。**由于这一题型要求考生把细节信息与其所在的段落进行匹配，因此细节信息的排列绝对是“乱序的”，这就意味着考生从文章开头到结尾按顺序定位的方法是行不通的。
2. **题干信息复杂，考生难以迅速抓住要领。**题干中的细节信息通常是极复杂和繁琐的名词短语或长难句，考生往往在寻找到合适的定位词之前，就已经被题干信息的复杂表述弄得晕头转向了。
3. **考生难以寻找到合适的定位词。**即使考生能够读懂题干中晦涩难懂的细节信息，但也会在寻找定位词时遇到很大障碍。因为题干提供的细节信息中往往不会出现非常明显的定位词(如数字、时间、地点、人物、特殊字体和特殊符号等)。即使考生能够找到一个定位词，这一定位词也通常和文章主题密切相关，会在文章中多次出现，因而也没有太大的意义。
4. **考生难以按照惯常的排除法来排除选项。**一般来说，英语类考试中的搭配题多是一对一进行搭配的，考生如果能够成功选出一对，那么就可以排除一个选项。但在段落—信息匹配题中，题目中通常还包含这样一条要求：“**You may choose a paragraph more than once.**”这也就是说，题干中所列举的不同的细节信息可能对应的是原文中的同一个段落。这样的话，即使考生已经判断出某一条细节信息对应原文的 B 段，但在对其他细节信息进行匹配时，也无法排除答案 B。而且通常来说，只要题干中出现这条提示，那么往往都会出现两条细节信息对应原文同一段的情况。

## 三、解题步骤

**第一步：略读 阅读文章标题和文章重要部位了解文章内容 (Skimming)**

- 1、文章标题
- 2、首段第一句话
- 3、末段第一句话和最后一句话



如果句子是非概括性的句子则不看。主要目的是了解 topic 和 attitude。

简单浏览文章标题和文章重要部位，用时越短越好。大致了解文章内容。

Eg(1):

### **The Quiet Heroism of Mail Delivery**

[A] On Wednesday, a polar wind brought bitter cold to the Midwest. Overnight, Chicago reached a low of 21 degrees Fahrenheit below zero, making it slightly colder than Antarctica, Alaska, and the North Pole. Wind chills were 64 degrees below zero in Park Rapids, Minnesota, and 45 degrees below zero in Buffalo, North Dakota, according to the National Weather Service. Schools, restaurants, and businesses closed, and more than 1,000 flights have been canceled.

[K] Rebuilding can take a long time, and even then, impressions of the disaster may still remain. Returning to a sense of normalcy can be difficult, but some small routines—mail delivery being one of them—may help residents remember that their communities are still their communities. “When they see that carrier back out on the street,” Swigart said, “that’s the first sign to them that life is starting to return to normal.”

Eg(2):

Title: TV Linked to Lower Marks

First sentences in **First Paragraph**: The effect of television on children has been debated ...Now three new studies...

First Sentence in **Last Paragraph**: Lucas puts the responsibility for ... squarely on parents.

Eg(3):

2015 年 12 月的六级段落匹配题，文章标题为“First-Generation College-Goers: Unprepared and Behind”。标题中提到“第一代大学生”，并提到 unprepared（没准备好的）和 behind（落后的）。我们可以预测这篇文章要讲的是第一代大学生将要面临的学业压力或其他困难。

## **第二步：分析题目+查读（scanning）（10min）**

### **1. 分析题目**

找出题目中的**定位词**和**关键词**。

**定位词**是题目中的专有信息或特殊信息(数字、时间、地点、人物、特殊字体和特殊符号等)，它能帮助定位到具体的段落。

(1) 人名定位

(2) 地点定位

- (3) 数字定位
- (4) 事件定位
- (5) 现象定位
- (6) 动作引语定位
- (7) 对象定位
- (8) 专有名词定位
- (9) 修饰语定位
- (10) 主题定位

**关键词**是指题目简化后的中心词，最能表示出句子的含义。

题号	答案	关键词	出题方式	考点
46	D	internship	细节归纳	斜体, 括号释义
47	C	mid-1970s, 3.9 percent	细节信息	数字
48	I	competitiveness, positive	细节归纳	列举、冒号
49	E	research, globalization	细节信息	段落首句
50	C	20 percent	细节信息	数字
51	H	after September 11	细节信息	数字, 特殊事件
52	G	funding, unsteady	细节信息	转折(but)
53	F	university-based	细节归纳	特殊词汇_连字符
54	A	global integration	隐含信息	首段尾句
55	I	values	隐含信息	最高级 most...

题号	答案	关键词	出题方式	考点
46	F	employers, older workers	细节信息	段落中心句
47	K	recent study	细节信息	研究内容
48	D	reforms	细节信息	转折 but
49	A	report, sustainability	细节信息	报告内容, 首段尾句
50	M	shortage, war	细节信息	举例
51	I	one-child	细节归纳	转折 but
52	B	books, conflicts (warfare)	细节归纳	书籍内容
53	J	innovative, risks	细节信息	比较 than
54	E	the best solution, pension	细节信息	最高级 most...
55	H	immigration, rich countries	隐含信息	尾二句

#### 四级样卷长篇阅读

#### 六级样卷长篇阅读

(1) 一些拼写较长的词, 如: *internship*, *competitiveness*, *globalization*, *integration*, *sustainability*, *innovative*, *immigration* 等。这些词属于低频词, 一般不会大篇幅地出现。利用这些词可以高效地查找匹配段落。另外, 这些词有时会作为生词在文中标注出来, 像 *internship*, 在原文中用斜体印刷, 并以括号备注中文。我们选它做关键词, 瞬间就能找到原文出处了。

(2) 数字, 包括年代、百分比、特殊事件等, 如四级样卷中的: *mid-1970s*, *3.9 percent*, *20 percent*, *September 11* 等。

(3) 以连字符连接的特殊词汇, 如: *university-based*, *one-child*。这些词是由两个(或三个)单词连接的新词, 一般当形容词使用。三个单词的例子如: *hard-to-grasp* 难以理解的。这些词也属于低频词, 一般不会大篇幅出现。需要注意的是有时候我们需要将这些词拆开来定位, 如 *one-child* 在原文中是没有的, 原文是这样的“*They often compromise by having just one child.*”这里的 *one child*



就不是整体作为形容词使用了。

(4) **研究、报告、书籍型词汇**，如：report, study, books 等。一般来说研究、报告等内容都是易考点，这些信息经常出现在特定的段落里，所以根据这些词汇作为关键词也很容易定位。

(5) **最高级**，如 best, worst, most 等，如六级第 54 题，关键词之一为 the best solution。然而仅凭此关键词我们可能无法迅速地找到答案，因为原文的表述是 the most effective method。这时，我们还需要增加一个关键词 pension，帮助我们定位。这就提醒我们在平常的阅读中应多关注最高级出现的地方，因为它常常是考点。

(6) 除了以上所列的承载主要信息的名词，**形容词**等。如：funding, unsteady, values, employers, older workers, reforms, shortage, war, immigration, rich countries 等。

(7) **具有特殊意义的指示性词汇**。这类词汇虽然不是通常意义上的定位关键词，但其特殊含义可将考生的注意力指向原文的开头、结尾或是某个具有特殊特征的段落。这些词通常包括如下三类：

①能够指示开头段的词汇(如 overview、introduction、initiation、main idea、definition 等)；

②能够指示结尾段的词(如 overview、future、solution、conclusion、suggestion、summary 等)；

③能够帮助考生回原文定位的特殊词汇(如 rate、ratio、proportion、percentage 等词往往对应含“%”的段落；number、figure、statistical demographics 等词往往对应数字集中的段落；financial、income、revenue、salary 等词往往对应含诸如“\$”“¥”等货币符号的段落)。能够通过这些指示性词汇缩小回原文定位的范围，从而快速判定。

在划关键词时，有以下三个窍门：

(1) **关键词要有唯一性**。不要用高频词或全文的主题词作关键词去定位，否则你会发现每个段落都有这个词。比如，刚刚提到的那篇标题为 First-Generation College-Goers: Unprepared and Behind 的文章，如果我们用 college 或者 first-generation 这样的词来定位，你会发现几乎每一段都出现了这两个词。因

此，使用这样的关键词去定位是无效的。另外，也不要一些抽象的单词作为定位词，比如 **description**、**development**、**importance** 等，因为这些词有很强的归纳性，在原文中原词重现的概率很小。

**(2) 选择两个或多个的关键词。**针对一道题目，如果只划出一个关键词，而该关键词又不具有唯一性的话，那么在一千多字的原文中定位会耗费很多时间。一定要用两个或三个词同时定位，这样才会既有效又准确。

**(3) 注意同义替换的信息。**在四六级和雅思考试的段落匹配题中，同义替换的难度在不断加大。同义替换的方法包括同义词组、改变词性、句式变化、反义词、语态转换等。另外，不妨注意一下题干中的否定词，如 **never**、**fail to do**、**difficult** 这样的词。把它们专门圈出来。这些词并非是由于辅助定位的，这些词本身就是出题点，经常会用来考查同义替换。

### 同义替换 (paraphrasing)

A series of books, mostly authored by Americans, warned..... 这句话的含义是一个系列的书籍都是由美国作者来完成的，警告说.....

A succession of books, mainly by Americans..... sounded the alarm 这是原文的 B 段开头，跟它几乎是一模一样。在原文中出现一个单词叫 **succession**，它意思是一个序列的，或者是一个系列的一拨儿的，千万不要看成了成功，整句翻译为一个序列的书主要是由美国人来做。**mainly** 换成了 **mostly**，而 **warned**，警告，被换成了 **sounded the alarm**，“拉响警笛”或“拉响警报”。由此我们发现，同义替换对于解题是非常重要的。

从这道题中给大家一个提醒：在平时一定要多做同义替换的积累，比如 **more and more people** 我们就认为这不是一个好的表达，我们可以把他升级为 **an increasing number of people**。这个版本就要比 **more and more people** 好一些，平时多注意同义词替换方面的积累，能帮助你的阅读，也能帮助你的写作。

## 2. 查读(Scanning)

### 第一遍：

第一题定位时 **scan** 每段的第一句话（随手用/区分首句）。找到则在段落前打\表示已对应一题，然后做下一题；没找到则放弃直接做下一题。后面同理。最后大概能完成 3-6 题

### 第二遍：

没完成的题目重新开始，题目定位时 scan 每段的最后一句（随手用/区分末句）。找到则在段落前打\表示已对应一题，然后做下一题；没找到则放弃直接做下一题。后面同理。最后大概还剩 2-3 题

### 第三遍：

剩下的题目，定位时 scan 每段的中间（先找没有标注\的段落，打过两次\的段落不用看）。最后大概还剩 0-1 题

三遍完成后剩下的题目算是比较难的题目，做起来得不偿失，可以选择放弃，也可以根据题目句子含义猜测会处于文章的大致位置。

（1）看题目，按题查找。带着题目中的定位词，到原文中去查找定位，找到句子信息所在段落。有时要用到句子中的多个定位词到原文中定位查找。查找时遵循先易后难的原则。

在查读时，一目十行地寻视与答题内容相关的词句，与此无关的内容要很快略过。在最短的时间内掠过尽可能多的内容，找到所需要的信息。

（2）确定答案。定位后，在定位词附近找有无与题目关键词相关内容，有则直接选择该段，无则继续往下找定位词（可在未确定位置标上定位词的题号以便下次判断）。

先易后难原则+不重复原则

**查读**可运用下列技巧：

1. 利用章节标题：Title（标题）、Subtitle（副标题）和 Section heading（段落标题）
2. 在浏览每段首句时，如果有的话，可顺手将本段的关键词用笔圈出。这些起到小标题的作用。再阅读到该段时可以辅助判断，减少阅读难度。
3. 不断的查读过程中留意掌握文章的大致结构脉络。
4. 注意字句的形式变化。需要注意三种变化形式：题干只对原文中个别单词或词组进行同义改写或转述；题干对原文中整句话进行同义改写或转述；题干对原文中几句话或整段内容进行综合概括或推断。