



教学改革指导系列丛书

# 大学英语III课程教学 执行手册

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信息工程大学理学院教学改革指导系列丛书

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# 内 容 简 介

自我校实施教育转型战略以来,《大学英语》课程迎来了新一轮的教学改革,在创新课堂教学方式、优化分级教学模式以及完善分级考核方法等方面都取得了可喜的成果。大学英语教研室在归纳和提炼这些成果的基础上,以《国家中长期教育改革和发展规划纲要(2010-2020年)》、《2020年前军队院校教育改革和发展规划纲要》和教育部《大学英语课程教学要求(2007)》为依据,经过充分研讨和论证,特此制定《大学英语课程分级教学执行计划》,并编撰了《大学英语课程教学执行手册》(1-4册)系列丛书。

其中,《大学英语课程教学执行手册》是以《大学英语课程分级教学执行计划》为指导而编写的大学英语课程教学资源库。该书突出对学员的信息素质、实践能力、创新精神的培养和人文素质的提升,注重资源的“创新性、综合性、实践性、开放性、选择性”,秉承“充分、详实、灵活、适用”的原则,为各层级的教学实施提供了组合性较强的教学执行方案。每册共10单元,每单元均由技能模块(听、说、读、写、译),词汇模块以及人文素养模块构成,既体现了大学英语课程的工具性,又彰显了语言教学的人文性。此外,还构建了配套的“数字化素材资源库”,作为该手册的有益完善和补充。

本执行手册对于大学英语课程的任课教员,尤其是年轻教员具有指导作用,同时也可为学员提供参考。

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## 大学英语课程教学指导系列

《大学英语课程分级教学执行计划》

《大学英语Ⅰ课程教学执行手册》

《大学英语Ⅱ课程教学执行手册》

《大学英语Ⅲ课程教学执行手册》

《大学英语Ⅳ课程教学执行手册》

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## 序

《大学英语》课程是为我校各专业本科生开设的必修基础课，它以外语教学理论为指导，以英语语言知识与应用技能、学习策略、跨文化交际、国际化军事合作与交流为主要内容，集多种教学模式和教学手段为一体。我校的《大学英语》课程既有助于学员开阔视野，扩大知识面，加深对世界的了解，又充分体现军队特色，有利于提高学员的军事文化素养，使他们成为复合型、高素质的军事人才，以满足军队信息化建设的需要。

我校 2006 年成为教育部首批大学英语教学改革示范点院校，同年《大学英语》被评为“军队优质课程”，2008 年被评为“国家级精品课程”。我校实施教育转型战略以来，《大学英语》课程迎来了新一轮的教学改革，课程在课堂教学方式的创新、分级教学模式的优化、分级考核方法的完善等方面取得了一系列改革成果。为贯彻落实《国家中长期教育改革和规划纲要（2010—2020 年）》（以下简称《教育规划纲要》）和《2020 年前军队院校教育改革和规划纲要》，固化《大学英语》课程综合教学改革的成果，同时继续推进改革在新的历史起点上的科学发展，大学英语教研室积极响应我校教育转型工作向纵深推进的号召，经充分研究论证，制定了《大学英语课程分级教学执行计划》以及与之配套的《大学英语课程教学执行手册》（1-4 册）。

本执行计划和执行手册的制定，旨在贯彻落实《教育规划纲要》的总体部署，以教育部《大学英语课程教学要求》（2007）和《军队院校大学英语课程教学要求》为依据，以“紧贴人才培养、创新教学方法，体现因材施教”为原则，以“夯实基础，加强能力，提升素质”为目的，坚持育人为本，以教育理念创新为先导，以优质教育资源和信息化学习环境建设为基础，以学习方式和教育模式创新为核心，以体制机制和队伍建设为保障，力求突出我校军事特色，主动适应国家和军队发展的需要和学员个体全面发展的需要，努力通过课程教学提高我校本科学员的英语语言综合素养，为培养造就高素质专门人才和拔尖创新人才服务。

本执行计划和执行手册的制定，坚持以下五个基本理念：

一、坚持育人为本，创新拔尖人才培养模式，把提高人才培养质量作为第一要务。坚持育人为本、德育为先、能力为重、全面发展的育人观，把促进学员的健康成才作为一切工作的出发点和落脚点，全面推进素质教育，着力培养学员的社会责任感、创新精神和实践能力，把促进人的全面发展和适应社会需要作为衡量人才培养水平的根本标准；创新人才培养模式，动态选拔一批特别优秀的本科学员，通过学科交叉与融合，建立拔尖学员重点培养机制，服务于培养信念执著、

品德优良、知识丰富、本领过硬的高素质专门人才和拔尖创新人才。

二、坚持以人为本，紧贴人才培养目标，重视人才培养模式的接续性。坚持以人为本，注重学员自我发展能力与可持续发展能力的培养，重视应用型和复合型人才；紧贴新形势下我校人才培养的使命任务，遵循“先基础，后专业化”的基本教学规律，促进学科交融，形成特色化的人才培养模式，实现大学阶段英语课程体系学习四年不断线，为通识教育基础上的特色专业教育打下坚实的英语语言基础。

三、更新教育教学观念，树立全面发展、人人成才、成多样化人才的人才培养理念。以建构主义、双主模式、多元智力理论、“i+1”理论等先进理论为指导，遵循语言教学和语言习得的客观规律，集多种教学模式和教学手段为一体实施教学。注重创新性，培养批判性思维和跨学科思维，增强学员的创新精神和创新能力；注重综合性，拓宽学员的知识面，提高学员综合能力素质；注重实践性，强化实践教学，提高学员解决实际问题的能力；注重开放性，培育学员的国际视野；注重选择性，为学员创造灵活多样的学习形式和机会。

四、引入《欧洲语言教学与评估框架性共同标准》，科学指导分级教学与评估。《欧洲语言教学与评估框架性共同标准》（以下简称《欧洲标准》）是欧盟各国外语教学和评估的标准，旨在为欧洲语言教学的课程设计、大纲制订、语言测试和教材编纂提供一个共同的基础和参考。科学引入《欧洲标准》将为我校新一轮的大学英语教学改革带来质的飞跃，很好地解决国内分级教学与评估中普遍存在的棘手问题，使我校的大学英语教学在课程设计和测试评估方面与国际接轨。

五、推进信息技术与教学的融合，在智能化教学环境下实现学思结合、知行统一和因材施教。注重语言实践活动，坚持以学员为中心、以交际为目的、以师生互动为方法，以知识的输出为驱动，以计算机和网络技术为依托，加强课堂上小班面授与课外个性化学习之间的良性互动；完善教学内容、教学方法和考核体系，鼓励发展性评价，开展启发式、探究式、讨论式、参与式等多种形式的教学活动；坚持分类指导，突出实践能力、探究精神和创新精神培养，建立以学习者为中心的教学新模式，鼓励学员利用信息手段主动学习、自主学习、合作学习，实现第一课堂与第二课堂的有效衔接，提高信息化教学水平。

本系列丛书的编写凝聚了大学英语教研室全体教员的心血和智慧，在此向他们表示诚挚的谢意。同时，在编写过程中，大学、学院以及教研室领导和机关相关工作人员给予了我们莫大的支持和帮助，特此也向他们表示衷心的感谢。

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## 第一单元 爱之领悟

Section A: Love without Limitations

Section B: The Framework for Love

### 一、 听力技能培养

#### 1. A Movie Clip.wmv

本视频是电影《Rain Man》(雨人)中弟弟与他身犯自闭症的哥哥第一次见面的场景。

情节概括:

Charlie is a young and struggling Los Angeles businessman who sells expensive cars for a living. One day he receives word that his father, a man with whom he had not spoken in years, had died back in Cincinnati, Ohio. Charlie returns to his childhood home to take care of his father's property, only to find out that virtually all of his dad's \$3,000,000 estate was left to an unnamed person in a "trust" (A legal document giving property to another person).

After doing some investigation, Charlie learns that the trust was for a person who lived in a home for the mentally disabled near his childhood house. While exploring this institution with his girlfriend, Susanna, Charlie makes a nearly unbelievable discovery: The person to whom the trust was given is an autistic man named Raymond Babbitt, who it turns out is Charlie's older brother. Charlie had never known he had a brother, for his parents had never told him.

In his confusion, anger and greed, Charlie decides to take Raymond back with him. Raymond is probably not prepared to leave the Ohio institution he has lived in his entire life, but Charlie is determined to get what he thinks is his "fair share" of his father's estate. Thus, Charlie decides to fight for legal custody (possession) of his new brother, as a way of being able to get to the \$3,000,000 that his father had left for Raymond.

In their journey back to Los Angeles, Raymond nearly drives Charlie crazy with the maddening characteristics that are a function of his autism. But eventually, Raymond has a profound influence on Charlie, and thus Charlie eventually grows to love and accept his brother exactly as he is.

## 2. A Song.mp3

本听力材料是电影《诺丁山》中的插曲 No Matter What，能够让你感受到英伦情人特有的温柔。

听力原文：

No matter what they tell us  
No matter what they do  
No matter what they teach us  
What we believe is true  
No matter what they call us  
However they attack  
No matter where they take us  
We'll find our own way back  
I can't deny what I believe  
I can't be what I'm not  
I know our love forever  
I know, no matter what  
If only tears were laughter (ooh)  
If only night was day (ooh)  
If only prayers were answered...

## 3. Obama's Speech.wma

本视听材料是奥巴马发表的“911”十一周年纪念演讲。

听力原文：

This week, we mark the eleventh anniversary of the September 11th attacks. It's a time to remember the nearly 3,000 innocent men, women and children we lost, and the families they left behind. It's a chance to honor the courage of the first responders who risked their lives on that day, and every day since. And it's an opportunity to give thanks for our men and women in uniform who have served and sacrificed, sometimes far from home, to keep our country safe.

This anniversary is about them. It's also a time to reflect on just how far we've come as a nation these past eleven years.

On that clear September morning, as America watched the towers fall, and the Pentagon burn, and the wreckage smoldering in a Pennsylvania field, we were filled with questions. Where had the attacks come from, and how would America respond? Would they fundamentally weaken the country we love? Would they change who we are?

The last decade has been a difficult one, but together, we have answered those questions and come back stronger as a nation.

We took the fight to al Qaeda, decimated their leadership, and put them on a path to defeat. And thanks to the courage and skill of our intelligence personnel and armed forces, Osama bin Laden will never threaten America again.

Instead of pulling back from the world, we've strengthened our alliances while improving our security here at home. As Americans, we refuse to live in fear. Today, a new tower rises above the New York skyline. And our country is stronger, safer and more respected in the world.

Instead of turning on each other, we've resisted the temptation to give in to mistrust and suspicion. I have always said that America is at war with al Qaeda and its affiliates – and we will never be at war with Islam or any other religion. We are the United States of America. Our freedom and diversity make us unique, and they will always be central to who we are as a nation.

Instead of changing who we are, the attacks have brought out the best in the American people. More than 5 million members of the 9/11 Generation have worn America's uniform over the past decade, and we've seen an outpouring of goodwill towards our military, veterans, and their families. Together, they've done everything we've asked of them. We've ended the war in Iraq and brought our troops home. We brought an end to the Taliban regime. We've trained Afghan Security Forces, and forged a partnership with a new Afghan Government. And by the end 2014, the transition in Afghanistan will be complete and our war there will be over.

And finally, instead of turning inward with grief, we've honored the memory of those we lost by giving back to our communities, serving those in need, and reaffirming the values at the heart of who we are as a people. That's why we mark September 11th as a National Day of Service and Remembrance. Because we are one American family. And we look out for each other – not just on the difficult days, but every day.

Eleven years later, that's the legacy of 9/11 – the ability to say with confidence that no adversary and no act of terrorism can change who we are. We are Americans, and we will protect and preserve this country we love. On this solemn anniversary, let's remember those we lost, let us reaffirm the values they stood for, and let us keep moving forward as one nation and one people.

#### 4. Parents' Love Story. mp3

本视听材料是父亲与儿子在谈论婚姻爱情。

听力原文:

Welcome to the Story Corps podcast. In this episode, we hear a conversation between a father and his son. Donald and Cheo Taylor came to the Story Corps in Oakland California. That's what Cheo asked about how his parents met. It was 1958 and Donald was in the Air Force. His future wife Doris was a secretary at Fort Mason Military base in San Francisco.

One day, one of the guys that I worked with, he says Donny, he says you need to go out to base headquarter there is a beautiful woman up there, you should check her out. And so I marched up the hill and walked into the office and I saw your mother, taking shorthand and I just stood there and watched her. And after about 5 minutes, I walked up to her and introduced myself. And about 9 months later, we were married.

"9 months?"

"Yes, not a ten month"

"She put the spell on you?"

"Absolutely, I found myself downtown looked in a jewelry stores, and I never knew how I got there for a wedding ring. She absolutely knocked me out, I mean I was captivated.

"Wow this is a love story that you've already had is definitely unique you know, you were married for a number of years, got divorced."

"That's right"

"And then found yourself in love again and remarried"

"That's right"

"I was doing fairly well. I was a manager for a telephone company. I was making pretty good money. But at the same time I found myself undergoing a tremendous amount of inner pain and turmoil which resulted in drinking and running with my body in stuff like that until finally your mom got tired of that after about 12 years of marriage we split. And after we split, I really ran wild for about 7 years. By that time, I knew that I had to get my life back in order. And the woman that I always love, never stop loving was your mom. And we started dating again and then couple of years later we were married again. So we've been back together now 30 years."

"You know I'm very proud of you, because I know a lot of people who, you know, may have left their wife and left kids and just abandon everybody. And then just disappeared and you know you came back and I know if you hadn't come back I

wouldn't be the man I am now. I love you for that, I'm just glad we got the chance talk and put this stuff down for past 30."

"Thank you Cheo, I love you."

"I love you too."

Cheo and Donald Taylor at storycorps in Oakland, California. I'm Michael Graffalo, thanks for listening.

## 二、口语技能培养

### 1. 讨论

- 1) How do you understand the title of the passage?
- 2) If you were in Margaret's shoes, how would you treat Jimmy?
- 3) How to improve the relationship between family members?
- 4) Make a survey on people's attitude toward the disabled and make a presentation.

### Section A

- 5) How did Jimmy get his brain damaged?
- 6) How did the writer describe her father?
- 7) How much was Jimmy changed after his father's death?
- 8) What did the writer think of her caring for Jimmy?
- 9) Why did the writer invite her friends to Jimmy's birthday party?
- 10) What did the party remind the writer and her friends of?

### Section B

- 11) When and where did the story take place?
- 12) What were they doing in the old lodge?
- 13) What are the writer's three reasons for saying that there is a framework you must live within to let love mature?
- 14) How can love be achieved?

### 2. 分组问卷

- 1) How much do you believe in the frequently cited saying that *love makes miracle*? Use examples to support your report.
- 2) What should we do to really get out of the shadow of a big disaster, especially one directly related to you?

- 3) How can we make friends with the disabled who are usually a little bit sensitive?
- 4) Do you believe that one can fall in love at first sight?
- 5) What are the most beautiful things in love?

课堂活动设计举例：将学生分组，每组负责一个问题，在班上进行问卷调查，之后分析调查结果，并从以下三个方面向全班同学进行汇报：1. What you get from the investigation. 2. Analysis of your results. 3. Your suggestions.

### 三、阅读技能培养

#### 1. 快速阅读技巧训练

##### Scanning For Main Ideas within Paragraphs

When we need to find ideas of paragraphs, we move our eyes very quickly across the text. When we “scan” like this, we do not read every word or stop when we see a word we do not understand; we read quickly and pause only to read the first and second sentences of the paragraphs in detail.

While previewing Section B, we can easily and quickly find the main idea of each paragraph. For example:

**Main idea of Paragraph 1:** A description of the lodge that we were vacationing in for weekend

**Main idea of Paragraph 2:** Love never just happens.

**Main idea of Paragraph 3:** Love needs time.

**Main idea of Paragraph 4:** We often pay an emotional toll that is quite costly just because that we say goodbye to someone without due thought.

#### 2. 仔细阅读技巧训练

##### Identifying Chronological Events

Dates and times, as well as words such as “then,” “next,” “later,” “soon,” and “eventually” are often used in the text to indicate the order in which certain events happened. Being aware of how a reading is organized can help you to understand it better, and enable you to find specific information in a passage more easily. Read Section A and rearrange the following events according to the time sequence.

**A. I alone was left to look after Jimmy.**

**B. Inseparable with father, Jimmy did everything with him.**

**C. With ideal gifts, my friends made Jimmy’s birthday party a success.**

**D. I must take care of Jimmy wherever I went.**

**E. Jimmy has finally become independent physically and mentally.**

**F. In Jimmy's eyes, the world changed a lot after father's death.**

参考答案: D - B - F - A - E - C

### 3. Section A 课文结构分析

The essay can be structurally divided into 4 parts.

**Part 1 (Para. 1- Para. 3):** My brother Jimmy suffered brain damage when he was born. My life revolved around my brother's. My mother, my father and I helped Jimmy in different ways. My father and Jimmy enjoyed each other's company.

**Part 2 (Para. 4- Para. 7):** Paragraph 4-5 tells us that father's death made Jimmy a wreck. My mother died six months later and I was left to look after Jimmy. Paragraph 6 shows us that I helped Jimmy adjust to a life without our father and mother. In paragraph 7, we can find that it was possible to have a home with room for both his limitations and my ambitions. And caring for someone like Jimmy had enriched my life.

**Part 3 (Para. 8- Para. 11):** Paragraphs 8 tells us that I had a party for Jimmy's birthday but none of our family could join us because of the difficulty traveling in a time of national disaster. We know from paragraph 8-10 that I called on my faithful friends to help make it a merry and festive occasion and my friends brought the ideal presents for Jimmy. Meanwhile, the details of Jimmy's active performance at the party are described.

**Part 4 (Para. 12):** From the above, we come to a conclusion that the constant love and support of our friends and family would get us through whatever life might present. There had never been any limitations to what Jimmy's love could accomplish.

### 4. 语法难点

#### Section A

- 1) My brother, Jimmy, did not get enough oxygen during a difficult delivery, leaving him with brain damage... (Para. 1)

Meaning: When my brother Jimmy was born, he had difficulty getting enough oxygen, which caused some damage to his brain...

注释: My brother 和 Jimmy 是同位语关系, leaving him with brain damage... 为分词表结果状语。

- 2) My father, a saint, simply held the house together with his patience and understanding. (Para. 2)

Meaning: My father, who was very good and kind, kept the family together with his patience and understanding.

注释: saint 是一个带宗教色彩的词语, 常被译为“圣人”。

- 3) We ended up reminding ourselves instead. (Para. 11)

Meaning: In place (of reminding Jimmy), we finished up reminding ourselves (that there would always be people who cared about us).

注释: instead 在这里是副词。

## Section B

- 4) A shiver in the air inspired a fire on the Franklin stove. (Para. 1)

Meaning: It was so cold in the air that we shivered. Therefore we made a fire in the Franklin stove.

注释: 这里真正主语是隐含在句意中的 “we”。

- 5) Everyone's life should have room for loves worth risking sizable pieces of time we think we can't spare. (Para. 5)

Meaning: It's worth risking a lot of valuable time with whom we love and must make room for them in our lives.

注释: worth risking sizable pieces of time 作定语修饰 loves; that 从句为定语从句修饰 time.

## 5. 拓展阅读

- 1) **September 11 Attacks**

[http://en.wikipedia.org/wiki/911\\_attacks](http://en.wikipedia.org/wiki/911_attacks)

- 2) **“Home to the Disabled”** by Wang wenwen

<http://english.cri.cn/6909/2009/09/30/1901s519647.htm>

- 3) **“Tired of getting along with your husband or wife?”** by Felicia.

[http://www.romantic4ever.com/d\\_love\\_relationships/080116-tired-getting-along.html](http://www.romantic4ever.com/d_love_relationships/080116-tired-getting-along.html)

- 4) **“Charity provides for Katima orphans”** by New Era.

<http://www.charity-charities.org/news.php?artid=2251214>



## 四、写作技能培养

### 1. 写作技巧

#### **Problem + Response + Evaluation:**

Section A provides us a perfect example of the writing technique of Problem + Response + Evaluation. For example:

**Problem :** My brother Jimmy suffered brain damage when he was born. (Paragraph 1)

**Response:** 1. My life revolved around my brother's. 2. My mother, my father and I helped Jimmy in different ways. (Paragraph 1 - 2)

**Evaluation:** My father and Jimmy enjoyed each other's company. (Paragraph 3)

### 2. 写作练习

- 1) Write a composition on Love without Bounds with the problem-response-evaluation structure.

**Topic:** Love without Bounds

**Problem:** The outbreak of a devastating earthquake in Wenchuan, Sichuan

**Response:**

- the timely response of the government to it
- the actions of PLA to rescue the victims there
- the reactions of every Chinese citizen to the disaster

**Evaluation:** The love between Chinese people has no bounds and with which nothing could not be accomplished.

- 2) Write a composition of no less than 120 words with a problem-response-evaluation structure on the topic: The Fight against Juvenile Delinquency (青少年犯罪).