



普通高等教育“十一五”国家级规划教材

3

教师用书

COLLEGE BASIC ENGLISH

大学英语基础教程

曹杰旺 主编



北京大学出版社
PEKING UNIVERSITY PRESS

根据教育部最新颁布《大学英语课程教学要求》编写

教师用书 Teacher's Book
COLLEGE
BASIC ENGLISH

大学英语基础教程 **3**

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UNIT OVERVIEW

Objectives

By the end of the unit, students will be able to

1. talk about Olympic games and sports items;
2. use about 15 new words and 8 new phrases and expressions in brief conversations and translation;
3. read materials on a similar topic and with a similar degree of difficulty.

Prerequisites

1. Students should read Text A for the main idea before they come to the class sessions.
2. Text B should be used for class reading activities. Students should not read Text B before they come to class.

Proposed Unit Duration

4–8 class hours (50 minutes each)

Suggested Minute Timing

部分	Part I: 准备活动		Part II: 课文 A				Part III: 课文 B	
课时	1		2		3		4	
项目	关键词	关键词组	课前活动	课文 A	课文 A 练习	练习及语法	课文 B	练习
分钟	15–30	15–30	15–30	35–70	25–50	25–50+ 布置 作业	30–60	20–40 布置 课外作业

Total: 200–400 min.

PART I PREPARATORY

WORDS IN CONTEXT

Approximate Time: 10—20 min.

1. **insist:** insistence (*n.*); *syn.* demand, maintain 坚决宣称, 坚持认为, 坚决要求
2. **discipline:** to teach sb. to obey rules and control their own behavior 训练; 训导
3. **expect:** expectation (*n.*); *syn.* anticipate 预料; 预期
4. **startle:** startling (*adj.*); *syn.* shock, surprise 使惊跳; 使大吃一惊
5. **superior:** better, more powerful/effective; superiority (*n.*) (级别、地位)较高的; (品质、程度)优良的, 较好的
6. **exception:** except (*prep/conf*); *syn.* exclusion 例外
7. **qualify:** to make sb. suitable; qualification (*n.*); qualified (*adj.*) (使)具有资格, (使)合格
8. **count:** to be important; say numbers 重要; 计数
9. **despite:** in spite of 不管; 尽管
10. **essential:** *syn.* fundamental, basic 必不可少的, 绝对必要的; 非常重要的

Suggested Teaching Procedures

1. Instruct students to read aloud these ten sentences and make out the meaning of each italicized word while reading. Tell them that these words are important throughout the unit.

T: *To begin with, let's read some interesting sentences, each containing one word that may be new to you. You should read aloud each of these sentences and tell what the highlighted word means. Try to understand some of the sentences without knowing the meaning of the "new" words in them. Remember, these 10 words are important in this unit. While*

you do various learning activities in this unit, you may refer to them as necessary.

2. Instruct students to finish the work in **Words Learned in Display**. The purpose of this step is to help students be aware of the importance of these words and at the same time guess the meaning of the new words with other students' help.

T: *Since you have finished reading the above 10 sentences, now you are supposed to write down the meaning of each word in the corresponding blank in **Words Learned in Display** either in English or in Chinese. Try to understand some of the sentences without knowing the meaning of the "new" words in them. Remember, these 10 words are important in this unit. After doing the work in **Words Learned in Display**, discuss them with your classmate beside you to confirm your own answers or work out the difficult words together.*

3. When students finish, let them check their guesswork against the vocabulary list, if necessary, in the glossary section of their books. If time allows, present some additional information about those words as listed above.

T: *Now please turn to the glossary at the end of your book. Find these words in the list and see if your guess is close to the meaning provided. I guess you are much impressed with these "new" words now.*

4. Advise students to memorize the sentences after class.

T: *Now class, I advise that you memorize these sentences after class. They are short and easy, aren't they?*

EXPRESSIONS IN CONTEXT

Approximate time: 15—30 min.

Suggested Teaching Procedures

1. Instruct students to take some time studying the key expressions listed in the boxes. Then ask them to read aloud the sentences that follow. Tell them to pay attention to the way the expressions are used in the sentences.

T: *Next, you shall study 8 useful expressions. When you feel you are familiar with these expressions, read them aloud, paying attention to the way the expressions are used in context.*

2. Instruct students to finish the exercises in **Expressions Learned in Display** to help them review the expressions learned just now.

T: *You've learned the use of these expressions. Now please complete the work in **Expressions Learned in Display**. After you have done it, you can discuss your answers with your classmates.*

KEY TO EXPRESSIONS LEARNED IN DISPLAY

- | | |
|-------------------|---------------------|
| 1. seem to | 2. add to |
| 3. take...pains | 4. calm...down |
| 5. at the moment | 6. break the record |
| 7. is startled to | 8. turned out to be |

PART II LANGUAGE IN CONTEXT

Text A My Greatest Olympic Prize

PREVIEW QUESTIONS

Approximate time: 15—30 min

1. Place students into pairs or groups. Instruct each pair/group to select one question for their preview discussion. Encourage students to discuss their questions in English. However, if some students find it really difficult to express themselves in English, they may be allowed to use Chinese to help make their points clear. Tell students that in their discussions, they should select one student as their pair/group speaker. He/She is to report briefly to the class about their talk after five minutes of pair/group discussion.

T: *Before we go into Text A, I think you need to think about the topic related to sports. Here we have four questions for you. We will do them in pairs or groups. Each pair or group is to focus on only one question of your own choice. Try to speak English in your discussion of the question. Mind you, this is like a brainstorming activity; just speak on without thinking much about whether your English is correct or not. We value ideas more than language. In case you find it difficult to express yourselves, you may use some Chinese to help. When you finish, I will ask some students to report briefly about your discussions. Be prepared.*

- (1) Do you love sports? What sports activities do you often take part in?
- (2) What do you know about Olympic Games?
- (3) Which athlete do you like most?
- (4) Do you agree with the famous saying “a great man cannot brook a rival”? Why?

2. As students are engaged in their discussions, walk around and offer help when necessary. You may give some pairs/groups the following guidance:

- (1) There are various answers according to the individuals. The following expressions may be of assistance.

football	running	sleighbing
volleyball	jogging	skiing
basketball	relay	skating
table tennis	long-jump	swimming
tennis	high-jump	diving
baseball	huddles	surfing
softball	javelin	shooting
water polo	discus	dancing
badminton	short put	gymnastics
snooker	hammer	bicycling
bowling	pole vault	rowing
golf		archery
cricket		canoeing

I love various sports games, such as jogging, running and playing basketball. After hours of learning, I usually stretch myself as much as I can since stretching can help keep my flexibility to move more freely. By taking part in various sports games, I can not only build the body, but also become mentally relaxed.

- (2) The Modern Olympic Games, first held in 1896, has a history of more than one hundred years.

It is held every four years. There are five rings on the Olympic flag, which are considered to symbolize the five major areas: Europe, Asia, Africa, Australasia and Americas. The Olympic motto is: "swifter, higher and stronger." In 2008, the 29th was held in Beijing; over 100 countries all over the world took part in it.

- (3) My favorite sports players are Yao Ming, Liu Xiang and Michael Jordan. Of the many sports players, I like Michael Jordan best. He was elected as NBA's "most valuable player" (MVP) five times. He led his team, the Chicago bulls to win the NBA championship six times. He is a talented player and is my idol.

- (4) I don't agree. For instance, excellent athletes from all over the world compete during the

Olympic Games, but the Games can also promote the understanding and friendship among different peoples and different nations.

Text Study

CONCEPTUAL COMPREHENSION

Approximate time: 35—70 plus 25—50 min.

1. Draw students' attention to the following elements of the story.

T: *Now, class, I would like you to read the following story. While reading it, please pay close attention to the main character of the story, the time when the story took place and the place where the story happened. And see if you can say something about it.*

2. Comment briefly on the students' response. Then explore further to make the main idea of the article clear.

T: *From the title of the passage, first you know the story is about Olympic medals. It happened in 1936 when the author won the Olympic prize. In fact, he won the championship with the help of his rival—also his friend. That is why he thinks of the Olympic prize as the greatest one.*

3. To understand the story better, let students find about the author's psychological change.

T: *At first, the author was confident. He had been longing for the medal and had trained himself for many years. But because of his anger at Hitler's "master race" theory, the author almost failed in his qualifying jumps. However, his rival came to reassure and help him, which made him relaxed. At the end of the story, he knew more about the Olympic Games. Well, class, can you find some sentences to show the author's psychological change in the article?*

4. Ask students to pay attention to the ending of the story.

T: *At the end of the story, the author made comment on his rival- Luz Long. "The important thing in the Olympic Games is not winning but taking part. The essential thing in life is not conquering but fighting well." Now, do you know more about the spirit of Olympic?*

BACKGROUND NOTES

The History of the Olympics

According to legend, the ancient Olympic Games were founded by Heracles (the Roman Hercules), a son of Zeus. Yet the first Olympic Games for which we still have written records were held in 776 BC (though it is generally believed that the Games had been going on for many years already). At this Olympic Games, a naked runner, Coroebus (a cook from Elis), won the sole event at the Olympics, the stade—a run of approximately 192 meters. This made Coroebus the very first Olympic champion in history.

The ancient Olympic Games grew and continued to be played every four years for nearly 1200 years. In AD 393, the Roman emperor Theodosius I, a Christian, abolished the Games because of their pagan influences.

The very first modern Olympic Games opened in the first week of April 1896. Since the Greek government had been unable to fund construction of a stadium, a wealthy Greek architect, Georgios Averoff, donated one million drachmas (over US\$100,000) to restore the Panathenaic Stadium, originally built in 330 BC, with white marble for the Olympic Games.

Since the Games were not well publicized internationally, contestants were not nationally chosen but rather came individually and at their own expense. Some contestants were tourists who happened to be in the area during the Games. Athletes wore their athletic club uniform rather than a national team one.

Pole vaulting, sprints, shot put, weight lifting, swimming, cycling, target shooting, tennis, marathon and gymnastics were all events at the first Olympics. The swimming events were held in

the Bay of Zea in the Aegean Sea. Gold medalist, Alfred Hoyos Guttmann described it: "I won ahead of the others with a big lead, but my greatest struggle was against the towering twelve-foot waves and the terribly cold water." Approximately 300 athletes participated, representing thirteen countries.

Events of the Modern Olympic Games

Archery, Baseball, Badminton, Basketball, Beach Volleyball, Volleyball, Boxing, Canoe/Kayak, Cycling, Diving, Equestrian, Fencing, Field Hockey, Gymnastics, Handball, Judo, Modern Pentathlon, Rowing, Sailing, Shooting, Soccer, Softball, Swimming, Synchronized Swimming, Table Tennis, Tennis, Tae kwon do, Track & Field, Triathlon, Volleyball, Water Polo, Weightlifting, Wrestling.

The Olympic Anthem

The Olympic anthem was written by the Greek national poet Costis Palamas and composed by Greek musician Spyros Samaras. It was first sung at the 1896 Games. The IOC (International Olympic Committee) adopted it as the official Olympic anthem to crown Olympic ceremonies at the 1958 IOC Session in Tokyo.

The Olympic Motto

The Olympic motto "swifter, higher, stronger" comes from three Latin words "citius, altius, fortius," which actually mean "faster, higher, braver." The French educator, Baron Pierre de Coubertin, who revived the ancient Olympic Games and in 1896 led the first modern Olympic Games in Athens, borrowed the phrase from a Dominican priest Henri Dinon. Mr. Dinon introduced these words while presenting athletic prizes at a college in 1891. But how did these words become the motto of the Olympic Games. It was Michel Brear who introduced this phrase at the closing dinner of the congress for the reestablishment of the modern Olympic Games on June 23, 1894. Later, the International Olympic Committee formally adopted this phrase as the official motto of the Games.

The Olympic Creed

The Olympic creed was also introduced at the 1896 Games. As stated by Pierre de Coubertin, the creed is as follows: "The most important thing in the Olympic Games is not to win

but to take part. Just as the most important thing in life is not the triumph but the struggle. The

The Olympic Flag

Olympic Games

The Olympic Oath

The Olympic Flame

The Torch Relay

During the 1896 Games in Athens, young inspired sportsmen had organized the first torch relays. However, the tradition of the Olympic torch officially began at the Berlin Games in 1936. As in ancient times, the torch is lit by the sun in Ancient Olympia, and then passed from runner to runner in a relay to the host city, where it is used to light the Olympic Stadium's flame during the Games' Opening Ceremony. The flame then burns until it is extinguished at the Closing Ceremony.

Adolf Hitler (20 April 1889—30 April 1945)

Adolf Hitler was an Austrian-born German politician and the leader of the National Socialist German Workers Party, popularly known as the Nazi Party. He was the ruler of Germany from 1933 to 1945, serving as Chancellor from 1933 to 1945 and as head of state (Führer und Reichskanzler) from 1934 to 1945.

Hitler gained power in a Germany facing crisis after World War I, using charismatic oratory and propaganda, appealing to economic need of the lower and middle classes, nationalism, anti-Semitism and anti-communism to establish a totalitarian or fascist dictatorship. With a restructured economy and rearmed military, Hitler pursued an aggressive foreign policy with the intention of expanding German Lebensraum ("living space"), which triggered World War II when Germany invaded Poland. At the height of its power, Nazi Germany occupied most of Europe, but it and the Axis Powers were eventually defeated by the Allies.

By then, Hitler's racial policies had culminated in the mass murder of at least eleven million people, including the deliberate genocide of about six million Jews, and the systematic killings of many other groups and nationalities, including Romany people, Russian and soldiers and civilians, Polish people, Communists, Jehovah's Witnesses, Social Democrats, members of trade unions, homosexuals and others that composed the other five million dead, in what is now known as the Holocaust.

In the final days of the war, Hitler committed suicide in his underground bunker in Berlin with his newlywed wife, Eva Braun.