

大学英语立体化网络化系列教材

大学英语 基础教程

4

教师用书
(第三版)

College English

马建华 ©主编



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教师用书 Teacher's Book
COLLEGE
ENGLISH

大学英语基础教程

4

(第三版)

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总 序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的《大学英语课程教学要求》,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套《大学英语立体化网络化系列教材》的编写和出版工作。

本套教材被评为“十二五”普通高等教育国家级规划教材,根据《大学英语课程教学要求》,我们又在原书基础上进行了修订。

北京大学教材建设委员会将本套教材列为重点教材建设项目,重点支持。我国英语教学研究权威李赋宁教授、胡壮麟教授担任本套教材总顾问,北京大学英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。

编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了北京大学、北京师范大学、北京航空航天大学、中国农业大学、复旦大学、南京大学、北京交通大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、重庆大学、云南大学、河北师范大学、西安电子科技大学、山东农业大学、西北师范大学、长春师范学院、山东青年管理干部学院、淮南师范学院、江西财经大学、西北大学、福州大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们也特别感谢本系列教材几十位中外英语教学专家在编写过程中认真细致,富有成效的工作!

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

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UNIT OVERVIEW

Objectives

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

1. talk about some feelings of family love;
2. use about 30 new words and 8 new phrases and expressions in brief conversations and translation;
3. review grammar on The Adverbial Clause I;
4. read material 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 Time

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	35 ~ 60	20 ~ 40+布置课外作业

PART I PREPARATORY

WORDS IN CONTEXT

Approximate Time: 15~30 min.

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.

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 the words in the correspondent blanks 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.

Reference for Vocabulary Teaching

1. take...for granted	—accept without verification or proof
2. inherit	—obtain from someone after their death
3. stir	—move an implement through with a circular motion
4. guarantee	—syn. warrant
5. emphatic	—spoken with emphasis
6. denote	—denotation (<i>n.</i>); denotable (<i>adj.</i>); syn. refer; announce
7. confide	—reveal in private.
8. launch into	—start
9. turn off	—cause to feel intense dislike or distaste
10. go with	—match

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 in the box 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 they 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 doing your work, you can discuss your answers with your classmates.

KEY TO EXPRESSIONS LEARNED IN DISPLAY

- | | | | |
|----------------|------------------|-------------------------|-------------------|
| 1. point out | 2. in a state of | 3. take ... for granted | 4. turned ... off |
| 5. brought out | 6. at one time | 7. were faced with | 8. go with |

PART II LANGUAGE IN CONTEXT

TEXT A

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 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 given minutes of pair/group discussion.

T: Before we go into Text A, I think you need to think about the topic related to family love. Here we have three questions for you, which we will do in pairs and 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 too 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 Chi-

nese to help. When you finish, I will ask some students to report briefly about your discussions. Be prepared.

1) Where do you think is the safest place in the world?

2) Who can give you the feeling of security?

3) How can you understand “love”?

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

There are various answers to warm-up questions. The following words and expressions may be of assistance.

cook

chef

smell of

to one's appetite

swallow

generation gap

disgust

Text Study

CONCEPTUAL COMPREHENSION

Approximate Time: 35 ~ 70 plus 25 ~ 50 min.

1. Draw students' attention to the title of the text. Make them focus on the special meaning of the word “soup.”

T: Now we are ready to study the text in detail. You may have read the article yourself, but have you paid special attention to the title of this text?

2. Comment briefly on students' response. From this start, explore further to make the main idea of the article clear.

T: Let's find the main idea of the article: Mama's Soup Pot. (Explain some words or expressions in the statement, if necessary.)

3. To support this judgment of the main idea, ask students to find the factors or forms illustrating that how important the meaning of the soup pot meant to the author.

T: Now we are going to study the passage in detail.

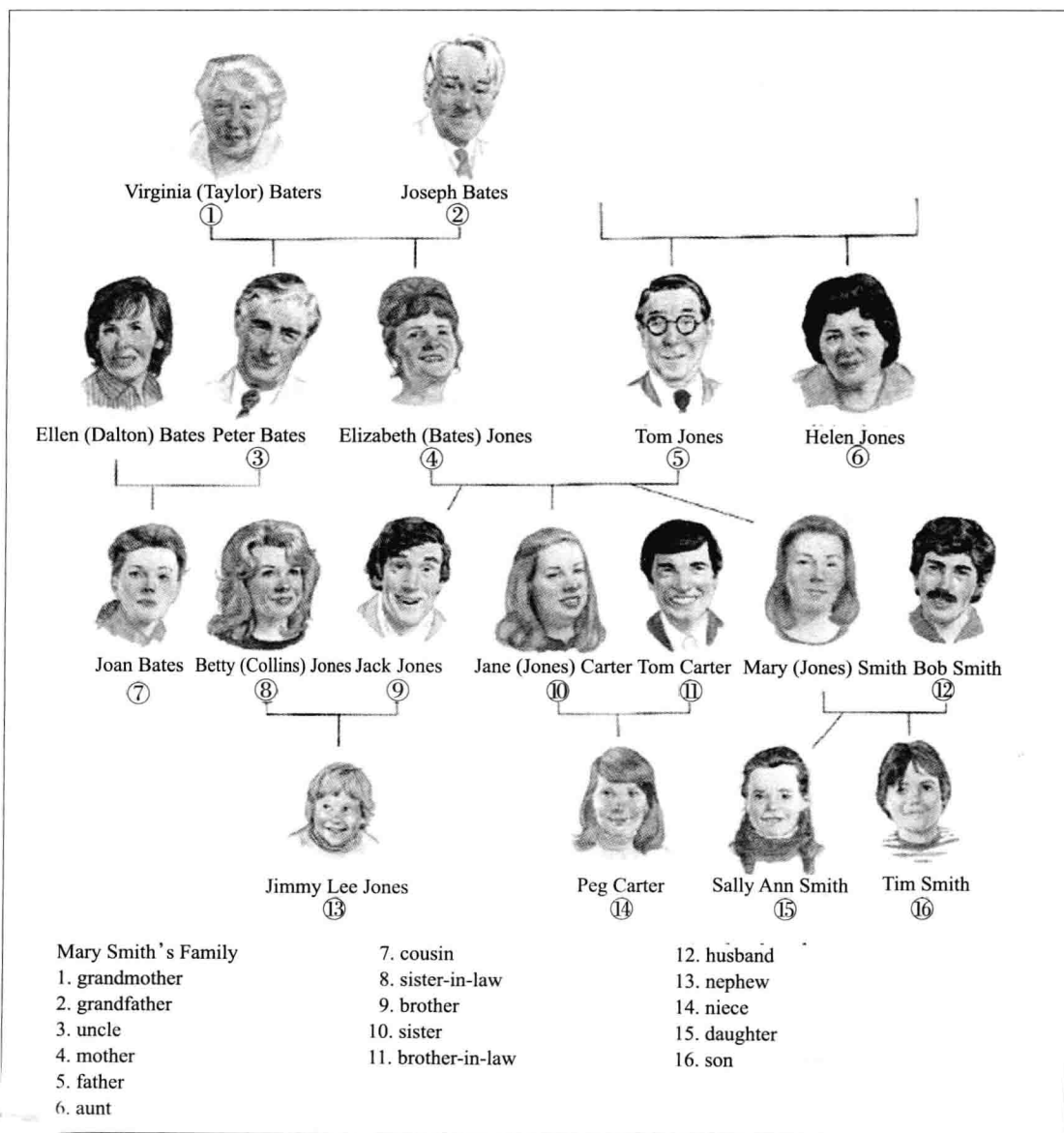
BACKGROUND NOTES

The Generation Gap

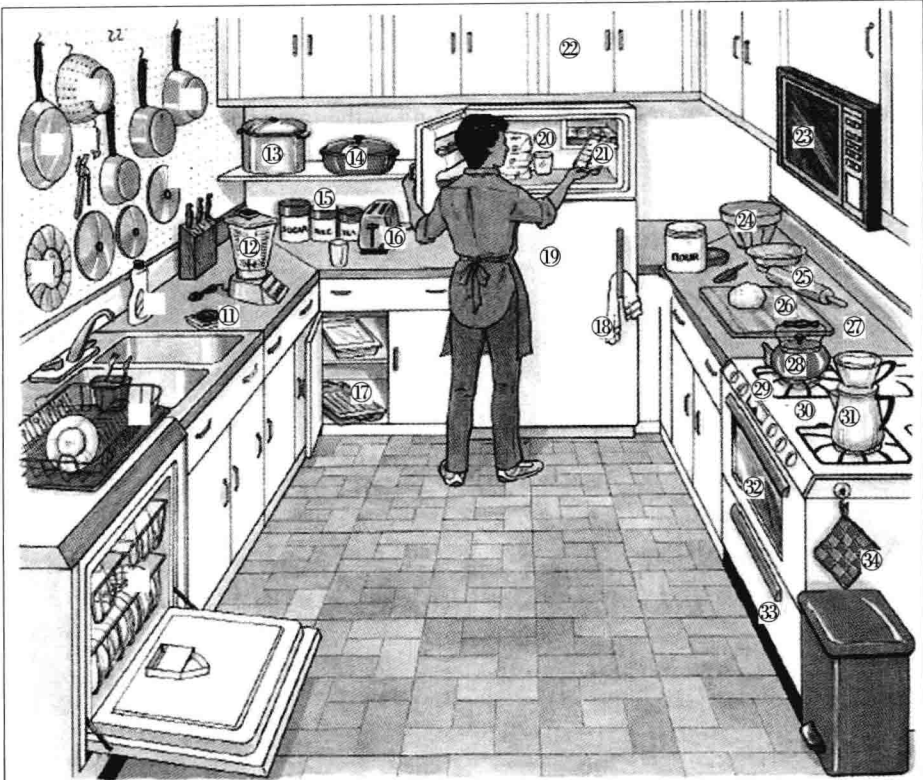
It refers to a situation when older and younger people do not understand each other because of their different experiences, opinions, habits and behavior. One cause of the generation gap is the opportunity that young people have to choose their own life. In traditional societies, children live in the same area as their parents, marry people their parents know and approve of, and often continue the family occupation. In our society, people often move out of the home at an early age, marry or live with people their parents have never met, and choose occupations that are rather different. In our upwardly mobile society, parents often expect their children to be better than them. However, these ambitions for their children are another cause of the division between them. Often they discover that they have very little in common. Finally, the speed of change in

our society is another cause of it. In a traditional culture, people are valued for their wisdom, but in our society the knowledge of a lifetime may become out of date. The young and the old seem to live in two very different worlds, separated by different skills and abilities. No doubt, the generation gap will continue to be a feature of our life for some time to come. Its causes are rooted in the freedoms and opportunities of our society, and in the rapid pace at which society changes.

Family Tree



Kitchen



- | | | |
|------------------------|--------------------|-------------------|
| 1. dishwahr | 13. pot | 24. mixing bowl |
| 2. dish drainer | 14. casserole dish | 25. rolling pin |
| 3. steamer | 15. canister | 26. cutting board |
| 4. can opener | 16. toaster | 27. counter |
| 5. frying pan | 17. roasting pan | 28. teakettle |
| 6. bottle opener | 18. dish towel | 29. burner |
| 7. colander | 19. refrlgerator | 30. stove |
| 8. saucepan | 20. freezer | 31. coffeemaker |
| 9. lid | 21. ice tray | 32. oven |
| 10. dishwadhing liquid | 22. cabinet | 33. broiler |
| 11. scouring pad | 23. microwave oven | 34. pot holder |
| 12.blender | | |

Some Sayings

Love doesn't make the world go around. Love is what makes the ride worthwhile.

—Franklin P. Jones

LANGUAGE POINTS

Approximate Time: 25 ~ 50 min.

This section is used for students' questions about the language difficulties in Text A. By now students may have collected some textual points which they find difficult to understand. First, place students into pairs or groups. Encourage them to ask each other about these points

as they find them. A lot of these language points will be made clear in their own discussions. This will probably take 10 ~ 20 minutes. In the meantime, the teacher can walk around the class, joining in some pairs/groups, adding some points, collecting some difficulties shared by most pairs/groups. Then call for attention and explain to the class these language points. (See Inventory of Textual Difficulties.)

T: Next, let's move to the study of Text A. We will look into some textual difficulties, or language points in the text. First, divide into pairs or study groups. Okay, show your textual points to your classmates. See if they can help you understand the exact meanings of these points. I shall come and join some of you. I may have my own language points to show you. Now, let's make a start.

Inventory of Textual Difficulties

1. There are too many treasures in life we take for granted, the worth of which we don't fully realize until they're pointed out to us in some unexpected way.

treasure *n.* sth. or sb. considered especially precious or valuable 宝物, 财富

▶ *The police found the lost treasure in an abandoned well.*

警察在一口废弃的井里找到了丢失的财宝。

▶ *This museum has many art treasures.*

这家博物馆收藏了许多艺术珍品。

take it for granted (that...) assume that something is true or will happen

视……为理所当然

▶ *Don't take it for granted that they will support you.*

不要想当然地认为他们会支持你。

▶ *We cannot take it for granted that a computer system will never fail.*

不要想当然地认为计算机系统永远不会坏掉。

worth *n.* the quality that renders something desirable, useful, or valuable 价值

▶ *This research project is of great worth.* 这一研究项目很有价值。

▶ *He keeps in the safe \$3 million worth of diamonds.*

他在保险箱里放着值三百万美元的钻石。

point out (to) make or write a comment on 指出

▶ *Did he point out where you were wrong?*

他有没有指出你什么地方错了?

▶ *Point out the mistake in this sentence, please.* 请指出这句话中的错误。

unexpected *adj.* coming without warning 想不到的, 意外的

▶ *Mr. Green paid me an unexpected visit.* 格林先生出乎意料地前来看我。

▶ *His reaction on this matter is unexpected.*

没料到, 他对这件事的反应是这样的。

2. I can still see it sitting on the stove in all its chipped white-and-blue-enamelled glory, its contents bubbling, steam rising as if from an active volcano.

stove *n.* an apparatus in which electricity or a fuel is used to furnish heat, as for cooking or warmth 炉子

✎ *I have to buy a more economical stove.* 我得买一个更节省燃料的火炉。

✎ *He cooks his meal with a gas stove.* 他用煤气炉做饭。

glory *n.* a halo, nimbus, or aureole 光环

✎ *The bright moonlight showed the Taj Mahal in all its glory.*

泰姬陵在明亮的月光下显得光彩夺目。

✎ *I was fascinated by the glory of the sunset.* 落日的壮观把我吸引住了。

3. When I entered the back porch, the aroma was not only mouthwatering but reassuring.

porch *n.* a covered platform, usually having a separate roof, at an entrance to a building 门廊

✎ *We waited in the porch until it stopped raining.* 我们在门廊等待直到雨停。

✎ *I met that person at the porch of the church.*

我是在教堂的门廊处遇到那个人的。

aroma *n.* a pleasant characteristic odor, as of a plant, spice, or food 芳香, 香味

✎ *There seems the aroma of roasting coffee beans.* 好像有烘焙咖啡豆的香味。

✎ *There is an aroma suggestive of spring flowers in the room.*

这房间里有一种香气,使人想起春天的花朵。

reassuring *adj.* restoring confidence and relieving anxiety 安心的

✎ *It is reassuring to be enquired after when you're ill.*

你病了的时候,如果有人能询问一下你的情况,我们也就放心了。

✎ *Your message is reassuring to me.*

你的短信让人安心。

4. Whether Mama was standing over the pot stirring with a long wooden spoon or not, I knew I was home.

stir *v.* introduce (an ingredient, for example) into a liquid or mixture 搅动, 搅拌

✎ *He is stirring sugar into his coffee.* 他把糖搅和在咖啡里。

✎ *The cook threw in a spoonful of salt as she stirred soup.*

厨师搅和汤时放进一匙盐。

wooden *adj.* made or consisting of wood 木制的

✎ *The floor was made of wooden blocks.* 地板是用木块拼成的。

✎ *Our wooden sofa seems not very comfortable.* 我们的木头沙发似乎不太舒服。

5. It had been so since her girlhood in the mountains of northern Italy, where she learned its secret from her grandma, who had inherited it from generations.

girlhood *n.* the time or state of being a girl 少女时期

✎ *She spent her girlhood in Africa.* 她的少女时代是在非洲度过的。

✎ *She had a happy girlhood.* 她有个快乐的少女时代。

inherit *v.* receive (property or a title) from an ancestor by legal succession or will 继承

✎ *The oldest son will inherit the title.* 长子将继承爵位。

✎ *He inherited his father's farm.* 他继承了父亲的农场。

6. For our large immigrant family, Mama's soup guaranteed we would never go hungry.

immigrant *n.* a person who leaves one country to settle permanently in another 移民

✎ *Canada has many immigrants from Europe.* 加拿大有许多欧洲移民。

He admitted that he was an illegal immigrant. 他承认他是非法移民。

guarantee v. undertake to do, accomplish, or ensure (something) for another 保证

Blue skies do not always guarantee fine weather.

蔚蓝的天空并不永远保证晴朗的天气。

We cannot guarantee the punctual arrival of trains in foggy weather.

雾天我们不能保证火车准时到达。

7. It was a symbol of security.

symbol n. sth. that represents sth. else by association, resemblance, or convention, esp. a material object used to represent sth. invisible 象征, 标志

White is the symbol of purity. 白是纯洁的象征。

The dove is the symbol of peace. 鸽子是和平的象征。

security n. freedom from risk or danger; safety 安全

Two guards looked after the security of the property.

两个警卫看管财产的安全。

They tightened security during the President's visit.

他们在总统访问期间加强了安全防卫。

8. A thick brew with tomatoes, pasta, beans, carrots, celery, onion, corn and meat indicated things were going well with the family.

go with match 与……相配

She is shopping for a new diamond to go with her ring.

她在购买一粒新钻石以配到她的戒指上。

The ribbons go well with your dress. 这丝带与你的连衣裙很配。

9. A watery soup denoted meager times.

watery adj. containing too much water; diluted 水的, 淡的

I like watery soup. 我喜欢清水般的汤。

A waiter brought him a watery coffee. 一个侍者给他端来一杯稀咖啡。

denote v. to represent or be a sign of sth. synonym indicate 表示

The mark "Λ" denotes a place of omission. Λ记号指示有脱漏的地方。

A smile often denotes pleasure and friendship. 微笑常常表示高兴和友善。

10. At one time, however, Mama's soup pot became a source of embarrassment to me, for I feared it would cost me a new friend I had made at school.

at one time once; formerly 曾经, 一度

At one time we lived in London. 我们曾经住在伦敦。

He once knew her, but they are no longer friends.

他以前认识她,但他们已经不是朋友了。

embarrassment n. the state of being embarrassed 困窘, 难堪

Coughing at a concert can be a real embarrassment.

在音乐会上咳嗽真会使人难堪。

My face turned red with embarrassment. 我窘得脸都红了。

11. The family had a cook in a white uniform who worked in a kitchen of gleaming chrome and shining utensils.

uniform *n.* a distinctive outfit intended to identify those who wear it as members of a specific group 制服

☞ *The students are wearing school uniforms.* 学生们穿着校服。

☞ *He looks very manly in his uniform.* 他穿着制服十分精神。

shining *adj.* reflecting a sheen or glow 光亮的

☞ *The stars were shining bright.* 星光灿烂。

☞ *The kitchen's stone floor was shining with moisture.*
厨房的石板地受了潮闪闪发亮。

utensil *n.* an instrument, an implement, or a container used domestically, esp. in a kitchen 器具, 用具

☞ *This store sells cooking utensils.* 这商店出售炊具。

☞ *These cooking utensils are made of aluminum.* 这些炊具是铝制的。

12. Sol's mother and father were polite, but conversation around the table was stilted and subdued.

stilted *adj.* stiffly or artificially formal; stiff (动作或言语)生硬的, 不自然的

☞ *He fashioned no stilted epigram.* 他不追求夸张的警句。

☞ *Her modesty was all stilted.* 她的谦虚完全是假装的。

subdued *adj.* lacking in interest; not exciting 不大兴奋, 不甚感兴趣的

☞ *Their chat was subdued.* 他们的聊天很无趣。

☞ *The continual interruption made their conversation subdued.*
连续的打断使交谈很无趣。

13. "Well, I'm not people," was her proud retort. "I'm Rosina. Only crazy people don't want my minestrone."

retort *n.* a quick, incisive reply, esp. one that turns the first speaker's words to his or her own disadvantage 反驳

☞ *quick at retort* 善于回嘴的

☞ *say a few words in retort* 反驳几句

14. Eating with my family would turn Sol off completely, I believed.

turn ... off

1) make ... lose interest in or passion for 使失去兴趣、爱好或热情

☞ *His story turned me off.* 他的故事使我感到很没兴趣。

☞ *The thought of having to take the exam again turned him off.*
想到还需重新考试, 他就感到沮丧。

2) switch off 关掉, 关闭

☞ *Please turn off the electric power.* 请把电源关掉。

☞ *Do you mind if I turn off the light?* 我把灯关掉你不反对吧?

15. She fixed me with a stony glare and I knew better than to ask again.

stony *adj.* exhibiting no feeling or warmth; impassive 无情的

☞ *a stony expression* 冷漠的表情

☞ *a stony gaze (stare, look)* 冷眼凝视

know better than (to do) be wise or experienced not to do 明智或有经验而不去做