

零起点

大学英语基础教程

COLLEGE ENGLISH

主 编 李桂兰

(修订版)

3-4 教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

零起点

大学英语基础教程

COLLEGE ENGLISH

主 编 李桂兰

(修订版)

编 者 王 葵 郭建荣

3-4 教师用书

江苏工业学院图书馆
藏书章

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

零起点大学英语基础教程 3-4 教师用书 / 李桂兰主编; 王葵, 郭建荣编. — 修订本. — 北京: 外语教学与研究出版社, 2009.6

ISBN 978-7-5600-8672-9

I. 零… II. ①李… ②王… ③郭… III. 英语—高等学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2009) 第 089455 号

出 版 人: 于春迟

责任编辑: 荀晓鸣

封面设计: 覃一彪

版式设计: 张苏梅

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 中国农业出版社印刷厂

开 本: 787×1092 1/16

印 张: 6.75

版 次: 2009 年 8 月第 1 版 2009 年 8 月第 1 次印刷

书 号: ISBN 978-7-5600-8672-9

定 价: 15.90 元 (含 MP3 光盘一张)

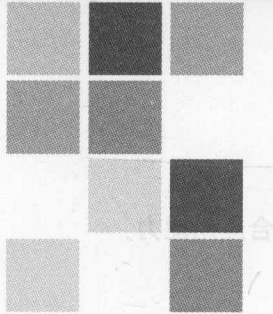
* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

物料号: 186720001



前言

《零起点大学英语基础教程》(修订版)系列教材是以教育部最新颁布的《大学英语课程教学要求》为指导思想,在教育部高等学校大学外语教学指导委员会的指导下编写的一套大学英语基础系列教材,主要供全国各高校入学时未学过英语或英语基础薄弱的学生使用,同时也适合各专科学校、各艺术类院校以及自学者使用。

修订原则

《零起点大学英语基础教程》系列教材自出版发行以来,受到了全国二十多个省市高校师生的欢迎。在使用过程中,我们广泛听取了使用院校师生的反馈和建议,并对该套教材的科学性、实用性等做了大量的跟踪调查。为了满足读者的需求,使该套教材更加完善,我们从多个角度考虑,对《零起点大学英语基础教程》进行了修订,使其更贴近当前学生的实际水平,更符合国家人才培养的需要,更能满足一线教师对英语教学和教法改革的迫切要求。修订版既延续了《零起点大学英语基础教程》的特色,又突出了“以练为主”和“以学生为中心”的理念,进一步更新观念、更新内容、更新体系。

此次修订主要体现在以下几个方面:

- 调整语言难度,更新部分选篇,注重增强教材的趣味性和时代感;
- 单元结构进行合理调整,对部分板块进行重新设计,使其更有利于学生在输入与输出的循环中有效地习得语言知识;
- Notes 中补充了大量的语言文化信息,有利于培养学生的跨文化交际能力;
- 增加了与教材配套的 MP3 光盘,有利于学生学习与教师教学。

教材特色

- 强调语言技能教学的整体性，注重培养学生的语言综合能力；
- 起点合理，难度适中，循序渐进；
- 采用了“以学生为中心”的活动教学模式，注重培养学生自主学习能力；
- 选材语言规范、内容新颖，实现语言学习与文化知识学习的有机结合。

教材构成

《零起点大学英语基础教程》(修订版)系列教材由《零起点大学英语基础教程》(修订版)1—4级及教师用书、《零起点大学英语基础听说教程》(修订版)及教师用书、《零起点大学英语基础语法教程》(修订版)、以及《零起点大学英语基础阅读教程》(修订版)构成。各教程相互呼应，构成有机整体。

本书使用说明

《零起点大学英语基础教程》(修订版)教师用书旨在方便教师备课和安排课时，把握教材特点。除学生用书中提供的课堂活动外，教师用书还设计了更多的课堂活动供教师参考选择，并提出了教学建议。练习答案部分包括①客观题全部答案；②听写练习的文字材料；③课文参考译文；④部分主观题的参考答案。各单元的练习量较大，建议教师在处理每单元的练习时，根据实际教学中学生的不同情况采取灵活的方法组织教学，有效利用学生用书和教师用书所提供的内容与信息，完成教学目标。

编写队伍

本系列教材的编者都是具有长达二十年以上教学经验的教师，积累了丰富的语言教学经验和教材编写经验。该教材是编者在总结了多年的教学经验和大量调查研究的基础上修订而成的。

《零起点大学英语基础教程》(修订版)系列教材将更好地服务于大学英语基础教学的改革，我们相信修订后的该系列教材将为广大英语学习者给予更大的帮助。

CONTENTS

Book Three

Unit One	1
Unit Two	6
Unit Three	10
Unit Four	15
Unit Five	19
Unit Six	20
Unit Seven	27
Unit Eight	33
Unit Nine	39
Unit Ten	45

Book Four

Unit One	47
Unit Two	52
Unit Three	59
Unit Four	65
Unit Five	72
Unit Six	74
Unit Seven	79
Unit Eight	86
Unit Nine	92
Unit Ten	99

Book Three

Unit One

Information Related to the Text

1. Fable:

A fable is a short, fictitious story in which animals or objects talk, which tells a general truth or is only partly based on fact, or literature of this type. It is intended to teach a moral lesson, e.g. *Aesop's Fables*.

Greed means "Strong desire for more food, wealth, money, gold, etc."

There are many stories and fables about greed both in Chinese and in English. Do you remember the famous story by Grimm "The Fisherman and His Wife" or the Greek story "The Golden Touch"?

This text "The Three Wishes" is a fable about greed. Usually the greedy characters in such stories come to a bad end or return to a miserable state like the fisherman's wife.

2. Pancakes:

Pancakes are thin, soft, flat cakes, made of a mixture of flour, milk and eggs. They are cooked in a flat pan and are usually eaten hot, often with sugar and lemon. They can also have a sweet or savoury filling. In American English, they are called crepes which come from French. In Britain, pancakes are often eaten on Pancake Day (which is held in February). In some places, they hold pancake races on that day. Each runner has to carry a pancake in a frying pan, throwing it into the air and catching it again as they run along.

Classroom Activities

I. Pair Work

Students work in pairs to make sentences.

e.g. Student 1: If I had a lot of money, I would travel around the world.

Student 2: If I would travel around the world, I would....

Student 3: If I...

II. Group Work

1. With preparation before class, each group reports a fable to the class, giving the key words on the blackboard.

2. Students work in groups and talk about three of their wishes in turn.

III. Dictation

Riddle

In a round house,
There are two bright windows,
They open in the morning,
But at night they close,
Tell me what they are.

(eye)

Language Focus

1. They kept hoping for new...

(1) keep+v.-ing 一直做某事，总是做某事

e.g. I kept wondering what she was doing.

The young soldier kept dreaming of home.

(2) keep on+v.-ing 强调重复性以及决心

e.g. Why do you keep on smiling?

He kept on wiping his eyes with the back of his hand.

(3) keep (sb. or sth.)+adj. (*adv.*, *prep.* phrase, present participle): to cause (sb. or sth.) to be, or to continue in a specified condition or relation. 使保持某种状态；使继续进行

e.g. Please keep the children quiet.

The cold weather kept us indoors.

If your hands are cold, keep them in your pockets.

I am sorry to have kept you waiting so long.

Please keep the fire burning.

2. They could wish for anything...

(1) wish for 希望得到; 盼望

- e.g. I could wish for a better life than I've got.
Everybody wishes for happiness but few get it.
I keep wishing for a chance to do something different.

(2) wish sb. + n. (pron.)

- e.g. We wish you a safe journey.
I wish you luck!
I wish him no harm.

(3) wish + subjunctive clause

- e.g. Mary wishes she had more money.
I wish I were a bird.
I wished that I had never met him.
Monica wished she hadn't come.

(4) wish (n.) 愿望

- e.g. I have no wish for fame or position.
All her wishes have come true.

(5) How I wish...!

- e.g. How I wish I were 18 years old!
How I wish I were a millionaire!

3. It's your fault.

fault: a mistake, esp. sth. for which you are to blame or (esp. in a person's character or machine) a weakness or broken part.

- e.g. It's your fault for not learning.
The fault is on both sides.
Laziness is his only fault.

Key

Text

1. He enjoyed eating, especially pancakes.
2. No, she wasn't. She wanted something more.
3. The wife. The pancake was on the end of her husband's nose.
4. Nothing had ever happened.
5. Omitted.

■ Language Practice

II childish / helpful / careful / traditional / angry / useful / additional / official

- III
1. careful
 2. traditional
 3. childish
 4. angry
 5. additional

- IV
- | | | | | |
|-----------|----------------|----------|---------|----------|
| 1. gone | 2. Fancy | 3. stick | 4. None | 5. blame |
| 6. appear | 7. immediately | 8. fault | | |

- V
- | | | | |
|-----------------------------------|-------------------------------------|------------|---------------------------|
| 1. have | 2. had | 3. had had | 4. were, would understand |
| 5. had had, would have come | 6. had moved, would have been found | | |
| 7. had closed, have been woken up | 8. had known, have realized | | |
| 9. go, will see | 10. see, give | | |

- VI
- | | | | | | | | |
|------|------|------|------|------|------|------|------|
| 1. B | 2. A | 3. A | 4. C | 5. B | 6. A | 7. A | 8. A |
|------|------|------|------|------|------|------|------|

- VII
1. I would tell you the truth if you came.

I would have told you the truth if you had come.

2. He would buy the TV set if he had enough money.

He would have bought the TV set if he had had enough money.

3. You would know it if you studied science.

You would have known it if you had studied science.

4. If you did not bring a coat, you would be very cold.

If you had not brought a coat, you would have been very cold.

5. If it rained, we would not have a party.

If it had rained, we would not have had a party.

6. We could often see each other if you moved here.

We could have often seen each other if you had moved here.

- VIII
1. If the water had not been so cold, he would have swum in it.

2. If we had homework today, we would not go to the movie.

3. If Henry was here, he could help you.

4. If I had the book, I could read it to you.

5. If Mary had brought enough money with her, she would have bought the coat.

- IX
- | | | | | |
|---------|----------|-------|---------------|-----------|
| 1. that | 2. gifts | 3. on | 4. between | 5. by |
| 6. same | 7. part | 8. in | 9. beforehand | 10. words |

- X
- | | | | | |
|-------------|--------------|----------|------------|--------------|
| 1. sandwich | 2. hamburger | 3. steak | 4. hot dog | 5. salad |
| 6. 苹果派 | 7. 黄油 | 8. 乳酪 | 9. 比萨饼 | 10. McDonald |

- XI
1. After dry weather, everyone hopes for rain.
 2. Mrs. Smith would let Tom have his lunch.
 3. After he finished writing his homework, Xiao Lin went to watch TV.
 4. You could have bought that diamond ring, but why did not you buy it?

5. How I wish I could have one million dollars to build a beautiful hospital!
6. Do you fancy seeing horror films?
7. The Marys look forward to visiting China.
8. If you keep trying you will succeed.
or If you keep trying you are sure to be successful.

■ Reading Practice

- I 1. F 2. F 3. F 4. F 5. F
- II 1. 有些人说他们会把这些钱捐赠给慈善事业。
2. 我会雇用几百个仆人来照顾我，管理我美丽的花园。
3. 假如某个早晨你醒来发现自己赢了 5,000 万美元，你会怎样做？

Translation of the Text

三个愿望

有一对夫妇很穷，他们一直希望有新衣服穿，有可口的饭吃。男的特别喜欢吃煎饼。一天晚上，一位老太太来到他们家，告诉他们，他们可以许三个愿望，可以要他们想要的任何东西。

男的刚吃完晚饭，只吃了一点面包，还没吃饱。

他说：“我真想要一个大大的煎饼。”

立刻，他的盘子里就有了一个煎饼。

他妻子吼道：“你这个蠢材！你原本可以要一所满是好吃东西的房子，而你只要了一个煎饼，我真想把那个煎饼贴在你愚蠢的鼻尖上。”立刻，那个煎饼贴在他的鼻尖上。

这对夫妇开始互相责备起来，男的喊“都怪你！”“不，怪你！”女的说道。他们能怎么办呢？这煎饼仍贴在丈夫的鼻子上。

妻子叫道：“噢！我希望这一切没发生过！”

煎饼即刻不见了。这个男的说：“我还饿着肚子，我多么希望能有些煎饼吃！”

当然，这回什么事情都没发生。

Unit Two

Information Related to the Text

A diary is a book with a separate space or page for each day, in which you write down your future arrangements, meetings, etc., or in which you record anything of interest that has happened to you during the day together with your thoughts or feelings that you have at the time.

The form of a diary is usually casual, using first person singular form “I” to start the diary. On the top right, date should be written down.

Classroom Activities

I. Pair Work

Students work in pairs and list the advantages of keeping a diary, then exchange their list with another pair.

II. Group Work

Students work in groups and talk about their best friends. They may be such things as their diaries, their albums, etc. Things like appearance, personality, stories about them are suggested to be included.

III. Dictation

Riddle

Who gets a scolding every day?

Because he is too fond of play,

And from his class will often stay?

(the lazy boy)

Language Focus

1. first of all

The phrase is a parenthesis. This phrase is parenthetically (作为插入语) used without forming part of the grammatical (语法的) structure of the sentence.

e.g. First of all, you must be honest.

First of all, let me say how glad I am to be here.

First of all, I must take these magazines to Mary.

Other similar structures are: most important of all, worst of all, most curious of all

2. ... the unbosomings of a seventeen-year-old boy.

seventeen-year-old 复合形容词

- e.g. a 16-meter long boat
a 5-year plan

3. ... feeling too bored to even make up my mind...

make up one's mind: to reach a decision

- e.g. He could not make up his mind how to treat her in the future.
She could not make up her mind whether it was fast or slow.
I have made up my mind and anything you say will not change it.

4. I do not intend to show this cardboard...

intend to (do) 打算; 有心; 有……的意图

- e.g. I did not intend to be rude to you.
Mary intended to come to my home last night but it rained.
I intend to clean out the spare room sooner or later.

5. ... nor is it so.

nor 在引起分句时, 需要用倒装语序。

- e.g. He never went again, nor did he write to apologize.
I do not know, nor do I care.
She had understood nothing, nor had she sought to understand.

Key

Text

1. F 2. T 3. F 4. T 5. T

Language Practice

- II 1. alike 2. alone 3. asleep 4. awake 5. astir 6. alive
III 1. made up my mind 2. lacks 3. doubt 4. matters
5. intend to 6. a series of 7. unless 8. bring out
IV importance distance difference patience evidence
1. distance 2. patience 3. importance 4. differences 5. evidence
V 1. It is quite useful knowing English grammar.
2. It is a pity that he did not want to come.

3. It is important to let the children learn by themselves.
4. You will find it pleasant staying with him.
5. It is my desire to be an excellent swimmer.
6. It is the root of the trouble that he has no interest in keeping a diary.

● VI 1. C 2. D 3. E 4. A 5. B

● VII 1. D 2. A 3. C 4. C 5. D
6. D 7. B 8. D 9. A 10. B
11. D 12. A 13. B 14. D 15. C

- VIII
1. think about the beautiful future
 2. bring out the strange ideas
 3. feel oneself quite happy
 4. lack confidence
 5. the root of the matter
 6. write down my thoughts
 7. find the door closed
 8. wait as calmly as you can

- IX
1. 他法语说得很好，但他不会写。
 2. 当他走出教室时，天已黑了。
 3. 每天吃很多肉对身体没好处。
 4. 三个老师花了6个月的时间，完成了这个科研项目。
 5. 地球离月球有多远？
 6. 和他商量这事是浪费时间。
 7. 被开除的是亨利，而不是查尔斯。
 8. 电影院太嘈杂，我一个字都听不清。
 9. 据说使用了新的教学方法后，学生们的成绩都提高了。
 10. 我离开家乡已有5年了。

- X
1. Why does an eighteen-year-old girl lack confidence?
 2. It takes Mary several hours to finish writing that composition.
 3. The friend who can bring out all kinds of things deep in his heart is a real friend.
 4. It is reported that over a thousand people died in that flood.
 5. I don't intend to hurt you.
 6. Sometimes I feel myself quite lonely in the world.
 7. The doctor sat chin in his hand.
 8. First of all, I want to express my thanks for what you have done for me.

■ Reading Practice

● I 1. A 2. C 3. D 4. B 5. B

- II 1. 他会告诉你他推测谁在某场比赛中可能会赢，而且他的推测与那些年龄比他大三、四倍的人的推测一样准确。
2. 教育还意味着对孩子们的个性进行训练。游戏，特别是集体游戏，是进行这种训练的最佳方式之一。在这些游戏中，孩子们必须学会互相合作，而不是单独行动。

■ Writing Practice

April 19, 2008

Tuesday

Sunny

My life in ten years is beautiful. My life will be a lot better than it is now! Everyone will be very happy. I think I'll be a scientist. I will have my own robot. I believe those robots will be my inventions. For example, robots will help me with the housework, and do the same boring jobs. Of course, people would not like to do such jobs and would get bored. But robots will never get bored. I'll live in the country because I think it is beautiful. I will meet lots of different people. I never know what will happen in the future. I think I will be very happy. My future isn't a dream.

Translation of the Text

记日记

几天来都没有动笔了。因为我想先对我的日记做一番思考。像我这样的人记日记是有点不可思议的，这不仅因为我以前未曾这样做过，而且因为在我看来，不论是我还是别人都不会对一个17岁男孩的心事感兴趣。不过，那有什么关系呢？我想写，不仅如此，我还想把埋藏在心灵深处的各种各样的事情都倾诉出来。

常言道：纸比人更耐心。记日记的想法发生在一个令人伤感的一天。我用手托着下巴呆坐着，心里烦透了，甚至连该出去还是呆在家里都没了主意。这时，那句话闪现在脑海里，是的，毫无疑问纸是有耐心的。我不想把这本写有得意的“日记”二字的硬皮笔记本给任何人看，除非我找到一位真正的朋友，不论是男孩还是女孩。而就在此刻，我终于才谈到了这个问题的实质。我开始写日记的缘由是：日记是一位如此真心的朋友。

让我说得更清楚一些，既然没人相信17岁的男孩会感到在世界上很寂寞、孤独，事实上也并非如此。我有慈祥的父母和一个19岁的姐姐。我认识大约30个能称得上朋友的人。我有阿姨、叔叔之类的亲戚，他们也都是亲人，一个多惬意的家呀！是的！我似乎什么都不缺。我所有的朋友也跟我差不多，尽是闹呀、玩呀，仅此而已，我从来不会谈及日常生活以外的任何事情，我们似乎不能再亲密了，那就是问题的根源。也许我缺乏信心，但无论如何，对此我似乎也无无可奈何。

为了在心目中加强这个等待已久的朋友的形象，我不愿意像多数人那样把日记写成流水账，我是想让日记成为我的朋友，我将要把我的思想和情感用笔记录下来。

Unit Three

Information Related to the Text

insurance policy (商) 保险单
insurance broker (商) 保险业务人
insurance certificate (商) 保险证书
insurance company (律) 保险公司
insurance indemnity (律) 保险赔偿
insurance industry (经) 保险业
insurance law (律) 保险法
insurance premium (经) 保险基金
insurance rate (经) 保险费

Classroom Activities

I. Pair Work

Students work in pairs and try to list the advantages of investing money in insurance in their life.

II. Group Work

Students work in groups and

1. talk about an embarrassing experience in their life, using the following expressions: first of all, also, finally, would rather, neither... nor...;
2. write a paragraph based on their discussion;
3. exchange their written work in the groups.

III. Dictation

Riddle

Who comes to school with dirty face,
And often shoes without a lace.
And so is always in disgrace?

(the lazy boy)

Language Focus

1. Yet few Americans really enjoy visiting with these... women.

enjoy doing sth.:

e.g. I've enjoyed seeing you and talking about old times.

He enjoyed taking his sister for walks through the country lanes.

A lot of other verbs can also be followed by *v.-ing* forms as their objects such as: mind, avoid, finish, keep, consider, suggest, fancy, etc.

e.g. The man tried to avoid answering him.

Would you consider emigrating?

There was a deadly silence after she had finished speaking.

2. ... at best, they are a necessary evil.

at best: at most

e.g. He can get here at two at best. (最早 2 点)

c.f. at one's best: in one's best condition or state.

e.g. He acted all kinds of plays, but he was at his best in comedy.

To see this part of the countryside at its best, you need to come in June.

3. A young father who purchases... agrees to pay a sum of \$200...

(1) agree (to do) :

e.g. We agree to leave at once.

All of the students agreed to go to the park on Sunday.

c.f. agree with 同意某人的意见

e.g. They might not agree with you

(2) agree on / upon sth. 就……取得一致意见

e.g. We agree on the question.

4. In effect, they pay as much for the insurance...

pay for:

(1) 付……的钱, 赔偿

e.g. How much did you pay for the book?

That bread is paid for.

(2) 为……付代价, 吃亏

e.g. You'll have to pay for your mistakes.

You've acted so foolishly and you'll pay for it.

Other collocations with "pay":

pay attention to, pay a call (visit) to, pay back (偿还)

pay down (付款, 付定钱), pay into (付给银行, 存入账户)

pay off (付掉, 还清), pay through the nose (被敲竹杠, 付出过高的代价)