

# College Applied English

## An Integrated Coursebook

大学应用英语系列教材

# 大学应用英语 综合教程 2

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主 编 祁颖 张宁



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# 前言

《大学应用英语》(College Applied English)是由北京城市学院和高等教育出版社共同规划、设计、编写的一套大学英语教材。

## 一、编写依据

《大学应用英语》全面贯彻教育部《大学英语课程教学要求》。编者在教材规划、编写和试用过程中紧密结合《大学英语课程教学要求》对词汇、听力、口语、阅读、写作、翻译等语言知识和语言技能提出的标准和要求,对新建本科院校学生英语学习特点和需求进行了深入研究。教材吸取、借鉴了数十年来国际国内二语习得、大学英语教学的丰硕成果,参照北京城市学院建校以来大学英语一线教学的丰富经验,充分体现了“实用为本、有效为主、适合为度”的教材编写原则。教材以《大学英语课程教学要求》中的“一般要求”为最终能力培养目标,并按照教育部相关文件的精神、结合学生语言应用方面的实际情况,将“听说能力”作为语言技能培养的重要目标。

## 二、教学对象

《大学应用英语》以新建本科院校的非英语专业本科学生为主要教学对象。教材充分考虑该类生源在英语学习上的语言水平、学习特点和应用需求,将夯实语言基础知识、提高各项语言技能与增强综合语言应用能力设定为总体目标。教材将各种语言媒介方式与教学活动相结合,旨在提高学生对英语学习的兴趣、掌握有效的英语学习策略、并培养自主学习的良好习惯。

## 三、教材特色

《大学应用英语》全面覆盖了听、说、读、写、译等语言技能,同时尤其突出听说能力的培养。教材在语言学习各个环节的输入—输出过程中整合各种单项语言技能,体现了learning language as a whole的语言学习原则。教材重点培养口语输出能力,在以文本、音频、图片、视频等媒介进行语言输入后均设计有口头语言输出环节。

《大学应用英语》充分体现了情景教学和任务型教学的过程,注重学习策略和方法的系统培养。教材以“培养学生的自主学习能力,使学生在教师的引导下成为英语语言学习的主体”为出发点,针对各单元具体教学内容精心设计了各种促进学生自主学习、主动应用学习策略和方法的教学活动。教材还为每个教学活动提供了详细的教学操作步骤和教学活动所需材料。

《大学应用英语》突出体现了教材编写的趣味性、知识性和可思性原则。为满足新建本科院校学生在英语学习上对趣味性的要求,教材采用可视化方式将抽象语言用具体、生动、形象的方式进行二次呈现。教材每个单元还设有与主题挂钩的“开心一刻”板块,以进一步提高学生兴趣。教材选材充分考虑语言点和知识点的覆盖,不仅为学生呈现丰富的语言现象,也提供了语言学习之外的知识性内容。为帮助学生弥补、夯实语言基础,教材各单元还设计有基础语法、基础写作、基础翻译等独立板块。

《大学应用英语》设计题型紧密结合具体教材内容、灵活多样。教材每个单元中各个模块的练习和习题针



对不同语言材料的体裁和内容特点、根据某一具体的语言知识、语言技能或学习方法设计。教材中的习题形式灵活多样,借鉴了社会各权威语言测试的习题设计理念和形式。

### 四、教材体系

《大学应用英语》教材主要由综合教程、教师用书、综合教程配套光盘、教师用书配套光盘四大部分组成。教材共分三册,每册八个单元,每个单元的教学内容均围绕同一主题。教材第一册八个单元的主题围绕大学新生的校园生活展开,分别是:进入大学、时间规划、学习、理财消费、饮食、兴趣爱好、时尚、旅行。教材第二册的八个单元围绕学生关注的社会话题展开,分别是:社会名人、志愿者、社会道德、网络与生活、家庭、文化、灾难应对、科技。教材第三册的八个单元围绕学生日常生活中应具备的专业和行业知识展开,分别是:教育、经济、法律、艺术、新闻传播、医药卫生、城市建设、社会管理。

《大学应用英语》综合教程的每个单元由以下四个模块组成:听说(Listening and Speaking)、阅读(Reading and Understanding)、写译(Writing and Translating)、轻松一刻(Enjoying and Entertaining)。教师用书为学生用书上述四个部分中的各项练习提供详细的讲解和说明,并在听说模块和阅读模块各设计了一项便于操作的教学活动,各教学活动所需的纸质材料也收入教师用书的附录中。综合教程配套光盘包括教材听说模块的音频、视频文件、阅读模块主课文导入部分的音频、视频文件及单词音频、课文音频和词汇练习。教师用书配套光盘中纳入教师授课用PPT课件。

### 五、编写团队

《大学应用英语》系列教材是“公共英语课程教学改革方案研究”课题的一项重要成果。教材编写者多为在北京城市学院等新建本科院校长年担任大学英语教学、具有丰富一线教学经验的优秀中籍和外籍教师。教材编写过程中还聘请了知名专家进行指导和指正,教材编写每个环节中的文字工作均经过美籍专家的审定,视频制作由北京城市学院传媒系承担,PPT制作由北京城市学院网络中心承担。

本教材已经过一个教学周期的试用和实践,受到了学生的普遍欢迎,学习英语的积极性大幅度提高。由于编者水平有限,难免存在不足之处,敬请广大同仁批评指正!

编者

2012年12月

# 《大学应用英语综合教程2》教材编写及说明

## 一、单元主题

《大学应用英语综合教程2》由八个单元组成,分别涉及校园生活的八大主题:步入象牙塔(Into the Ivory Tower)、事半功倍(Less Efforts, More Results)、活到老学到老(Live and Learn)、馈赠的效用(The Gift of Giving)、人如其食(You Are What You Eat)、兴趣爱好(An Encounter with a Great Hobby)、时尚怪杰(The Devil Wears Prada)、消失的奇迹(The Disappearing Wonder)。各单元标题均为阅读模块主课文(In-depth Reading)标题。

## 二、单元模块

《大学应用英语综合教程2》包括听说(Listening and Speaking)、阅读(Reading and Understanding)、写译(Writing and Translating)和开心一刻(Enjoying and Entertaining)等四个模块。

听说模块由语音语调(Pronunciation and Intonation)、听力技巧训练(Listening Strategy)、两个对话(Conversation One & Two)、扩展视频(Real World Speaking)和课外听力(Home Listening)四个部分组成。

阅读模块由三篇文章及相关练习组成,其中第一篇为精读文章(In-depth Reading),是教师课堂授课重点内容,生词率5%—8%。第二篇为应用文阅读(Real World Reading),生词率5%—8%。第三篇为限时阅读(Timed Reading),生词率3%—5%。

写译模块由基础语法、基础写作和基础翻译组成。各部分均由要点讲解和对应练习组成。

开心一刻模块由一个幽默小故事和一个小游戏组成,所应用的材料内容也与单元主题紧密结合。

## 三、模块说明

听说模块中语音语调训练分别设计有输入和输出两个环节的练习,第一个环节中学生需要进行听力输入,经教师讲解后,学生理解并掌握某一具体的语音语调发音规则。在第二个环节中学生根据所掌握的发音规则进行有针对性的口头输出练习。听力技巧训练主要针对某一具体的听力技巧进行听力输入和输出。两个长对话重点围绕《大学英语课程教学要求》中列出的功能语句进行设计,着重训练学生的听力理解能力。扩展视频部分将两个长对话中涉及的重点功能语句整合起来,并融入到某一具体场景中。在该部分中,学生先观看无声视频并根据给出的部分文本和提示猜测、填写视频中人物所使用的功能语句,接着观看有声视频并将自己所填功能语句与视频中人物所使用的功能语句进行对比。在熟悉了视频内容和功能语句的基础上,学生模仿视频进行表演。为强化学生进行听力输入之后的口语输出环节,教材配套的教师用书上还为每单元提供了一项建议性课堂口语输出活动,教师可根据所列出的课堂教学详细步骤和教师用书附录中的辅助材料组织口语教学。课外听力练习是一则与主题相关的幽默小故事,以提高学生对单元主题的兴趣。

阅读模块中的三篇文章各有鲜明的侧重点。第一篇要求语言意义和语言形式并重,学生不仅应当通过泛读了解篇章大意,还应通过自主学习和教师讲解透彻理解篇章中每句话的含义、掌握重点词汇、句式和语言点的用法。第一篇文章是整个单元的主课文,教师用书上提供了建议性的阅读教学活动,教师可根据教师用书上所列出的详细步骤使用教师用书附录中的教学材料组织课堂阅读活动,帮助学生通过合作学习模式掌握文章重点及难点。第二篇文章和第三篇文章可供学生在教师指导下进行自学。第二篇文章侧重语言意义和篇章体裁,学

生需要理解篇章大意、认知应用文语篇和文字特点，该篇文章后还设计有小组活动，旨在通过应用文阅读拓展学生在实际生活中的语言能力和非语言能力。第三篇文章的重点为阅读技巧，每篇文章均配有某一具体阅读技巧的讲解，文章后的练习与讲解部分紧密结合，学生在阅读文章时可根据所讲解的阅读技巧能进行分步练习。

写译模块中的三个部分都采取了统一的呈现方式，在为各部分提供要点讲解后，提供相应的语法、写作或翻译练习。该部分较为独立，其目的是为学生系统性夯实基础语言知识和技能，可供学生课后自学。

开心一刻模块由两个部分构成，第一部分为一则幽默故事，第二部分为脑筋急转弯、谜语等需要学生动脑动手的英语小游戏。这两部分内容也与单元主题紧密结合，供学生在学习之余，阅读欣赏、模仿演练、参与分享。

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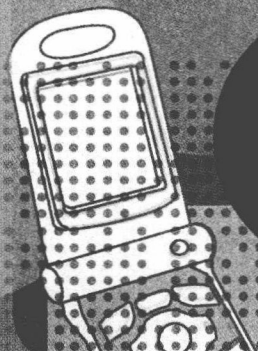
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# UNIT 1



## Steve Jobs: The Man Who Changed the World

### Part One Listening and Speaking

#### Pronunciation and Intonation

Exercise 1: Listen to the five sentences and supply the missing word for each blank. Fill in each blank with the plural form of a noun.

1. The one hundred \_\_\_\_\_ living on these \_\_\_\_\_ have \_\_\_\_\_.
2. \_\_\_\_\_ of \_\_\_\_\_ from around the world have competed in the \_\_\_\_\_.
3. \_\_\_\_\_ should always keep an eye on \_\_\_\_\_ and \_\_\_\_\_.
4. The \_\_\_\_\_ trimmed the \_\_\_\_\_ before enjoying the \_\_\_\_\_.
5. \_\_\_\_\_ suffering mental problems can't tell \_\_\_\_\_ and \_\_\_\_\_ apart.

Exercise 2: Now listen to the following paragraph. Pay special attention to the pronunciation of the underlined parts. Then work in pairs and practice reading while following the recording you hear.

The word, celebrities, or celebs, refers to people who gain public popularity in day-to-day media. Celebs can be found in many different fields such as sports, entertainment, arts, science, technology, and other industries. Some well-known names include Albert Einstein, the Curies, President Obama, Bill Gates, Tiger Woods, Leonardo Da Vinci, and Julia Roberts. Different countries, regions, cultures and ethnic groups may have their own types of famous figures, but generally, most celebs are leading a wealthy and luxurious life. However, many of them have made contributions to society through donations and adoptions.

## Listening Strategy

Exercise: You are going to hear five short conversations. After each conversation a question will be asked about what you've heard. Choose the correct answers to the questions you hear.

- A. Liu Xiang was terrible though he won first place.  
 B. He won first place although he hurt his ankle not long ago.  
 C. He attended the race despite his serious illness.  
 D. Though he did his best, he failed to win.
- A. Einstein was great mainly because of his achievements in physics.  
 B. Einstein was not only idle but also honest.  
 C. Einstein was not only simple but also modest.  
 D. In addition to his achievements in physics, he is also admired for his characters.
- A. Comparing Jackie Chan, he likes Donnie Yen more.  
 B. He doesn't like any Kung Fu star.  
 C. He wants to meet Jackie Chan at the airport, too.  
 D. He would like to meet Donnie Yen at the airport.
- A. Bill Gates has made greater contributions because he invented Microsoft.  
 B. Mother Teresa has made greater contributions because she helped poor people.  
 C. It's hard to say because both of them have contributed to society in different ways.  
 D. It's unnecessary to compare because neither of them has made great contributions.
- A. He feels really good all the time.  
 B. He seldom feels good.  
 C. He never feels bad.  
 D. He sometimes feels awful.

## Long Conversation

### It Was Too Good to Be True

#### Words and Expressions

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| ◆ host /həʊst/ <i>n.</i> 主持人          | ◆ pleasure /'pleʒə/ <i>n.</i> 愉快, 高兴  |
| ◆ series /'siəri:z/ <i>n.</i> 系列, 丛书  | ◆ translate /træns'leɪt/ <i>v.</i> 翻译 |
| ◆ global /'gləʊbəl/ <i>adj.</i> 全球的   | ◆ success /sək'ses/ <i>n.</i> 成功, 成就  |
| ◆ curious /'kjʊəriəs/ <i>adj.</i> 好奇的 | amazing /ə'meɪzɪŋ/ <i>adj.</i> 惊人的    |
| come up with 提出, 想出                   | fall into 落入                          |
| Manchester 曼彻斯特 (英国城市名)               | London 伦敦 (英国城市名)                     |
| Paul James 保罗·詹姆斯 (男子名)               | Miss Rowling 罗琳小姐                     |
| Harry Potter 哈利·波特                    |                                       |

Exercise 1: Listen to the conversation and choose the best answer to each question you hear.

- A. He is a book writer.  
 B. He is the host of the program, *Books and Us*.



- C. He is a friend of Miss Rowling.  
D. He is an actor in the film, *Harry Potter*.
2. A. She thought that it was really amazing.  
B. She thought that people were crazy for buying the books.  
C. She never expected the books to be so successful.  
D. She didn't think people really loved the books.
3. A. About a decade ago, in Manchester.  
B. On a weekend, in London.  
C. In the 1990s, on a train.  
D. On a weekday, on holiday.
4. A. Because she didn't have a pen with her.  
B. Because she forgot to write it down.  
C. Because she was having the worst day of her life.  
D. Because she was too shy to tell other people.
5. A. She had always dreamed of becoming an author since her childhood.  
B. She started writing when she was six years old.  
C. She thought writing would bring her happiness.  
D. She wanted to make a fortune through writing.

Exercise 2: Listen again and supply the missing information. Fill in each blank with no more than four words.

1. Today, it's \_\_\_\_\_ to have Miss Rowling, the writer of the *Harry Potter* series, with us.  
2. The *Harry Potter* books are now sold in \_\_\_\_\_ and have been translated into more than sixty languages.  
3. Never, never. I \_\_\_\_\_ to think that.  
4. I mean, it was too good \_\_\_\_\_.  
5. \_\_\_\_\_, when did you come up with the idea for *Harry Potter*?  
6. \_\_\_\_\_! On a train! Did you write it down immediately?  
7. That's \_\_\_\_\_. I didn't have a pen on me, and I was too shy to ask anyone for one.  
8. \_\_\_\_\_. Many dreams come from childhood; did you want to be an author when you were young?  
9. Yes, I had wanted to become an author \_\_\_\_\_ I could remember.  
10. Six? \_\_\_\_\_! Why did you choose to be an author?

## Passage

### Hua Tuo

#### Words and Expressions

- |  |                                    |
|--|------------------------------------|
| ◆ medical /'medɪkəl/ <i>adj.</i> 医疗的, 医学的        | dynasty /'daɪnəstri/ <i>n.</i> 朝代  |
| ◆ cure /kjʊə/ <i>v.</i> 治愈, 治疗                   | ◆ illness /'ɪlnɪs/ <i>n.</i> 病, 疾病 |
| incorrectly /ɪn'kɔːrɪktli/ <i>adv.</i> 不正确地, 错误地 | ◆ harm /hɑːm/ <i>v.</i> 伤害, 损害     |
| smoothly /'smuːðli/ <i>adv.</i> 平滑地, 流畅地         | oil /ɔɪl/ <i>v.</i> 涂油, 加油         |
| engine /'endʒɪn/ <i>n.</i> 发动机, 引擎               | ◆ invent /ɪn'vent/ <i>v.</i> 发明    |
| ◆ improve /ɪm'pruːv/ <i>v.</i> 改善, 改进, 提高        | sweat /swet/ <i>n.</i> 汗水          |

◆ appetite /'æptɪtaɪt/ n. 食欲

get rid of 摆脱, 除去

Hua Tuo 华佗 (男子名)

serve as 起……作用

have an appetite for 对……有食欲

Exercise 1: Listen to the passage and decide whether the following statements are true or false. Put "T" for "True" and "F" for "False".

1. ( ) Hua Tuo was a well-known medical scientist in ancient China.
2. ( ) Hua Tuo suggested that people exercise to cure diseases.
3. ( ) Hua Tuo invented the play of five animals including the wolf, the monkey, and the bird.
4. ( ) Hua Tuo believed that practicing the play of five animals can help people stay healthy.
5. ( ) Hua Tuo said that the play of five animals would help people eat more but still keep fit.

Exercise 2: Listen again and supply the missing words for paragraph 2. Fill in each blank with only one word.

He once told his students that moving \_\_\_\_\_ could \_\_\_\_\_ the human body. When a person moves around, his blood will run more \_\_\_\_\_ and no illness will \_\_\_\_\_. It's just like the phrase "a well-\_\_\_\_\_ engine lasts longer."

## Real World Speaking

Step 1: Work in pairs and read aloud the expressions for "Expressing Surprise". Then make sentences with the useful structures orally.

Expressing Surprise	Useful Structures
My goodness!	Welcome to ...
That's incredible!	It's my great pleasure to have ...
What a surprise!	That's the worst part I didn't ...
I can't believe my eyes.	I had wanted to ... (for) as long as I could remember
Wow! What a beautiful lake!	I consider myself (very lucky) to ...
Good heavens!	He recommended the use of ...
How astonishing/amazing!	He only told ... that ...
It's my great pleasure to have Miss Rowling with us.	He believed that ...
I would have been crazy to think that.	
It was too good to be true.	
That's interesting!	

Step 2: Now, work with your partner and try to complete the following dialogue.

Situation: Mike and Javier meet Cassie on campus. Mike introduces Cassie to his friend, Javier, who works as the student DJ at the college radio station.

Cassie: Hi Mike.

Mike: Hi Cassie. I didn't expect to \_\_\_\_\_.

\_\_\_\_\_! (expressing surprise)

Cassie: I normally stay at home on Thursdays because \_\_\_\_\_, I had to go to the library to \_\_\_\_\_.

Mike: I'm curious, is your final project a lot of work?

Cassie: Unfortunately, yes. I have to write a paper on current economic situations, design a PowerPoint presentation, and give a speech within the next two weeks.

Mike: Wow! \_\_\_\_\_! (expressing surprise)

Cassie: Yes, it is. Is this your friend, Mike?

Mike: Oh, yes. \_\_\_\_\_ (introduction)

Cassie: Javier? You're THE Javier, the morning DJ at the local radio station?

Javier: Yes! That's me.

Cassie: \_\_\_\_\_! You are like a celebrity on campus. (*expressing surprise*)

Javier: Thanks, but \_\_\_\_\_. I'm a regular student just like you. I still spend most of my time \_\_\_\_\_.

Cassie: \_\_\_\_\_. How did you become a DJ in the first place? (*expressing surprise*)

Javier: Well, I had wanted to be a DJ for as long as I could remember, and the professor of my public speaking class recommended me for the job.

Cassie: \_\_\_\_\_! (*expressing surprise*)

Mike: Well, we don't want to \_\_\_\_\_, Cassie. We know you need to get to the library.

Cassie: You're right. \_\_\_\_\_, Javier. (*farewell*)

Javier: It was nice to meet you too.

Cassie: \_\_\_\_\_, Mike. (*farewell*)

Mike: Bye!

Step 3: Watch the video clip and compare your dialogue with what you hear. Then work in small groups and retell the dialogue in third person.

## Home Listening

## Michael Jordan

Exercise: Listen to the passage and answer the questions with key words.

1. When did Michael Jordan try to become a basketball player on his school team?

2. How tall was he at the age of 15?

3. How did he feel when he found that he was not on the list of players' names?

4. What did his mother tell him?

5. Since that day, what efforts did he make to improve himself?



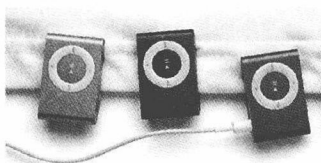
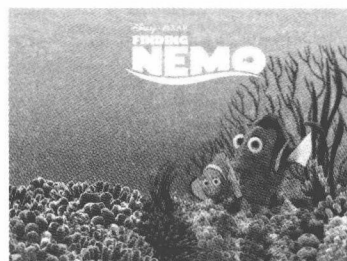
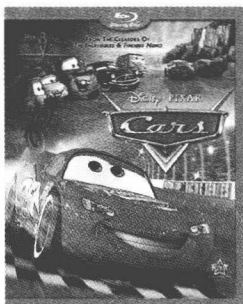
6. Who was the first person to notice his efforts?

7. What happened one year later?

## Part Two Reading and Understanding

### Activating

Step 1: Work in pairs and talk about the products in the following pictures. Try to write their names.



Step 2: Ask your partner the following questions. Keep a record of what he/she says in the space provided below.

1. Do you have one of the electronic devices shown above?

2. Have you ever watched one of the animated films in the pictures above? How do you feel about it?

3. Do you know who the inventor of these products was? What else do you know about him?



## In-depth Reading

## Steve Jobs: The Man Who Changed the World

1 On a warm June day in 2005, Steve Jobs went to his first college graduation — as the commencement speaker. The billionaire founder and leader of Apple Computer was more than just a businessman. Though only fifty years old, the college dropout was a technology rock star, a living legend to millions of people around the world.

2 Jobs, working almost single-handed, introduced the world to the first computer that could sit on your desk and do something all by itself while he was still in his early twenties. He revolutionized the way people listened to music with a fashionable little music player called the iPod. He started a new company called Pixar that made the most amazing computer-animated movies — *Toy Story*, *Cars*, and *Finding Nemo*. Already in development on that June day, were his greatest technological achievements — the iPhone and the iPad. The father of four would be repeatedly compared with other inventors in history who introduced affordable, life-changing conveniences that transformed the way Americans lived.

3 Yet for all his successes, Jobs also endured some very public failures. When he was thirty years old, he was fired from Apple for being too difficult to work with. He could get angry quickly, screaming at coworkers, competitors, and reporters. He sometimes cried when things didn't go his way and he regularly took credit for the ideas of others. He could be both charming and irritating, both sensitive and cruel. He was both loved and hated, both intensely admired and widely dismissed. People described him with the strongest words: visionary, showman, artist, bully, genius, jerk.

4 Wearing blue jeans and sandals under his graduation-day robe, Jobs stepped up to the microphone to speak in the same way he did just about everything: with intensity and passion.

5 “Today I want to tell you three stories from my life,” he said.

6 “The first story is about connecting the dots. I dropped out of Reed College after the first 6 months. That allowed me to take the classes I wanted. I decided to take a calligraphy class. Ten years later, it all came back to me and we designed it all into the Mac. If I had never dropped out, I would have never dropped in on that calligraphy class, and personal computers might not have the wonderfully-shaped letters that you see on the screen. You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your instincts, destiny, life, whatever.”

7 “My second story is about love and loss. I got fired. During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer-animated feature film, *Toy Story*, and is now the most successful animation studio in the world. Then, Apple bought NeXT, and I returned to Apple. The technology developed at NeXT was put into the iPod and future Apple products. And Laurene and I have a wonderful family together. I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful-tasting medicine, but I guess the patient needed it. You've got to find what you love. So keep looking until you find it. Don't settle.”

8 “My third story is about death. My doctors told me I had cancer. No one wants to die. And yet death is the destination we all share. It clears out the old to make way for the new. Right now the new is you, but someday you will gradually become the old and be cleared away. Your time is limited, so don't waste it

