

21世纪 大学英语

应用型综合教程

汪榕培 陶文好 邹 申◎总主编

21st Century

2

 復旦大學 出版社

COLLEGE ENGLISH

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《21 世纪大学英语应用型综合教程 2》

编写组成员

总 主 编 汪榕培 陶文好 邹 申

本册主编 崔艳丽 蔡秀国

本册副主编 孙 捷 刘海霞 余 斌 吕丽生

刘 芳

编写人员 吴文霞 戴 佳 郎 芳 伍芳红

廖林芳 牛 慧 朝红艳 胡小红

策 划 黄昌朝

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前 言

教育部于2007年颁行的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》指出:“大学英语教学是高等教育的一个有机组成部分,大学英语课程是大学生的一门必修的基础课程。大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系”。

大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。《课程要求》中指出大学英语教学应该运用一种综合教学模式,即基于计算机和课堂的英语教学模式,在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

“21世纪大学英语应用型”系列教材在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力求体现《课程要求》的原则和精神,同时满足了各高校近年来对《大学英语》课程体系、课程内容的教学改革要求。本系列教材包括:

- 《21世纪大学英语应用型综合教程》(1—4册);
- 《21世纪大学英语应用型综合教程教学参考书》(1—4册);
- 《21世纪大学英语应用型视听说教程》(1—4册);
- 《21世纪大学英语应用型视听说教程教学参考书》(1—4册);
- 《21世纪大学英语快速阅读》(1—4册)
- 《21世纪大学英语测试课教程》(1—4册)

一、编写原则

1. 体现《课程要求》和四、六级考试大纲的原则和精神

本系列教材立足于普通高等学校尤其是独立学院教学实际,力求体现《课程要求》和《大学英语四、六级考试大纲》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》和《大学英语四、六级考试大纲》的各项指标,开拓新时代大学英语教与学的新领域。

2. 体现现代信息技术与英语教学的整合运用

本系列教材建立在外语课程与计算机网络全面整合的基础之上,充分利用现代信息技术,培养学生的英语综合应用能力,尤其是听和说的能力。

3. 体现课堂教学与测试的有机结合

本系列教材顺应现行大学英语四、六级考试及四、六级考试改革的要求,在纸质课本练习以外,在网络平台的练习中覆盖了现行大学英语四、六级考试题型,使课堂教学与效果测试二者有机地结合起来。

二、教材特色

1. 主题新颖,选材独特,抓取当代大学生的关注热点,提升学生学习兴趣

本教材的单元主题是本书编者通过调查问卷广泛征求学生的意见,并根据时代的发展需要而确定的,因此单元内的主题和选材能够激发学生浓厚的学习兴趣,引发热烈讨论,促使课堂教学生动活泼。

本系列教材的《应用型视听说教程》的单元主题和《应用型综合教程》的单元主题保持同步,使学生从不同的视角和深度讨论同一个问题;并通过不同形式的音频、视频和纸质材料的阅读和学习,达到同步提高听、说、读、写、译各方面综合能力的目的。

2. 提供了充分的语言输入和输出准备,启发学生通过储备知识导入新知识

文本的阅读和理解是文本与读者头脑中的图式相互作用的复杂过程。由学生已掌握的知识结构导入新的知识时,提供背景和挖掘学习者脑中储存的知识显得尤为重要。

本系列教材在主题导入和练习设计上都充分体现了这一点,使得学习成为一个由旧到新的延续过程。

3. 练习设计强调对文本的理解和语言的实际应用

传统教材的练习设计过于注重课文词汇、短语及句型的反复训练。随着大学英语改革的深入,大学英语教学者和管理者都意识到,在加强词汇和句型学习的同时,更应该强调培养学生对文本整体意义的理解;在文本意义的理解中掌握词汇和句型,并学习在真实语境及场景中的运用,有助于提高学生使用英语进行交流和交际的能力。

另外,本系列教材力求体现《大学英语四、六级考试大纲》的原则和精神,旨在帮助学生在四、六级考试中取得新的突破。Text 部分的练习题 Reading in Depth, Translation 和 Text B 中的 Cloze,以及《应用型视听说教程》中 Quiz 等题型能够充分满足学生准备四、六级考试的需求。

4. 教材内容模块化,有利于因材施教

该系列教材同一个单元教材内容的难易程度是有区别的,能够满足不同层次学生的需求。为解决教学上的不便,本系列教材在一个单元内安排了两篇课文或视听材料,并采取难度递增的模式。该特色在《应用型视听说教程》中体现得尤其明显。在 Viewing, Listening and Speaking 部分,三段视频的难易程度逐步递增,既符合学生学习水平逐步提高的规律,也可供教师针对不同学生选取不同的教学内容教授,有利于实施因材施教。

5. 数字化教学平台与课堂教学的相互补充,扩展英语教学的空间和时间

该系列教材在纸质教材的基础上打造了全新的大学英语数字化教学平台。该平台主要包括自主学习模块、教学辅助模块、教学评价模块、网络管理模块以及师生之间互动模块。各个模块都为大学英语的学习和教学提供了极大的便利,不仅为学生提供了大量的自主学习资源,做到了学习的连续性;也为大学英语教师提供了一个教学交流平台,有利于教师教学水平的提高。

本系列教材是在编写队伍长期教学经验积累的基础上编写而成的。编者具备深

厚的语言学、二语习得及外语教学理论功底,同时长期在大学英语教学一线工作,有着丰富的教学经历。本系列教材的编写和出版得到了兰州理工大学技术工程学院的大力支持。希望本系列教材能以其时代性、趣味性和实用性,为推动大学英语教学改革助一臂之力。

大学英语教材的编纂,任重而道远,尽管编者已经倾尽所能,教材中难免有疏漏和不妥之处,还望广大专家、学者、老师和同学不吝指正。

教材编写组

2012年5月

使用说明

《21 世纪大学英语应用型综合教程 2》包括 8 个单元。每个单元教学内容分为 5 个主要部分,建议 8 学时完成。各学校可根据需要和学生水平,有选择性地教学。

每单元第一部分 Starter 为整个单元的导入部分,提供与单元主题相关的词汇,让学生按照具体要求对词汇进行归类,激活学生已有的背景知识,引入单元主题。

第二部分 Part A 为主课文模块(建议 4 学时),其导入部分包括观看一段与 Text A 主题相关的视频进行听写填空以及扩展讨论两个循序渐进的任务。课文配套练习设计包括 Comprehension of the Text, Language Focus, Reading in Depth, Translation 和 Interaction。其中 Interaction 部分为口语练习,旨在让学生回忆所学与单元主题有关的单词及相关知识,引导学生逐步深入思考问题,并有意识地使用句型,在自由讨论环节鼓励学生自由表达想法。

第三部分 Part B 为副课文模块(建议 2—3 学时),其导入部分为听一段与 Text B 主题相关的听力材料,然后完成填空练习。课文配套练习设计包括 Comprehension of the Text, Language Focus, Cloze 和 Translation。其中 Comprehension of the Text, Language Focus 和 Translation 三部分练习与 Text A 配套的相应练习均有所不同。

第四部分为 Part C Skill Development,包括 Interpreting, Writing 和 Workshop 三部分。Interpreting 部分提供与主题相关的实用场景对话,锻炼学生的口译能力。Writing 部分由 Video-based Writing 与 Practical Writing 两部分组成。Video-based Writing 主题与单元主题一致,旨在让学生通过看懂视频,从而将其中的一些观点应用于写作。Practical Writing 为实用英语写作。Workshop 部分为课外学习项目,旨在以电脑和网络等为工具,

培养学生探究型自主学习的能力,并与同学合作完成一些与单元主题相关的调研任务。

第五部分为 **Phonetics and Grammar Review**。本部分旨在复习并强化中学时期所学过的语音及语法知识。

第四部分和第五部分建议用 1—2 学时完成。

《21 世纪大学英语应用型综合教程 2》的练习设计从篇章理解到词汇学习,再到口语互动,层层深入,紧扣课文及单元主题,同时针对不同学校的实际情况和使用需要,提供不同的选择和组合的可能。教师可以根据因材施教的原则,选择适合学生需要的材料和方法,逐步提高学生的英语综合应用能力。

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Interpreting	Writing	Workshop	Assimilation	Nonrestrictive Attributive Clause
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Interpreting	Writing	Workshop	Weak forms (II)	Inversion
Interpreting	Writing	Workshop	Stress and Rhythm	Elliptical Sentences

Unit 1

Food and Health



Starter

Put the words/expressions in the box into the correct categories.

pain	sweet potato	chill	spinach
sell-by date	shrimp	chemical dyes	soy bean
vomiting (呕吐)	preservation	diarrhea (腹泻)	processing
additives (添加剂)	fever	strawberry	

Words/expressions for healthy food: _____

Words/expressions for food safety: _____

Words/expressions for food poisoning signs: _____



Part A



Warm-up

1. Watch the video clip and fill in the blanks with the words or expressions you've heard.



[Bad bacteria (细菌) are the main cause for food poisoning. However, there is something that can kill the bad bacteria and make our food safer.]

During our life times, we each consume 15 tons of 1, 10 tons of fruit, 7 tons of meat, 2 tons of poultry (禽类), and 1 ton of 2. These foods provide us with nutrients (营养素) and vitamins that are 3 for us to grow, work and enjoy life. They also provide us with beneficial microorganisms (微生物) that help us digest foods, maintain regularity and 4 disease. However, some of these foods occasionally become contaminated (被污染的) with pathogenic (致病的) bacteria, such as Salmonella (沙门氏菌), Listeria monocytogenes (单核细胞增多利斯特菌), and E. coli (大肠杆菌) O157: H7. These disease-causing bacteria can cause 5 or even death if allowed to remain on foods and be consumed. Therefore, it is critical to 6 or eliminate (消灭) these pathogens (病原体) to ensure the 7 of our foods. While there are many strategies to do just this, most cannot discriminate (分辨) between good and bad bacteria. These processes can also make the foods less appetizing, less nutritious, and less beneficial. Because it is essential to 8 good microorganisms in our foods, an optimal (最佳的) strategy would effectively destroy pathogenic bacteria without destroying the beneficial micros. 9 has been doing this for three billion years using tiny microorganisms —

bacteria phages (噬菌体), to 10 bacteria balance in the environment.

II. Work in pairs and discuss the following questions.

1. What might be the possible reasons for problems in food safety?
(Cues: contaminated, changes of temperature, place of storage, way of cooking)
2. What are your suggestions to reduce the risk of diseases concerning food safety?
(Cues: fresh food, avoid rotten food, fully wash, thoroughly cook, dine at home)

Text A

Food Safety and Foodborne Illness

1 Food safety is an **increasingly** important public health issue. Governments all over the world are making their efforts to improve food safety. These efforts are in response to an increasing number of food safety problems and rising consumer concerns.

2 Foodborne illnesses are defined as diseases, usually caused by eating food or drinking **beverages contaminated** with bacteria or parasites. Every person is at risk of foodborne illness.

3 Foodborne diseases are a widespread and growing public health problem, both in developed and developing countries.

4 The global **incidence** of foodborne disease is difficult to estimate, but it has been reported that in 2005 alone 1.8 million people died from **diarrheal** diseases. A great **proportion** of these cases can be attributed to contamination of food and drinking water. Additionally, diarrhea is a major cause of **malnutrition** in infants and young children.

5 In industrialized countries, the percentage of the population suffering from foodborne diseases each year has been reported to be up to 30%. In the United States of America (USA), for example, around 76 million cases of foodborne diseases, resulting in 325,000 hospitalizations and 5,000 deaths, are estimated to occur each year.

6 While less well documented, developing countries bear the main impact of the problem due to the presence of a wide range of foodborne diseases, including those caused by parasites. The widespread diarrheal diseases in many developing countries suggest major underlying food safety problems.



- 7 While most foodborne diseases are occasional and often not reported, foodborne disease outbreaks may take on massive proportions. For example, in 1994, an outbreak of salmonellosis due to contaminated ice cream occurred in the USA, affecting an estimated 224,000 persons. In 1988, an outbreak of hepatitis A, resulting from the consumption of contaminated **clams**, affected some 300,000 individuals in China.
- 8 Major foodborne diseases are from microorganisms. Salmonellosis is a major problem in most countries. Salmonellosis is caused by the *Salmonella* bacteria. Examples of foods involved in outbreaks of salmonellosis are eggs, **poultry** and other meats, raw milk and chocolate. Campylobacteriosis is a widespread infection. It is caused by certain species of *Campylobacter* bacteria. And in some countries, the reported number of cases **surpasses** the incidence of salmonellosis.
- 9 Food contamination creates an **enormous** social and economic burden on communities and their health systems. The re-emergence of cholera in Peru in 1991 resulted in the loss of US \$500 million in fish and **fishery** product exports that year.
- 10 The safety of food **derived** from **biotechnology** needs to be carefully **assessed**. To provide the scientific basis for decisions **regarding** human health, new methods and policies to assess such food need to be developed and agreed upon internationally. The assessment should consider health benefits as well as possible **negative** health **implications**. Crops **modified** to resist pests, foods with allergens removed or food with an increase of essential nutrients are possible examples of the former, while **antimicrobial** markers in some **genetically** modified foods have been suggested to be an example of the latter. The weighing of potential risks and benefits is an important aspect of assessment of foods derived from biotechnology that has not received much attention in the past. **Likewise**, clear communication of the basis for safety assessment in this area is generally lacking at national and international levels.
- 11 If not properly **monitored** and assessed, changes in animal **husbandry** practices, including feeding, may have serious implications for food safety. For example, increased use of ruminant bone and meat meal as feed **supplement** for cattle appear to have played a role in the emergence of BSE.
- 12 Adding low levels of antibiotics to animal feed in order to increase growth rate has raised concern about the **transfer** of antibiotic **resistance** to human pathogens from this practice.
- 13 Modern **intensive** agricultural practices **contribute** to increasing the **availability** of affordable foodstuffs and the use of food **additives** can improve the quality, quantity and safety of the food supply. However, appropriate controls are necessary to **ensure** their proper and safe use along the entire food chain. Pre-market review and **approval** followed by continuous monitoring are necessary to ensure the safe use of pesticides, **veterinary** drugs and food additives.
- 14 Other challenges, which need to be addressed to help ensure food safety, include the

globalization of trade in food, urbanization, changes in lifestyles, international travel, environmental pollution, deliberate contamination and natural and manmade disasters. The food production chain has become more complex, providing greater opportunities for contamination and growth of pathogens. Many outbreaks of foodborne diseases that were once contained within a small community may now take on global dimensions.

(772 words)

Words and Expressions

四级词汇(标记为■)	四级积极词汇(标记为▲)	六级词汇(标记为★)	超纲词汇(不标记)
5	19	3	12
foodborne [ˌfu:d'bɔ:rn] <i>a.</i>			
■ increasingly [ɪn'kri:sɪŋli] <i>ad.</i>			
beverage ['bevərɪdʒ]			
■ contaminate [kən'tæmɪneɪt] <i>v.</i>			
■ incidence [ɪn'sɪdəns] <i>n.</i>			
diarrheal [ˌdaɪə'rɪəl] <i>a.</i>			
▲ proportion [prə'pɔ:ʃən] <i>n.</i>			
malnutrition [ˌmælnju:'trɪʃən] <i>n.</i>			
clam [klæm] <i>n.</i>			
* poultry ['pəʊltri] <i>n.</i>			
▲ surpass [sɜ:'pɑ:s] <i>v.</i>			
▲ enormous [ɪ'nɔ:məs] <i>a.</i>			
fishery ['fɪʃəri] <i>n.</i>			
▲ derive [dɪ'reɪv] <i>v.</i>			
biotechnology [ˌbaɪəʊteknɒlədʒi] <i>n.</i>			