



普通高等教育“十一五”国家级规划教材

新21世纪 大学英语2

总主编 翟象俊 张增健 余建中

综合
教程

New 21st Century
College English

复旦大学出版社



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前言

2004年教育部制定的《大学英语课程教学要求》，明确提出“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，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。”这一要求无疑是为当今的大学英语教学树立了方向标：着力改变以语法、阅读为核心的英语教学传统，而朝着语言技能全面并举的方向倾斜。新大纲推动了英语教学的变革，而教学的实际需求，更催唤着新一代教材的诞生。《新21世纪大学英语》，正是在这一形势下审慎推出的一套力求体现大学英语编写新理念的系列教材。

上世纪90年代后期我们在编写《21世纪大学英语》时，除了强调选材的内容清新、语言生动外，在练习编写和教学过程中更突出听、说、读、写、译诸方面语言技能的培养。与此同时，也开始利用现代化教育技术手段，如课件光盘及学习软件系统等，积极展开以学生为中心的课堂教学活动。现今推出的《新21世纪大学英语》系列教材，以功能意念贯穿始终，充分利用现代计算机技术、网络技术和多媒体教学手段，全面提高学生的英语视、听、说、读、写、译的实用技能，以“立体化”的方式体现教学活动的实用性以及语言的交际功能。

《新21世纪大学英语》是根据国家教育部颁发的《大学英语课程教学要求》并参照《大学英语四、六级考试大纲》精神而编写的系列教材，包括《综合教程》、《综合练习》、《教师参考书》（各四册）及相关配套网络平台。原《21世纪大学英语》教材，是采用主题教学法则（theme-based）加以编写的，即：单元内A\B课文中形成同一主题，另外再在《综合练习》内也配以一定数量的同类题材练习材料。《新21世纪大学英语》虽仍沿用这一教学法则，但是进一步把视、听、说、读、写、译各项能力互相交织且有机结合起来，这种针对性强的、符合外语教学规律的综合反复训练，既利于提高学生的综合应用能力，又完整实现了真正意义

上的主题教学法。

《新21世纪大学英语综合教程》第一册的起点词汇为1 800词,可供各类高校新生使用。起点较高的学生可从第二册起步。《综合教程》每册8个单元,每单元包括四大板块,即:视频导入(Video Starter)、精读课文(Text A)、辅助阅读(Text B)和与主题相关的补充学习活动(Additional Theme-related Activities)。视频导入板块,由编者精心设计一段或一组围绕单元主题展开的热身练习,教师即藉此以“拉家常”的方式跟学生交流互动,引出学习主题并启发学生的思路,激发学生的学习热情。课文由同一题材的两篇文章及相关练习组成,其中A课文为精读材料,配有大声朗读(Reading Aloud)、课文理解(Understanding the Text)、语言学习(Learning the Language)三大项;B课文为泛读材料,配有阅读理解检测(Comprehension Check)和深度讨论(In-depth Discussion)等练习。与主题相关的补充学习活动,旨在进一步拓宽学生视野,如引入与主题相关的名人名言(Famous quotes to appreciate)、补充视听和口语练习(Viewing comprehension and oral practice)等内容。纵观整个单元的练习编写,《综合教程》在练习形式和设计上既继承了《21世纪大学英语读写教程》中的词汇、结构练习等准则精华,又有所创新与突破,如新增“含英咀华”(Appreciating gems of the language)和“译写练习”(Translational Writing)等强调语言学习的输出训练,进一步深化了学生的实际运用能力。

《综合练习》的设计在内容与主题上均与《综合教程》相关联,起到补充和增强的作用,同时,也为学生今后参加全国大学英语四、六级考试奠定坚实基础。

《综合练习》每册共8个单元。每单元均由五部分组成:第一部分为听力,第二部分为词汇和结构,第三部分为翻译,第四部分为阅读,第五部分为写作。《综合练习》的练习设计本着主题教学与实用的原则,可由学生自主学习,也可由教师在课堂上择用讲解。

《教师参考书》供使用《综合教程》教材的教师作教学参考。每册8个单元,每个单元都提出明确的教学目标,并根据《综合教程》的相关内容,分别采用对应的方式配以详细的问题与答案、中文译文、疑难注解。《教师参考书》还提供了大量例句、练习答案和视频材料的文字稿。值得一提的是,教参还配置了课堂讨论题的参考对答材料,供教师掌控使用。

总之,《新21世纪大学英语》系列教材博采众长,尽可能地吸纳了现行国内外多种同类教材的优点。同时,还以21世纪我国人才培养的特点和教学改革现有成果为依据,力图在有限的教学时间里,让使用本教材的学习者在英语能力方面

得到最大限度的提高。具体说来,本套教材具有以下几个特点:

1. 高标准选材,注重“跨文化”背景介绍。本教材对课文的选择力求实用、有趣、有品位;在练习例句和其他材料的选择上,则力求简洁、生动、有效。除了选材内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,本教材在重视英语语言基础知识和基本技能训练的同时,还注意将文化内容与语言材料相融合,介绍西方文化背景。

2. 编排合理,循序渐进。本教材各单元的顺序参考弗莱什—金卡伊德分级法(Flesch-Kincaid Grade Level)并根据编者反复讨论的结果而排定。因此,各单元的文字基本上由浅入深,同时也根据教学需要略有调整,例如第一册第一单元的主题安排,便是契合学生们入学之初状况的需求。

3. 注重培养听说能力。本教材根据《大学英语课程教学要求》中有关教学内容和课程体系改革的精神,与时俱进,加大了“听、说”训练的力度,将视听说题材与课文主题保持一致,把听、说、读、写的技能训练有机地结合起来,使学生的听、说训练贯穿于整个课程教学的始终。

4. 强调主题教学的整体性。本教材将听、说、读、写内容相结合,把听、说、读、写、译五种技能的训练和培养围绕着同一主题展开,形成一个有机的整体。

5. 拓展教学时空,实现教材的立体化。除上述教学用书外,本教材还包括配套的光盘、多媒体课件和网络课程等,以期充分利用多媒体和网络化现代教学手段,立体、互动地引导学生开发各种学习潜能。

《新21世纪大学英语》系列教材由复旦大学翟象俊、张增健、余建中三位教授总主编,并由众多资深专家和常年在教学第一线的优秀教师共同参加编写而成。希望使用本书的教师在使用过程中不断给我们提出宝贵意见和建议,以便我们在日后的修订中把工作做得更好。

编者
2010年8月

使用说明

本书为《新21世纪大学英语综合教程》第二册。全书共八个单元，供一学期使用。

每一单元包括四大板块，即**视频导入** (Video Starter)、**精读课文** (Text A)、**辅助阅读** (Text B) 和**与主题相关的补充学习活动** (Additional Theme-related Activities)。

视频导入是我们在教材编写方面的新尝试。在学习正式课文之前，视频导入围绕本单元的核心内容展开有关话题，并提出具有一定挑战性的问题，以激发学生的学习兴趣，引导学生深入完成本单元的学习任务。

课文是每一单元的核心部分。除了生词和词组解释外，每篇课文还有针对课文难点或重点的注解。课文练习包括大声朗读 (Reading Aloud)、课文理解 (Understanding the Text) 和语言学习 (Learning the Language) 三个组成部分。由于不少来自边远地区的学生未能在中学阶段掌握正确的英语语音和语调，大声朗读对改进他们的语音和语调应有裨益。跟课文理解相关的练习共有四项：1. 综观 (Overview)，这一练习的设计思路是对课文的概括、总结和总体把握；2. 判读 (Interpretation)，针对课文中的疑难点进行破解；3. 讨论 (Discussion)，对课文中的观点或有关现象进行探讨；4. 含英咀华 (Appreciating gems of the language) 则列出课文中具有特色的语言现象供学习者欣赏。语言学习练习共有三项：1. 新词和词组学习 (New Words and Expressions)，此练习包括填空、改写句子等形式；2. 句子结构 (Structure)，包括连接句子、完成句子和改写句子等形式；3. 构词法 (Word Building)，包括给单词加前、后缀和用所给单词变换形式后填空等形式。

辅助阅读 (Text B) 由一篇跟主课文内容相关的辅助课文及练习组成。阅读

理解(Comprehension Check)和深度讨论(In-depth Discussion)两项练习都为全面理解辅助课文而设计。前者针对课文中的疑难点提出问题,后者则引导学习者思考一些相关问题,进而对课文有更深层次的理解。

每单元的最后一部分是与主题相关的补充学习活动(Additional Theme-Related Activities)。这些活动包括:1. 名言欣赏(Famous quotes to appreciate),这里收录了跟课文内容相关的名言及中文译文;2. 视频理解与口语练习(Viewing comprehension and oral practice),这里有两段视频,各有侧重,第一段视频对本单元内容进行概括或总结,第二段跟课文内容相关,较为轻松;3. 译写(Translational writing),这里是一段或数段中文段落,学习者将其译成英文后,即为一篇跟课文内容紧密相关的英语短文;4. 开心一刻(Fun time),这里提供了一些歌曲、故事或笑话等,是学习者完成一个单元的学习任务后放松自己的快乐时光。

本教程对主课文(A)和辅助课文(B)的生词和词组采取了不同的处理方式。主课文的生词和词组都列于课文后的生词和词组(New Words and Expressions)表中,并且根据《大学英语课程教学要求》标明级别,注解则主要采用中英对照的形式。辅助课文后的词汇表中列出了《大学英语课程教学要求》中作为“一般要求”的生词和词组,其余生词和词组则都用中文直接在课文中标注。(黑正体表示“一般要求”的词汇;黑正体后加★表示“较高要求”的词汇;黑正体后加▲表示“更高要求”的词汇;白斜体表示由纲内词组成的熟词;彩色体表示超纲词汇。)

一般来说,课堂上处理本书的一个单元应花八节课时间,具体做法可参见教师参考书的相关内容。

编者
2010年8月

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Unit 1

Bonds of Friendship

Part I Video Starter



To begin, we'll watch a video clip and try to grasp its message. Getting to know the words and expressions in the box below first may be helpful.

previous /'pri:vɪəs/ <i>a.</i>	先前的，以前的
explore /ɪk'splɔ:(r)/ <i>vt.</i>	探索
actualize /'æktʃʊəlaɪz/ <i>vt.</i>	实行，使成为现实
move on	继续，前进
chicken soup for the soul	心灵鸡汤
mutual /'mju:tʃʊəl/ <i>a.</i>	相互的，彼此的
in other words	换句话说
echoic /e'kəʊɪk/ <i>a.</i>	回声的；像回声的
reflect /rɪ'flekt/ <i>vt.</i>	反射
mentally /'mentəli/ <i>ad.</i>	心理上，精神上
happen to	〈后接动词不定式〉碰巧，恰好
see eye to eye with	同意（某人）

Part II Text A

Help for the Helper

Marlena Thompson

1. 离开

1 At age eighteen, I left home in Brooklyn, New York, and *went off*¹ to study history at Leeds University in Yorkshire, England. It was an exciting but stressful time in my life, for while trying to adjust to the unfamiliar surroundings, I was still learning to cope with the pain of my father's death.

2. (使)增添乐趣,
(使)快活起来

2 While at the market one day, trying to decide which bunch of flowers would best *brighten up*² my digs, I spied an elderly gentleman *having difficulty holding*³ onto his walking stick and his bag of apples. I rushed over and relieved him of the apples, giving him time to regain his balance.

3. 在...方面有困难

3 "Thank you, luv," he said in that pleasant Yorkshire accent. "I'm quite all right now," he said, smiling at me not only with his mouth but with a pair of dancing bright blue eyes.

4 "May I walk with you?" I inquired. "Just to make sure those apples don't become sauce prematurely."

5 He laughed and said, "Now, you are a long way from home, lass. From the States, are you?"

6 "Only from one of them. New York."

7 So began my friendship with Mr. Burns, a man whose smile and warmth would very soon come to mean a great deal to me.

4. 斜靠; 依赖, 依靠

8 As we walked, Mr. Burns *leaned heavily on*⁴ his stout and gnarled stick. When we arrived at his house, I helped him set his parcels on the table and insisted on *lending a hand*⁵ with the preparations for his "tea" — that is, his meal. I interpreted his weak protest as gratitude for the assistance.

5. 出力帮助, 助一臂之力

6. 拜访 (尤指闲谈聊天)

9 After making his tea, I asked if it would be all right if I came back and *visited with*⁶ him again. I thought I'd *look in*⁷ on him from time to time, to see if he needed anything.

7. 顺便拜访; 短暂拜访

With a wink and a smile he replied, “I’ve never been one to *turn down*⁸ an offer from a good-hearted lass.”

8. 拒绝

10 I came back the next day, at about the same time, so I could *help out*⁹ once more with his evening meal. The great walking stick was a silent reminder of his infirmity, and, though he never asked for help, he didn’t protest when it was given. That very evening we had our first “heart to heart”, Mr. Burns asked about my studies, my plans, and, mostly, about my family. I told him that my father had recently died, but I didn’t offer much else about the relationship I’d had with him. *In response*¹⁰, he gestured toward the two framed photographs on the end table next to the chair. They were pictures of two different women, one notably older than the other. But the resemblance between the two was striking.

9. 帮助干活; 帮助
(某人)摆脱困境

10. 作为对…的答复

11 “That’s Mary,” he said, indicating the photograph of the older woman. “She’s been gone for six years. And that’s our Alice. She was a very fine nurse. Losing her was too much for my Mary.”

12 I responded with the tears I hadn’t been able to shed for my own pain. I cried for Mary. I cried for Alice. I cried for Mr. Burns. And I cried for my father to whom I never had the chance to say good-bye.

13 I visited with Mr. Burns twice a week, always on the same days and at the same time. Whenever I came, he was seated in his chair, his walking stick *propped up*¹¹ against the wall. Mr. Burns owned a small black-and-white television set, but he evidently preferred the books and phonograph records for entertainment. He always seemed especially glad to see me. Although I told myself I was delighted to be useful, I was happier still to have met someone to whom I could reveal these thoughts and feelings that, until then, I’d hardly acknowledged to myself.

11. 将…倚靠在;
把…支于

14 While fixing the tea, I told Mr. Burns how terribly guilty I felt about *not having been on speaking terms with*¹² my father the two weeks *prior to*¹³ his death. I’d never had the chance to ask my father’s forgiveness. And he had never

12. 不同某人说话

13. 在…之前

had the chance to ask for mine.

14. 最大份额

15 Although Mr. Burns talked, he allowed me the *lion's share*¹⁴. Mostly I recalled him listening. But how he listened! It wasn't just that he was attentive to what I said. It was as if he were reading me, absorbing all the information I provided, and adding details from his own experience and imagination to create a truer understanding of my words.

15. 拜访某人

16. 走上前来

16 After about a month, I decided to *pay my friend a visit*¹⁵ on an "off day". *Coming up*¹⁶ to the house, I saw him working in his garden, bending with ease and getting up with equal facility. I was dumbfounded. Could this be the same man who used that massive walking stick?

17 He suddenly looked in my direction. Evidently sensing my puzzlement over his mobility, he waved me over, looking more than a bit sheepish. I said nothing, but accepted his invitation to come inside.

17. 〈非正式〉精疲力竭的, 疲惫不堪的

18 "Well, luv. Allow me to make you a 'cuppa' this time. You look all *done in*¹⁷."

19 "How?" I began. "I thought..."

20 "I know what you thought, luv. When you first saw me at the market...well, I'd twisted my ankle a bit earlier in the day. Tripped on a stone while doing a bit of gardening. Always been a clumsy fool."

21 "But...when were you able to...walk normally again?"

22 Somehow, his eyes managed to look merry and contrite at the same time. "Ah, well, I guess that'll be the very next day after our first meeting."

23 "But why?" I asked, truly perplexed. Surely he couldn't have been feigning helplessness to get me to make him his tea every now and then.

18. 顺便来访

24 "That second time you *came round*¹⁸, luv, it was then I saw how unhappy you were. Feeling lonely and sad about your dad and all. I thought, well, the lass could use a bit of an old shoulder to lean on. But I knew you were telling yourself you were visiting me *for my sake*¹⁹ and not your own. Didn't think you'd come back if you knew I was fit.

19. 为了某人、某事的缘故

And I knew you were in sore need of someone to talk to.
And someone who knew how to listen.”

25 “And the stick?”

26 “Ah. A fine stick, that. I use it when I walk the moors.
We must do that together soon.”

27 So we did. And Mr. Burns, the man I'd set out to help,
helped me. He'd *made a gift of*²⁰ his time, bestowing
attention and kindness to a young girl who needed both.

20. 使...成为礼物

(1,088 words)

New Words

helper /'helpə(r)/ *n.*

a person who helps 助手, 帮手

stressful /'stresfʊl/ *a.*

making one feel worried and nervous 紧张的; 压力重的

adjust /ə'dʒʌst/ *v.*

to become more familiar with a new situation; to
change sth. slightly to make it more suitable for a
new set of conditions 适应, 习惯; 调整; 调节

surroundings /sə'raʊndɪŋz/ *n.*

(*pl.*) everything that is around or near sb./sth. 〈复
数〉环境

cope /kəʊp/ *vi.*

to deal with a difficult situation successfully
对付, (成功地) 应付

bunch /bʌntʃ/ *n.*

a group of like items gathered or placed together
束; 串; 扎

brighten ★ /'braɪtən/ *v.*

(cause to) become bright (使) 明亮

digs /dɪgz/ *n.*

(*mainly UK, infml*) temporary living quarters 〈主
英, 非正式〉临时住宿处

spy /spaɪ/ *vt.*

(*lit or fml*) to see or notice (sb. or sth.) suddenly
〈文或正式〉发现; 突然看见

regain /rɪ'geɪn/ *vt.*

to get back, to gain again 重新获得, 恢复

luv /lʌv/ *n. & v.*

(*BrE, nonstandard or humor for*) 〈英, 不规范或
幽〉= love

accent /'æksənt/ *n.*

the way in which people in a particular area,
country or social group pronounce words 口音

inquire /ɪn'kwɪə(r)/ *v.*

(*fml*) to ask sb. for some information 〈正式〉询

sauce /sɔ:s/ *n.*

prematurely *ad.*

/ˌprɪməˈtʃʊə(r)lɪ/

lass /læs/ *n.*

stout ▲ /staʊt/ *a.*

gnarled /nɑ:lɪd/ *a.*

parcel /ˈpɑ:səl/ *n.*

preparation /ˌprepəˈreɪʃən/ *n.*

interpret /ɪnˈtɜ:pɪt/ *vt.*

gratitude /ˈgrætɪtju:d/ *n.*

wink ▲ /wɪŋk/ *n. & v.*

good-hearted /ˈɡʊdˈhɑ:tɪd/ *a.*

reminder /rɪˈmaɪndə(r)/ *n.*

infirmity /ɪnˈfɜ:məti/ *n.*

mostly /ˈməʊstli/ *ad.*

relationship /rɪˈleɪʃənʃɪp/ *n.*

gesture /ˈdʒestʃə(r)/ *v.*

frame /freɪm/ *vt.*

notably /ˈnəʊtəblɪ/ *ad.*

resemblance ★ /rɪˈzembləns/ *n.*

indicate /ˈɪndɪkeɪt/ *v.*

shed /ʃed/ *vt.*

prop ▲ /prɒp/ *vt.*

black-and-white *a.*

/ˈblækənˈhwaɪt/

问, 打听

酱; 调味汁

happening or done too soon, esp. before the natural or suitable time 过早; 不成熟地

(mainly Scottish and Northern English) 〈主苏格兰和北方英语〉 a girl or young woman 女孩; 年轻女子

strong and thick 强壮的; 结实的

twisted with a rough surface 粗糙的; 有节瘤的包裹

an action taken to become ready; the state of being ready for sth. that will happen 准备工作; 预备(状态)

to decide what the intended meaning of sth. is; to explain the meaning of sth. 把...理解为; 诠释, 说明 the state or feeling of being thankful 感激之情

眨眼示意; 使眼色

kind and generous 好心的; 乐于助人的

sth. that makes one think about or remember sb./sth. 提醒者; 提示

(fml) weakness of body or mind 〈正式〉体弱, 虚弱 mainly 主要地

关系

to make a movement with one's hand or head to show sth. 用手(或头的动作)示意

to fix a border around (a picture, photograph, etc.), often with glass in front of it 给(画、照片等)装镜框

particularly; noticeably 尤其; 显著地

similarity, esp. in appearance; likeness 相似, 类似 to point to sth.; to show that sth. is true or exists 指向; 指示; 表明, 显示

(esp. lit) to cause to flow out; pour out 〈尤文〉使流出

to support sth. by putting sth. else under or against it 支撑; 支持

黑白的