



普通高等教育“十一五”国家级规划教材
获上海普通高校优秀教材一等奖



21st Century Practical College English

21世纪大学实用英语

总主编 翟象俊 陈永捷 余建中 (U版)

Students' Book

综合教程 2

本册主编 翟象俊 陈永捷 余建中 梁正溜



复旦大学出版社



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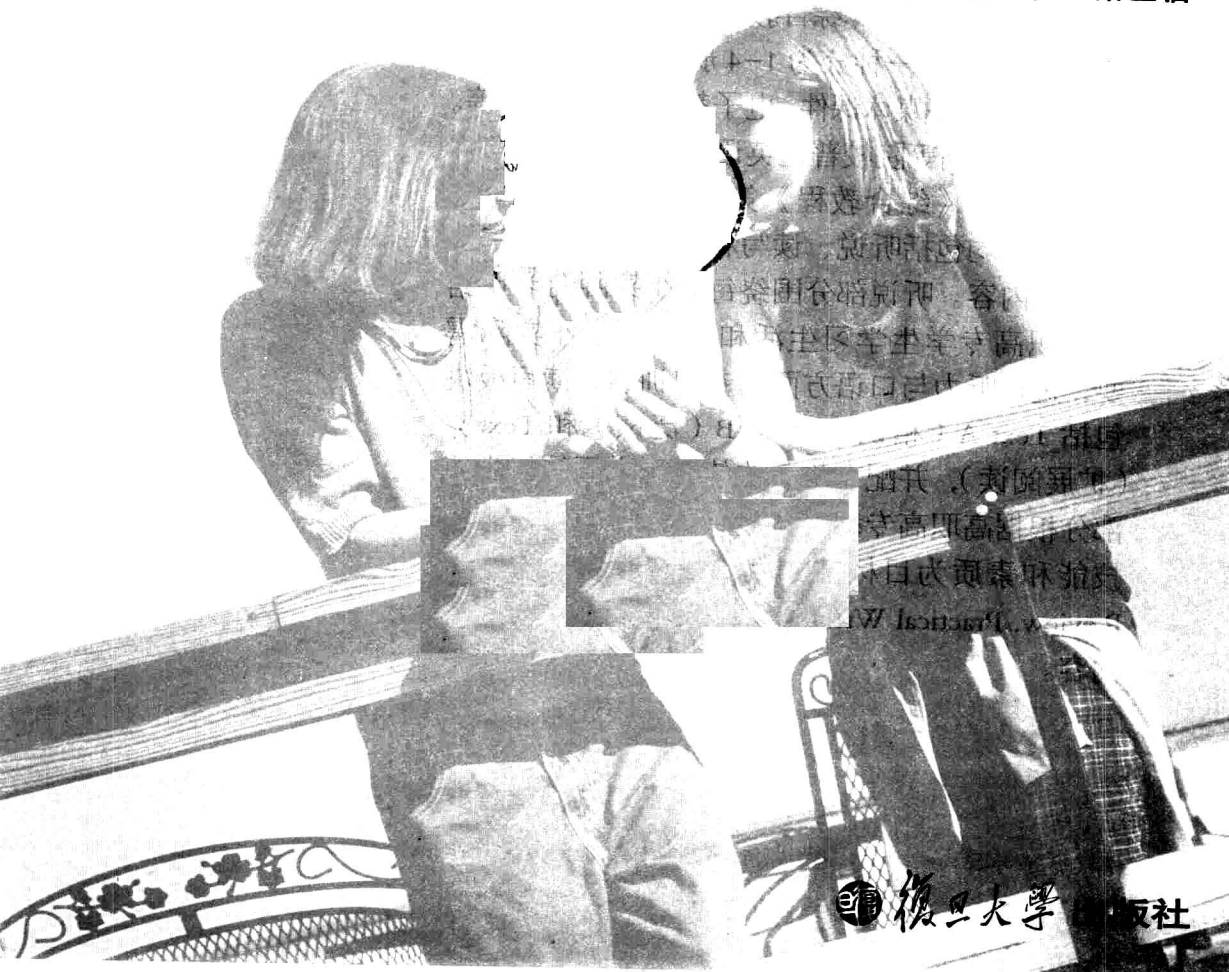
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《21 世纪大学实用英语》(U 版) 系列教材根据教育部颁发的《大学英语课程教学要求》编写, 包括《综合教程》、《综合练习》、《教学参考书》(每一种分为 1-4 册) 及配套的 MP3 光盘、音带、多媒体课件、电子教案和网络课程等。本套教材供高等院校普通英语教学使用。《综合教程》第 1 册的起点词汇量约为 1300 词。一般以第 1 册作为起点, 基础稍弱的学生也可以从《基础教程》学起, 而基础较好的学生则可以将第 2 册作为起点。

《综合教程》每册 8 个单元, 每个单元包括三大板块(听说板块、读写板块和实用板块) 和导语。本册中“听说板块”围绕每单元的主题, 并结合高等院校学生学习生活和毕业后工作实际需要, 对学生进行听力与口语方面的专门训练。“读写板块”由同一题材的两篇文章以及一篇实用阅读材料组成: Text A 为精读材料, 配有课文前的热身练习和课文后的口语、阅读理解、词汇、结构、翻译等技能训练; Text B 为泛读材料; Text C 为扩展阅读材料, 课后也均配有与课文相关的练习。“实用板块”则根据高等院校英语教学的特点, 提供以提高职业技能和素质为目标的实用训练, 包括语法复习、实用写作和基本阅读技能等内容。为方便教学, 实用板块穿插于每一单元中。

《综合练习》每册 8 个单元, 每个单元包括两个部分。第一部分是根据《综合教程》各个单元中 Text A 和 Text B 的内容而设计的相关练习, 并配合各单元的主题, 增加 2-3 篇快速阅读短文; 第二部分结合大学英语四级考试(CET-4) 的要求设计练习试题, 所有题型和题量均以考试大纲和样题为依据。此外, 按照期中、期末的学制安排, 《综合练习》还包含期中、期末考试练习卷各一份, 最后还附有一份 CET-4 模拟试卷。

《教学参考书》每册 8 个单元, 每个单元根据《综合教程》的相关内容配以教法推荐、背景知识、课文译文、课文逐段详解及相应例句(全部例句均配中文译文)、练习答案。

《21 世纪大学实用英语》(U 版) 吸取了现行国内外同类教材的优点, 以我国高等院校人才培养特点和教学改革成果为依据, 突出教学内容的实用性和针对性, 将语言基础能力与实际涉外交际能力的培养有机地结合起来, 以满足 21 世纪全球化社会经济发展对高等院校人才的要求。具体说来, 本套教材具有以下几个特点:

1. 注重培养听说能力 本教材根据高等教育英语教学内容和课程体系改革的要求, 与时俱进, 以“听、说”为重点, 将听、说题材与课文主题保持一致, 把听、说、读、写、译的技能训练有机地结合起来, 使学生的听、说训练贯穿于课程教学的始终。

2. 着眼于提高学生的职业技能和素质。本教材根据高等教育英语教学的特点,提供相关的实用训练,力求使学生通过切合实际的学习过程打下一定的基础,在日常或涉外工作时能更加熟练地掌握和使用英语。

3. 选材广泛,注重“跨文化”知识的教学。本教材注重选材内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,不仅重视英语语言基础知识和基本技能的训练,还同时注意将文化内容与语言材料相融合,介绍西方文化背景。

4. 强调教学的整体性。本教材将听、说内容与读、写内容相结合,将精读、泛读和扩展阅读融为一体,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. 将“教、学、练、考”融为一体。除了与课文内容相关的练习和期中、期末练习试卷以外,本教材还配有专门针对大学英语四级考试(CET-4)的习题和题解,以期让学生在巩固所学内容的同时,还能为参加大学英语四级考试做好准备。

6. 拓展教学时空,实现教材的立体化。本教材包括配套的音带、MP3 光盘、多媒体学习课件、电子教案及网络课程等,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。

《21 世纪大学实用英语》(U 版)的主干教材由复旦大学、上海交通大学、上海商学院等高校的翟象俊教授、余建中教授、陈永捷教授、梁正溜教授、姜荷梅副教授等主编。上海及其他省市多所高等院校的资深专家共同参加了编写工作。

编 者

2009 年 9 月

使用说明

本书为《21 世纪大学实用英语》(U 版)系列教材《综合教程》第 2 册。全书共 8 个单元,供一学期使用。

每一单元包括内容简介 (Preview), 听说 (Listening and Speaking), 读写 (Reading and Writing) 三部分。

内容简介用简单易懂的语言对整个单元作总体介绍,以使学生对面临的学习任务有所了解。

听说部分共设 10 个练习。练习一的主要内容是一篇口语体的短文,要求学生边听短文边做听写填空练习。练习二则要求教师与学生共同总结短文内容和相关表达方式,然后让学生用所学的词汇和句型进行口头表述。练习三为两段二人或多人会话,要求学生先做听写填空练习,然后根据会话内容回答问题。练习四主要是给学生创造一个活用所学内容的机会。上述四个练习一般须在课堂内完成。练习五至练习十是为了让学生巩固以上所学内容而设的,可以由学生通过自主学习在课外完成,但是教师可以请部分学生在下一单元开始前就练习十的内容进行演讲。

读写部分的内容比较广泛,共配有两篇课文、一篇实用阅读材料和相关练习及其他实用练习。

Text A 为精读材料。教师在教学过程中,应该充分利用课文前的 Starter。该练习能够起到引入课文、活跃气氛、启发思想的作用。本书 Text A 和 Text B 后的生词表将单词、词组和专有名词分别列出,这两篇课文后还分别有 Notes on the Text,这主要是为了方便教学,同时也方便学生预习或自习。配合 Text A 的练习共包括 Reading Aloud, Understanding the Text, Reading Analysis, Vocabulary, Structure, Translation 等项。

Reading Aloud 练习选择部分课文段落供学生朗读、背诵。

Understanding the Text 主要采用问答形式,该练习可以作为学生预习课文的思考题,也可结合课文讲解进行。

Reading Analysis 主要使用表格归纳、解析课文的结构和段落大意。教师可以在讲解课文前后根据学生的预习情况让学生当场完成分析任务。当然,教师也可以把本练习作为回家作业,让学生课后完成。

Vocabulary 练习主要针对课文中出现的常用词和词组,帮助学生掌握它们的用法。教学大纲以外的词和词组一般不出现在这一练习中。

Structure 选取课文中最为有用的英语句子结构或表达方式,教师应该在课堂上通过诸如句型转换、完成句子、翻译、造句等形式,让学生切实学会使用它们。

Translation 包括汉译英和英译汉两部分，一般可以作为学生的回家作业。翻译练习的主要目的是让学生将课文中的词语和表达方式准确地应用到句子中去，并循序渐进地掌握基本的翻译技能。

Grammar Review 以系统复习英语语法为主，练习重点放在学生容易混淆、容易出错的语法现象上。教师可以在课堂上花适当时间讲解这部分内容，或者根据学生的具体情况掠过语法复习。

Practical Writing 是根据学生今后工作需要而编写的实用写作训练，内容较多，其中的大部分练习应该由学生在课后完成。教师除了定期抽查学生的写作练习外，还应该在课堂上多讲一些范文或实例，以帮助学生写作要点。

Text B 为泛读材料，其阅读理解和词汇等练习需要在课堂上处理；**Text C** 为扩展阅读材料，可以在课外完成。

Basic Reading Skills 是每个单元的最后一项内容，主要讲解一些基本的英语阅读技能并配有相应的练习。

一般来说，课堂上处理本书一个单元应花 8 节课时间，具体做法可参见教师用书的相关部分。

编 者
2009 年 6 月

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UNIT

Highlights

Preview

Listening & Speaking

The Language for Asking

For and Giving Clarification

Asking For and Giving

Clarification

Listening Practice

Reading & Writing

Text A

Misunderstanding

Grammar Review

Subject-verb Agreement (1)

Practical Writing

Letters of Invitation

Text B

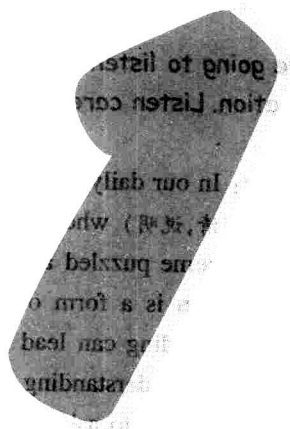
The Mysteries of the English
Language

Text C

5 Ways to Enlarge Your Vo-
cabulary

Basic Reading Skills

Guessing the Meaning of Un-
known Words in Context (1)



Preview

This is the first unit of Book Two. In the Listening and Speaking section, you will learn how to ask for and give clarification. In the Reading and Writing section, you will learn some interesting aspects of the English language. Text A relates some real stories about how misunderstandings arise when one fails to catch the English word correctly; Text B presents some mysteries of the English language, and Text C may help you enlarge your vocabulary to a certain extent.

Listening & Speaking

The Language for Asking For and Giving Clarification

- 1** You are going to listen to an instructor talking about asking for and giving clarification. Listen carefully and fill in the blanks with the missing words.

Instructor: In our daily conversations, we cannot help asking for clarification (澄清, 说明) when we are not clear about _____, or have become puzzled about a particular point _____. A conversation is a form of _____. During interaction, misunderstanding can lead to _____ in communication. To avoid misunderstanding or _____, we tend to have an impulse (冲动) to ask for clarification.



This is especially true when a Chinese learner of English talks with _____. This skill can help him or her avoid embarrassment caused by misunderstanding, and keep the conversation _____.

You can develop the skill by reading and familiarizing yourselves with the language for asking for and giving clarification:

- I'm sorry, I don't quite understand what you mean by market economy.
- I'm sorry, could you (possibly) explain what you mean by globalization?
- I don't understand what you mean by black lie.
- What (exactly) do you mean by sick humor?

And the language for giving clarification:

- (Well,) what I'm trying to say is (that) + SENTENCE.

- (Well,) the point I'm trying to make is (that) + SENTENCE.
- (Well,) I think what I mean is (that) + SENTENCE.
- What I mean is (that) + SENTENCE.
- What I'm saying is (that) + SENTENCE.
- All I'm trying to say is (that) + SENTENCE.

- 2** Now come up with a particular subject on which you voice your opinion or attitude, and expect others to ask for clarification about something that might be unclear to them. Try to use the language you have just learned in Ex.1.

Asking For and Giving Clarification

3

- 1) Before you listen to the first conversation, read the following words and expressions which may be new to you.

available

有空的

innocent

无害的

fib

小谎

Listen to the following conversation twice and fill in the blanks with the missing words.

Wang Ying: Are you going to the party tonight, Tom? They told me it was going to _____.

Tom Chang: I know, but _____ I'm available tonight. Are you?

Wang Ying: Well... _____.

Tom Chang: I'll tell them a little white lie.

Wang Ying: Tell them what? _____?

Tom Chang: I said: " I will tell them a little white lie. "

Wang Ying: I don't understand _____ by white lie.

Tom Chang: Oh, it is an innocent social fib or excuse.

Wang Ying: Oh, I've _____ now!

Tom Chang: Sometimes we have to do it in our daily lives.

Wang Ying: So what's your little white lie?

Tom Chang: Well, _____?

Now listen to the conversation again and answer the following questions.

1. Who won't be able to attend the party tonight?
2. Is Wang Ying going to the party?
3. What will Tom Chang tell them?
4. What is a little white lie according to Tom Chang?
5. What's their little white lie?

2) *Before you listen to the second conversation, read the following words and expressions which may be new to you.*

hearing problems	听觉疾病
hearing aid	助听器
device	装置
will	遗嘱

Listen to the following conversation twice, and then complete the passage according to the conversation you have just heard.

There was an elderly gentleman who had had _____ for years. He went to the doctor who was able to have him fitted for a set of hearing aids that allowed the man _____.

The old fellow went back in a month to the doctor and the doctor said, "Your hearing _____. Your family must be really pleased that you can _____."

To this the gentleman replied, "Oh, I haven't told my family yet. I just sit around and _____. I've changed my will _____!"

Now listen to the conversation again, and complete the form as the speaker recounts it. After that, act it out in class.

Doctor: What brought you here?

Gentleman: _____

Doctor: What is bothering you today? Do you have any pain?

Gentleman: _____

Doctor: I suggest you wear a hearing aid.

Gentleman: _____

Doctor: It's a device that allows you to hear 100%.

One month later the elderly gentleman comes to see the doctor again.

Doctor: Good. Your hearing is perfect. Your family must be pleased that you can hear again.

Gentleman: _____

Doctor: Why?

Gentleman: _____

- 4** Try to figure out something that may elicit(引出) questions, write it down on the chalkboard and expect others to ask for its clarification. Get ready to clarify. In your conversations, try to use the language you've learned in Ex.1.

Listening Practice

- 5** Listen to the following people speaking and decide what they are talking about.

- | | |
|-------------------------------------|-----------------------------------|
| 1. A) A lecture. | B) A room. |
| C) An instructor. | D) A job. |
| 2. A) How to get home. | B) Why the buses stopped running. |
| C) When a taxi will come. | D) Where to spend the night. |
| 3. A) A scientific experiment. | B) A college course. |
| C) A time schedule. | D) A research paper. |
| 4. A) Tim's excellent performance. | B) Tim's assignment. |
| C) Tim's study habits. | D) Tim's graduation day. |
| 5. A) How to learn English. | B) How to get informed. |
| C) How to compare TV and newspaper. | D) How to get a job. |

- 6** Listen to the following five short dialogues and choose the appropriate answers.

- A) The post office is closed.
B) A department store is having a sale.
C) They are discussing a math contest.
D) The woman is making a telephone call.
- A) No dogs are allowed in the area.
B) Unfortunately, they don't have any dogs.
C) It's good to have a dog around the house.
D) The law is too complicated to understand.
- A) This is the last one.
B) The longer style is better.

- C) It might not be of good quality.
 D) You should buy cheaper things.
4. A) She arranged to meet her friend later.
 B) She fixed her friend's tape recorder.
 C) She tried to telephone her friend.
 D) She went to her friend's house.
5. A) It's a beautiful place.
 B) No one lives there now.
 C) You can see it after your vacation.
 D) You had better make an appointment.

7 Listen to the following short story twice. Listen carefully and decide whether the statements are true (T) or false (F) according to the story you have heard.

blonde	金发碧眼的白种女人
gallon	加仑(液量单位)
bathtub	浴缸
pasteurize	用巴氏法消毒
chest	胸腔

- _____ 1. The blonde was beautiful because she took a milk bath every day.
 _____ 2. A bath took 15 gallons of milk.
 _____ 3. The milkman doubted that the blonde could drink 15 gallons of milk.
 _____ 4. The blonde corrected her mistake.
 _____ 5. The blonde said that it would be wonderful if the milk was pasteurized.

8 Listen to the following talk and fill in the blanks with the missing words. The talk is given twice.

Two doctors were in a hospital hallway one day _____ Nurse Nancy. "She's incredibly mixed-up(糊涂)," said one doctor. "She _____ absolutely backwards(背道而驰). Just last week, I told her to give a patient 2

milligrams(毫克) of morphine(吗啡) _____. She gave him 10 milligrams _____. He damn near(几乎) died on(因为) us!"

The second doctor said, "That's nothing. Earlier this week, I told her to give a patient an enema(灌肠剂) _____. She tried to give him 24 enemas _____.! The guy _____ exploded!"

Suddenly, they heard a blood-curdling scream(令人毛骨悚然的尖叫声) _____.

"Oh my God!" said the first doctor, "_____ I told Nurse Nancy to prick(刺) Mr. Smith's boil(疖子)!"

(121 words)

9 Listen to the talk again and then answer the following questions orally.

1. What were the two doctors talking about?
2. Why did they say that Nurse Nancy was so mixed-up?
3. Can you give any examples to prove this?
4. What did they hear all of a sudden while talking?
5. What was Nurse Nancy most probably doing then?

10 Have an open discussion on the topic given below.

These expressions may help your discussion:

- part of life
- We learn from our mistakes.
- It's sad but true

- How true!
- Without falling down, we don't learn to get up.
- means something to us

Life would be meaningless without misunderstandings.

- valuable
- precious
- make life meaningful

- seeds
- But let's not forget...
- to bridge their differences
- everyone shares in the reward