

普通高等教育“十一五”国家级规划教材 “复旦卓越” 高职高专公共英语教材

# Forward English

for Practical Purposes

Forward English  
practice to apply and reinforce listening and speaking  
training in reading comprehension ability  
improve ability of practical writing

## 前景实用英语

徐小贞 ◆ 总主编

邹渝刚 ◆ 副总主编

综合教程 ②

复旦大学出版社  
www.fudanpress.com

普通高等教育“十一五”国家级规划教材



“复旦卓越” 高职高专公共英语教材

# Forward

## English

for Practical Purposes

Forward English

# 前景实用英语

徐小贞 ◆ 总主编

邹渝刚 ◆ 副总主编

## 综合教程 ②



复旦大学出版社

www.fudanpress.com

**图书在版编目(CIP)数据**

前景实用英语综合教程.2/徐小贞总主编. —上海:复旦大学出版社,2011.8 (2015.1重印)  
ISBN 978-7-309-07907-4

I. 前… II. 徐… III. 英语-高等学校:技术学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2011)第 014685 号

**前景实用英语综合教程.2**

徐小贞 总主编

责任编辑/于文雍 陈彦婕

复旦大学出版社有限公司出版发行

上海市国权路 579 号 邮编:200433

网址:fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售:86-21-65642857 团体订购:86-21-65118853

外埠邮购:86-21-65109143

常熟市华顺印刷有限公司

开本 850 × 1168 1/16 印张 14.5 字数 289 千

2015 年 1 月第 1 版第 9 次印刷

ISBN 978-7-309-07907-4/H · 1632

定价:40.00 元

---

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。

版权所有 侵权必究

# 《前景实用英语综合教程 2》

## 编写组成员

总 主 编 徐小贞

副 总 主 编 邹渝刚 李建婷

本 册 主 编 刘娟音 李惠贤 赵清海

本册副主编 刘连增 晋秀波

编 者 韩 芳 马建豹 任婷婷

陈冬梅 方 琳

策 划 黄昌朝

责 任 编 辑 于文雍 陈彦婕

# 前 言

《前景实用英语》系列教材是深圳职业技术学院应用外国语学院与复旦大学出版社的最新合作成果。教材编写组成员均来自国家级教学团队,参与完成了第一批国家示范性建设项目,目前正积极投身于方兴未艾的职业英语改革。因此,本系列教材从选材到体例均融入了高职高专英语教学改革的最新理念。

本系列教材包括《综合教程》、《教学参考书》、《自主练习》、《视听说教程》和《视听说教学参考书》,以及配套光盘,内容涵盖《高职高专英语教学基本要求》所涉及的英语听、说、读、写、译等基本技能以及实用阅读和实用写作的内容。

## 一、编写原则

### 1. 语言技能与职业素养并重

本系列教材根据高职高专生源的现实,采用先基础英语后职业英语(即“基础英语+职业英语”)的阶梯式布局,兼顾英语基本技能的训练和职业素养的提升。

第一册“身在校园”关注高职高专学生的校园生活;

第二册“放眼世界”面向象牙塔外的社会万象,两册内容均以英语基础训练为主,学习者的角色定位是在校学生;

第三册“初涉职场”则以高职高专学生的实习和就业为大背景,着力提升学习者的职业英语能力;

第四册为拓展读本,进一步提高学生的英语语言应用能力和职场技能。

### 2. 语言教材凸显教育功能

本系列教材以知识、文化与素质为核心,强化教材的教育功能,避免陷入“为英语而

英语”的误区。同时也注重提高学生应对应用能力考试、商务英语考试和职业英语考试的能力。具体表现为:

1) 利用语言工具获取新知识(例如第一册第三单元主课文引导学生关注学习风格问题);

2) 使高职高专学生在提高英语语言应用技能的同时,了解语言所蕴含的文化背景(例如第一册第二单元主课文对大学生饮食文化的介绍);

3) 培养高职高专学生正确的人生观和价值观(例如第一册第八单元所提倡的职业规划),由此为单纯的英语语言教学增添更多的素质教育内涵;

4) 通过本教材的学习,学生逐步提高对“高等学校英语应用能力考试”的认识和应试能力,同时本教材的内容也符合“全国国际商务英语考试”和“职业英语考试”的要求。

## 二、体例设计

本系列教材按照学生认知和情感发展的线索,结合高职高专公共英语教学规律,循序渐进地安排基础英语语言训练内容,并逐步将其融入职业英语应用背景之中,教材整体结构体现了较强的系统性特色:

### 1. 八大共核主题呈螺旋式上升

首先,本系列教材依据来自对高职高专学生的调查数据,并按照高职高专公共英语学期教学时数,确立了 Education, Food, Knowledge and Skills, Sports, Digital Age, Environment, Fashion and Beauty, Career 八个学生感兴趣的大主题。这一主题确立机制因立足于高职高专学生的自主选择,避免了教材编写者的主观臆断,提高了学生对教材内容的接受度,确保了选题的科学性。

其次,八大选题均可扩展。上述八大主题被确定为前三册共核的八个选题范围,但每一领域可扩展至周边的相关话题,如 Fashion and Beauty 可以扩展至 Entertainment, Knowledge and Skills 可扩展至 Education 等,从而实际上使选题覆盖了高职高专学生学习生活的主要方面。

再次,各分册就八大主题逐级深化。例如,Food 这一共核主题在第一册主要讨论高职高专学生所关注的校园膳食问题;第二册扩展至世界烹饪饮食文化;第三册则提升至职场餐饮交际礼仪与文化。由此,三个分册的内容在深度和广度上围绕八大主题领域

呈现出螺旋式上升。

通过上述系统设计,本教材主题范围看似较小,实则保留了充足的扩展空间,同时强化了词汇的复现率,有利于基础较差的高职高专学生集中精力,有的放矢,符合高职高专公共英语的教学实际,有利于提高教学效率。

## 2. 单元模块的纵横结构

从教材单元的横向来看,听、说、读、写、译等教学模块均统一于单元主题之下,符合综合性英语教材单元设计的普遍规律。其中,一般教材中主题统一难度较大的模块,如语法、听说、写作等模块在本系列教材中均最大程度地作了一体化设计,确保了单元内部语言表达的复现率。

从教材单元的纵向来看,个别模块除了横向统一于单元主题之下,还在纵向的八个单元中具有自身的内在线索,如听说、语法和写作(包括基础写作和实用写作)等模块的教学内容均按照一定的梯度,依循各自的线索逐次展开。其中,听说模块在第一、二册以语言表达的功能意念为主线,第三册则将共核的八大主题分别与特定的职业场景相关联,如, Food 与 Entertaining Clients、Knowledge and Skills 与 On-the-job Training、Sports 与 Sports in the Workplace、Fashion and Beauty 与 Work Etiquette, 等等。

## 三、教材应用

本系列教材的设计体现了高职高专公共英语教学主流的教学模式与学习方法,对教与学双方均具有一定的示范作用和参考价值。

对教师而言,因第一和第二册内容均为基础英语,第三册为职业英语,而且第一、二册与第三册相比在词汇跨度上并不大,因此,各院校根据本校公共英语的教学时数和学生的英语基础,可按顺序使用全部三册,也可灵活选用三个分册进行“1+3”或“2+3”的组合。这两种组合模式对第三册的重视,体现了当前高职高专公共英语方兴未艾的职业英语改革方向。当然在基础薄弱的院校,也可以采取“1+2”的模式,强化学生的基础知识。英语课时量较大的学校可采用全四册教材。另外,单元内部模块是按照“听说领先”的教学模式来作安排的,强调高职高专公共英语教学对听说训练的重视。当然,教师也可根据学生实际情况,对语法和写作模块进行重点教学。

对学生而言,首先,本系列教材通过单元内部和分册纵向教学内容循序渐进的安

排,引导学生逐步掌握英语语言基本用法和中西文化差异,提升其职业素养;其次,本系列教材抛弃了利用介绍学习方法的文章进行枯燥说教的做法,而是利用《自主练习》的自主学习体例设计引导学生进行系统的单元复习和巩固。

#### 四、高等职业教育数字化英语教学辅助平台

随着教育部对高职高专英语教育改革的深入,尤其是增加职业英语教学的份量,并强调校企合作的重要性,数字化教学平台将成为高等职业教育面向未来的必备条件。平台可拓展教学空间和增强互动,同时,校企合作也需要一个联系的纽带。

因此在《前景实用英语》系列教材的基础上,我们推出了全新的高等职业教育数字化英语教学辅助平台,主要包括以下几个模块:

1. 自主学习模块:《前景实用英语》系列所有纸质教材都将转化为数字材料放置在教学平台里,供学生自主学习使用。

2. 教学辅助模块:包括教学参考书的PPT文档、电子教案、教学观摩视频材料,教学语料库资源,以及其他教师制作的教学资料等都将在平台上与教师共享。

3. 教学评价模块:包含学习监督、教学测评、师生互动等。

4. 教师之间,学生之间互动模块:使用《前景实用英语》系列教材的教师可以在这个平台上相互沟通教学经验和分享对方的教学资源;全国的学生可以在这个平台上交友,分享学习经验。

5. 校企互动模块:包含教师和企业关于职业教育等的互动;学生自主与企业的互动等。

《前景实用英语》系列教材是深圳职业技术学院应用外国语学院开展高职高专公共英语教学改革的具体成果,体现了兼顾英语基础训练与职业英语应用的改革理念。当然,限于作者水平,偏颇与差错在所难免,请广大师生不吝指正。在编写过程中,复旦大学出版社提供了宝贵的用户调查信息,并在编辑工作和排版设计上投入了大量辛勤的劳动。深圳职业技术学院商务英语语料库建设项目组和商务部全国商务英语考试中心职场英语考试项目组在本系列教材的选材与设计上均给予了大力协助,在此一并表示感谢!

《前景实用英语》系列教材编写组

深圳职业技术学院



# 使用说明

《前景实用英语》系列教材共分四册,其综合英语部分每册包括《综合教程》、《教学参考书》和《自主练习》三本书,其具体内容、结构及使用方法如下:

## 一、《综合教程》

《综合教程》每册包含 8 个单元。每个单元教学内容分为 3 个部分,预计需 8 学时完成。各院校也可按照自身的实际课时量和学生水平,有选择性地教学。每单元第一部分 Part A 为主课文模块(预计 4 学时),其导入部分有看图说话、听对话以及扩展讨论三个循序渐进的任务,内容已经初步涉及主课文的一些关键词和内容要点;第二部分 Part B 为副课文模块(预计 2 学时),其导入部分为听段落以及扩展讨论,其内容是对主课文内容的扩展,其难度一般较主课文有所提高;第三部分 Part C 为补充学习模块,安排有 Phonetics, Grammar, Functions and Notions, Writing, Workshop 等子模块。

《综合教程》的单元设计思路明确,提倡以听说领先的教学模式,并较好地解决了一般综合性英语教材中出现的由听说导入但分量不足,或听说后置,与课文“两张皮”这两种问题,提高了听说教学在高职高专公共英语教学中的可操作性,并强调教师在以学生为学习主体的前提下应发挥重要的引导作用。

## 二、《教学参考书》

《教学参考书》的宗旨是方便教师使用。为了体现教学参考书的实用性和便利性,其排版采用了与《综合教程》同步对开的方式,即所谓的“左学右教”。比较特殊的是,本系

列教材的《教学参考书》是编者在总结其他教材的使用反馈之后,以尽量通俗和精炼的语言编写而成的。配套的教学课件为 PPT 演示文稿形式,其功能设计充分考虑了教师演示的实际,力求突出易用性,使教师易于上手;其内容除覆盖《教学参考书》书面材料外,还另外提供一定的参考例句,可有效减轻教师备课的压力。同时, PPT 课件自身具有开放性的特点,保留了教师自主修改课件的空间。

### 三、《自主学习》

《自主学习》分为复习(Review)和拓展练习(Extended Exercises)两个部分。复习模块主要引导学生围绕单元的词汇和句型进行回忆和巩固。其中,根据词义和词性联想进行默写等练习形式源自写作训练中 free writing 这一方法,有利于学生将已经输入但已沉入记忆深处的信息及时提升至预备输出的层面,从而避免在语言交际中出现“恍然大悟”式的马后炮,而慢慢形成“自然流露”的表达能力。此外,该模块有利于高职高专公共英语学生形成一定的学习习惯。拓展模块旨在进一步强化单元主题相关的语言表达及应用技能,其形式除了有要求较高的课文缩写训练之外,还有充足的阅读和听力训练,其形式主要参考“高等学校英语应用能力考试(A、B级)”题型。

# Contents

| Unit<br>Theme                     | Part A   |        | Part B   |        | Phonetics             |
|-----------------------------------|--|--------|--|--------|-----------------------|
|                                   | Lead-in  | Text A | Lead-in  | Text B |                       |
| 1 Lifelong Learning<br>Page 1     | Why We Need New Skills   |        | What Is Lifelong Learning?   |        | Liaison               |
| 2 Food Culture<br>Page 28         | Solving the American Health Crisis with Chinese Diet Methodology |        | The Eastern and Western Cooking Cultures                           |        | Strong and Weak Forms |
| 3 Knowledge and Skills<br>Page 52 | Learning Knowledge and Skill: Practice                           |        | Differences Between Knowledge and Skills                           |        | Assimilation          |
| 4 Sportsmanship<br>Page 76        | On the Meaning of Sports   |        | Unsung Heroes: Stories of Sportsmanship and Humanity               |        | Elision               |
| 5 Life in E-era<br>Page 100       | Storing Your Files Inside the Cloud                              |        | Person of the Year 2010  |        | Sense Groups & Pause  |
| 6 Eco-friendly World<br>Page 125  | Greening the World Begins at Home                                |        | Fields Full of Willows as Power Stations<br>Switch to Energy Crops |        | Sentence Stress       |
| 7 Fads and Trends<br>Page 151     | What Is Fashion?   |        | The Difference Between Trends and Fads                             |        | Rhythm and Intonation |
| 8 Work Ethics<br>Page 178         | What Are Work Ethics?  |        | A Work Ethic from the Start  |        | Incomplete Plosion    |
| Glossary                          | Page 205   |        |  |        |                       |

## Part C

| Grammar            | Functions and Notions         | Writing  | Workshop                              |
|--------------------|-------------------------------|--|---------------------------------------|
| Attributive Clause | Hopes and Desires             | How to Write an Outline<br>Form-filling                      | Knowing About Lifelong Learning       |
| Adverbial Clause   | Giving Views and Opinions     | The Beginning of the Composition<br>Certificate              | Knowing Cultural Differences in Food  |
| Substantive Clause | Reassuring and Persuading     | The Middle Part of the Composition<br>Postcard               | Identifying Knowledge and Skills      |
| Infinitive         | Hesitation and Confidence     | The Conclusion in Composition<br>Memo                        | Knowing a Famous Athlete              |
| V-ing              | Complaining and Warning       | Types of Writing (1): Narration<br>Itinerary                 | Creating Your Own Blog                |
| Non-finite Verb    | Believing and Disbelieving    | Types of Writing (2) : Description<br>Business Letter Format | Designing a Green Living              |
| Subjunctive Mood   | Complimenting and Encouraging | Types of Writing (3): Argumentation<br>Cover Letter          | Reporting on Campus Fashion           |
| Inversion Sentence | Ability and Inability         | Types of Writing (4): Exposition<br>Résumé                   | 10 Typical Questions in Job Interview |

# 1 Lifelong Learning



## Proverbs and Quotations

It's never too late to learn.

活到老，学到老。

Art is long, but life is short.

人生有涯，而学无涯。

**Part A**



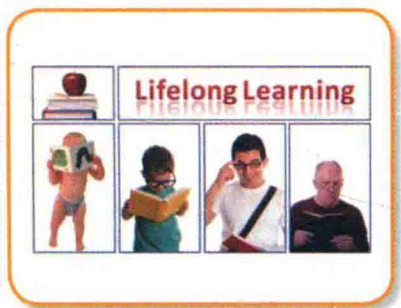
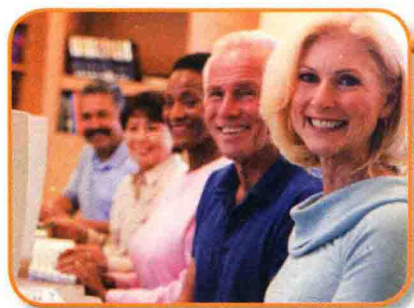
**Lead-in**

**Task 1** Study the pictures and discuss the questions below in small groups. Use the words given below if necessary.

**Cues:**

1. eager, learning, knowledge, praise-worthy
2. improve, wages, training, lifetime learning
3. build skills and knowledge, young, active, open to new experiences

1. *Do you think it's too late for middle-aged people to go to college?*  
 2. *What does the second picture tell us?*  
 3. *Why do you think lifelong learning is important?*



**Task 2** Listen to the following short dialogues and fill in the blanks.

**Dialogue 1**

M: Hi, what have you been ..... recently?  
 W: Study. You know, the exam is coming in two weeks.  
 M: Exam? What exam?  
 W: Oh, you don't know. It's for a certificate in .....  
 M: Great. Those skills are necessary and widely used.  
 W: Right. Plus, I want to learn something ..... my major.  
 M: That's good. It's better to ..... ourselves with multiple skills, which are what

employers .....

W: Agree. That's why I've been teaching myself new things.

## Dialogue 2

W: So you are also learning Electrical Engineering, right?

M: Yeah. .... ?

W: Nothing. Um ... I'm just ..... about your future job preference.

M: Uh-huh ... What's the matter?

W: I mean, are you really gonna work as an ..... or something?

M: Quite likely. It's not all that bad, huh? What about you, by the way?

W: Actually I want to do something, you know, of ..... status.

M: Come on. We should ..... practically.



## Task 3 Discuss the following questions.

1. Currently, it's not easy for graduates with higher education degrees to find an ideal job, so some people argue that education is of little use. What's your view on this?  
( **Cues:** tight job market, pay, personal choice )
2. How do you understand the saying "It's never too old to learn"?  
( **Cues:** change, catch up with, learned, experienced )

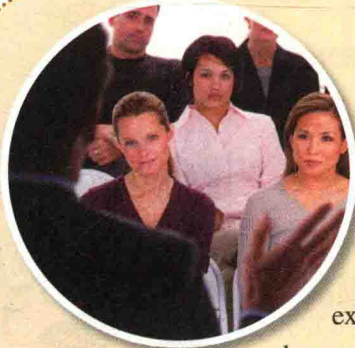
### Why We Need New Skills

#### Text A



1 If there's ever been doubt about the value of education, the recession erased it.<sup>1</sup> The unemployment rate for people with a college degree or higher is well below 5 percent. For high school grads, it's above 9 percent, and for those without a high school diploma, it tops 14 percent. Clearly, education pays.





2 But getting a diploma isn't the whole solution, as the strategy of building a lifelong career around a single trade or degree no longer applies. Now it's more a matter of life-long learning. Fast-changing technologies can destroy old industries overnight, devaluing once-prized skills. New industries spring up, requiring knowledge that barely existed five years ago. Employers, meanwhile, have become stingier about training workers. People have to look out for their multiple skill set.

3 Targeting changes in the economy, and the jobs likely to result, is one way to focus your learning strategy. A rise in the number of insured people seeking primary care after health reform<sup>2</sup>, for example, will create demand for nurses interested in becoming nurse practitioners. A push for green practices will require battery chemists, environmental engineers, and lots of workers who can upgrade building insulation. But experts caution against investing too much time or money in technical learning that's not transferable. Consulting firm McKinsey warns that the promise of innovative new fields often falls short<sup>3</sup>, while people overlook simpler opportunities. For all the focus on high-tech jobs, for instance, studies report a shortage of electricians, carpenters, salespeople, and customer service reps in certain sectors.

4 The good news is that even modest efforts to get smarter and branch out beyond your area of specialty can provide an edge over the competition. What most employers want these days is people with "multiple skill sets." That could be manufacturing workers who know how to manage projects or salespeople who understand social media. But you don't need to spend a fortune to develop multidisciplinary skills. And if you hit a dead end in your chosen field, look outside your industry.<sup>4</sup> For instance, if you do supply chain management in manufacturing, maybe look in healthcare.<sup>5</sup>

5 People can teach themselves new skills using the Internet and books, or by taking classes, once they know what's needed in their industry or profession. Find out by reading trade journals, networking, and asking people who do the hiring. "There are a lot of people with bachelor's degrees who are in their 30s and 40s who are enrolled in community colleges," says Carl Schramm, CEO of the nonprofit Kauffman Foundation.<sup>6</sup> "It doesn't need to be getting a new degree. It could be computer skills."





6 Since many companies have cut back on in-house training, even people with stable jobs seek out mentors and take leadership development courses.<sup>7</sup> You should also get used to the idea that learning new skills is anything but a temporary assignment. Your competitors are doing it. That new knowledge just might turn out to be your strongest asset. (487 words)

## Words & Expressions

|  |   |
|--|---|
| recession /rɪ'seʃən/ <i>n.</i>                   | 衰退; 不景气   |
| erase /ɪ'reɪz/ <i>v.</i>                         | <i>to remove all traces of something</i> 消除; 抹去                                 |
| devalue /,di:'vælju:/ <i>v.</i>                  | <i>to give a lower value to something</i> 贬值; 减值                                |
| stingy /'stɪndʒɪ/ <i>a.</i>                      | <i>spending, using or giving unwillingly; mean</i> 吝啬的; 缺乏的                     |
| practitioner /præk'tɪʃənə(r)/ <i>n.</i>          | 从业者; 开业者  |
| upgrade /ʌpɡreɪd/ <i>v.</i>                      | <i>to raise sb./sth. to a higher grade or rank</i> 使升级; 提升                      |
| insulation /,ɪnsju'leɪʃən/ <i>n.</i>             | 绝热; 绝缘; 隔离  |
| caution /'kɔ:ʃən/ <i>v.</i>                      | <i>to warn (sb.) to be careful</i> 警告; 劝……小心                                    |
| transferable /træns'fɜ:rəbl/ <i>a.</i>           | 可转移的; 可转换的; 可传递的  |
| consult /kən'sʌlt/ <i>v.</i>                     | <i>to go to (a person, book, etc.) for information, advice, etc.</i> 咨询; 商议; 请教 |
| innovative /ɪnəʊveɪtɪv/ <i>a.</i>                | 创新的, 革新的  |
| shortage /'ʃɔ:tɪdʒ/ <i>n.</i>                    | 不足, 缺乏  |
| electrician /,ɪlek'trɪʃən/ <i>n.</i>             | 电工; 电学家   |
| rep /rep/ <i>n.</i>                              | (=representative) 代表  |
| sector /'sektə(r)/ <i>n.</i>                     | 部分; 部门; 地区  |
| specialty /'speʃəltɪ/ <i>n.</i>                  | 专业  |
| multidisciplinary /,mʌltɪ'dɪsɪplɪnəri/ <i>a.</i> | 多学科的  |
| enroll /ɪn'rəʊl/ <i>v.</i>                       | <i>to become or make (sb.) a member of (sth.)</i> 登记; 招收; 使入学; 参加               |
| foundation /faʊn'deɪʃən/ <i>n.</i>               | 基金, 基金会; 基础   |
| stable /'steɪbl/ <i>a.</i>                       | 稳定的   |
| mentor /'mentɔ:(r)/ <i>n.</i>                    | 导师  |
| spring up  | 出现  |
| branch out                                       | 扩展(业务)  |
| seek out   | 寻找  |