



“十二五”职业教育规划教材



“复旦卓越”高职高专公共英语教材

Forward English

for Practical Purposes

Forward English

Amplify practice to apply and reinforce listening and speaking
Intensive training in reading comprehension ability
Strategies to 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
教学参考书

(第2版)

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前言

《前景实用英语》系列教材自 2012 年面世以来,以其根植于职业教育教学改革与实践的实用性受到了广大职业院校的高度肯定。然而,随着时间的推移,职业教育日新月异的发展变化对本系列教材也提出了新的要求,教材部分内容与形式都亟待调整。为了顺应职业英语教学的最新形势,编写团队与复旦大学出版社紧密配合,在充分调研教材用户反馈的基础上,结合职业教育改革的最新动向,对系列教材的第 1 版进行了大量修订,现推出《前景实用英语(第 2 版)》系列教材。

一、修订原则

1. 突破原版,扬弃创新

本次修订并非一般意义上对第 1 版内容与形式的更新,而是涉及教学思路的转变与升华,因此可视为在原版基础上的再创新。

2. 语言技能与职业素养并重

作为职业教育英语教材,本次修订仍然坚持语言技能与职业素养并重的英语教学指导思想,继续沿用先基础后职业的阶梯式布局,兼顾英语基本技能的训练与职业素养的提升。

第一册“身在校园”关注职业教育学生的校园生活;

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,学习者的角色是在校学生;

第三册“初涉职场”则以职业教育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。

本系列教材第2版基本沿用上述分册布局,但也对具体单元进行了一定程度的调整和优化,增强了单元主题的灵活性,避免过于机械和形式主义。

3. 语言教材凸显教育功能

第2版继续发扬第1版对知识、文化和素质的融合,通过单元主题调整和体例优化,强化教材的教育教学功能,避免陷入“为英语而英语”的误区。

4. 降低教材语言难度

鉴于职业教育公共英语教学的现实,本次修订大力压缩课文篇幅,同时减少生词量和简化句型,以切实增强教材的教学操作性。

二、体例设计

本系列教材第1版按照学生认知和情感发展线索,结合职业教育公共英语教学规律,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。本次修订继续发扬原有的特色,但也对其内容与形式均进行了扬弃。

1. 拓展八大主题

第1版设定了 Education, Food, Knowledge and Skills, Sports, Digital Age, Environment, Fashion and Beauty, Career 八大单元主题,并在三个分册中按照深度和广度进行了逐级强化,其布局模式具有螺旋式上升的特点。然而,在实际教学中,这种布局一方面对教与学双方的配合度提出了较高要求,另一方面也可能在一定程度上限制教材主题的范围。有鉴于此,为了更好地满足职业教育教学一线的具体需求,紧跟职业教育英语教学发展的步伐,本次修订在保留主要单元主题的同时,勇于打破原有的格局,对部分单元主题进行了调整,拓宽了主题范围,增强了课文选材的时效性和趣味性。

2. 增加趣味性视频导入环节

本次修订在单元第一部分的导入模块中将原有的听说环节替换为趣味性更强的视频导入,所选用视频均来自富有时代特色、学生喜闻乐见的英语影视作品,可极大地调动学生对单元学习的兴趣,丰富教学手段,拓展文化背景。

3. 增设文化背景模块

对于职业教育英语教学而言,文化背景对于丰富知识结构和活跃课堂气氛无疑都有事半功倍的效果,因此,本次修订除了继续在课文选材上重视文化背景知识的含量之外,还在单元内部专辟文化沙龙模块,加大对单元相关知识的拓展力度,以求满足职业教育英语教学一线的实际需求。

4. 强化了考级辅导

教学测试是任何教学必不可少的重要环节,应试教育虽然有诸多弊病,但在职业教育目前并无多少替代性测试方案的现实条件下,教学改革也不必矫枉过正,因为避免陷入应试教育的窠臼而对必要的测试环节谈虎色变。基于这种思路,本次修订在练习册中增设了A、B级考试题型,大力强化了对相关考试的辅导准备,在一定程度上拓宽了本系列教材的实际应用范围。

三、教材应用

本系列教材的设计体现了职业教育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,因第一册和第二册内容均为基础英语,第三册为职业英语,而且第一、二册与第三册在词汇跨度上并不大,因此,各院校根据本校公共英语教学时数和生源,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,体现了当前职业教育公共英语方兴未艾的职业英语改革方向。当然,在生源基础相对薄弱的院校,也可采用“1+2”的组合模式,着力强化学生的英语基础知识与技能。而对于英语课时量较大的学校,则可采用全四册教材。另外,单元内部模块是按照“听说领先”的教学模式来做安排的,强调职业教育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纲要循序渐进的安排,引导其逐步掌握英语语言基本用法,了解中西文化差异,提升其职业素养;其次,本系列教材抛弃了使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

随着职业教育英语教育改革的深入,数字化教学平台成为职业教育的必备条件,既可拓展教学空间,又可增强教学互动,同时还为校企合作提供了一个联系的纽带。

因此,随着本系列教材的出版,还相应推出了配套的高等职业教育数字化教学平台,供学生自主学习使用。

1. 自主学习模块:本系列教材所有纸质教材都转化为数字材料,放置于教学平台之上,学生可自主选用。

2. 教学辅助模块:包括教学参考书的 PPT 文稿、电子教案文档、教学观摩视频、教学语料库资源,以及其他教师制作的教学资料,供教师分享。

3. 教学评价模块:包含学习监督、教学测评、师生互动等栏目。

4. 教学互动模块:使用本系列教材的教师可在此平台上相互沟通教学经验和分享教学资源;全国的学生也可在此平台上交友,交换学习心得。

5. 校企互动模块:教师和企业可在此就高等职业教育相关话题进行交流,学生也可参与其中。

《前景实用英语(第2版)》系列教材的推出是在第1版的基础上,继续坚持英语基础训练与职业英语应用兼顾的指导思想,对我国各地职业教育公共英语改革的最新成果兼容并蓄和融会贯通。当然,限于水平,本次修订仍然可能存在各种偏颇与差错,请广大师生不吝指正。在编写过程中,广大职业院校用户就第1版教材的使用提出了宝贵的反馈意见,复旦大学出版社在修订的组织和编辑排版设计上投入了大量辛勤的劳动,在此深表感谢!

《前景实用英语》系列教材修订小组

使用说明

《前景实用英语(第2版)》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三个部分,预计需8学时完成。各院校按照自身的实际课时量和学生基础,有选择性地使用教材内容。每单元第一部分 Part A 是主课文模块(预计4学时),其导入部分有看图说话、看视频以及扩展讨论三个循序渐进的任务,内容已初步涉及主课文的一些关键词和内容要点,视频导入内容的生词可能超出课文范围和学生词汇量,但其直观性可极大地对此进行弥补,而其趣味性相较于一般的听说更强,可更好地激发学生对主课文学习的兴趣;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和相关的扩展讨论,该部分内容是对主课文内容的深化和拓展;第三部分 Part C 为补充学习模块,除原有的 Phonetics, Grammar, Functions and Notions, Writing, Workshop 模块之外,还增设了 Culture Saloon 子模块,以便进一步提高学生的文化意识,增强语言的应用能力。

《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”的现象,提高了听说教学在职业教育公共英语教学中的可操作性,并强调教师在以学生为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“左学右教”。本次修订保留了原版的体例设计,以通俗和精炼的语言编写教学指导,配套的 PPT 教学课件在功能设计上充分考虑教师演示的实际需求,力求突出易用性,其内容除覆盖《教学参考书》纸质材料外,还另外补充一定的参考例句,可有效地减轻教师的备课压力。同时, PPT 课件自身具有开放性特点,保留了教师自主修改课件的空间。

三、《自主练习》

《自主练习》分为复习 (Review) 和拓展练习 (Extended Exercises) 两大部分。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于写作教学中常见的“free writing”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,该模块有利于职业教育学生形成一定的自主学习习惯。本次修订对拓展模块进行了大幅度的扩充,增加了对应于“高等学校英语应用能力考试(A、B级)”的题型,尤其强化了阅读、听力和翻译等专项训练。

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UNIT 1

Idols and Heroes

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. singer, actor, director
2. concert, photos, signature
3. attractive, talented, role model

1. *Who are the celebrities in the pictures?*
2. *What are they doing?*
3. *Why do you think they are so popular?*



 **Task 2** Watch the video clip and decide whether the following statements are true (T) or false (F).

- () 1. Both Sara and Jessica are the original members of Christopher's fan club.
- () 2. Christopher will pick them up at the airport.
- () 3. Christopher got six Music Association Awards.



Sara



Jessica

Part A



Lead-in

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

设计思路

- 给出一些相关图片供学生讨论,导入“偶像”这个话题。

参考教法

- 教师可以在PPT上展示一些名人的图片让学生辨认,鼓励他们分析图片中粉丝追星的原因,并在后面的练习中尝试描述自己所崇拜的人。对于有一定基础的学生,教师可以介绍一些描述人物外貌以及性格的词汇。
- 提示词汇
外貌: beautiful, pretty, lovely, gorgeous, charming, stunning, attractive, good-looking, cute, hot, thin, slim, long lashes, puppy-dog eyes, glowing eyes, watery eyes, double eyelids, etc.
性格: rational, logical, selfless, responsible, faithful, frank, realistic, honest, just, capable, brilliant, diplomatic, aggressive, ambitious, careful, supportive, virtuous, modest, confident, open-minded, sociable, etc.

Suggested Answers:

1. Who are the celebrities in the pictures?

They are Michael Jackson, Taylor Swift and Andy Serkis.

2. What are they doing?

In the first picture, Michael Jackson is having a concert. In the second picture, Taylor Swift is taking photos with her fans. In the third picture, Andy Serkis is giving his autographs to his fans.

3. Why do you think they are so popular?

They are popular because they are charming and talented.

Task 2 Watch the video clip and decide whether the following statements are true (T) or false (F).

Keys:

1. F 2. F 3. T 4. F 5. F

- () 4. Sara and Jessica are living in Los Angeles, while Christopher is living in Michigan.
- () 5. Sara is going to have her daily meeting with Christopher's managers.



Christopher

Task 3 Discuss the following questions.

1. Why do you think the girls like Christopher so much?
(Cues: appearance, talent, handsome)
2. Do you have an idol or a role model? Who is he/she?
(Cues: famous for, charming, persistent, brave)

Text A

Stuart Scott¹ Was My Idol²

1 Growing up in Louisiana, we didn't always have cable. Having every channel available wasn't much of a priority for my mother since they had to raise three kids. I can remember being 14 years old when we did get it, turning on the television and seeing the man who would become my idol. He was smart, quick-witted, and he looked like me. There had been black anchors and contributors on TV — Bryant Gumbel³ and James Brown⁴ come to mind — but they never referenced anything that was a part of my life. This guy wasn't just the best; he was speaking to us, and he didn't seem to care about the consequences of being himself.

2 On Sunday morning, more than two decades later, I woke up and opened Twitter to discover the news much of America had already learned. Stuart Scott, 49, died of cancer in Connecticut. I texted my wife with the news, and she reminded me of something I'd told her years ago — I picked my college major because of Stuart Scott. In the whirlwind of freshman year at LSU, it seemed nearly every football player was majoring in kinesiology. I sat in the counseling office and

Task 3 Discuss the following questions.

Suggested Answers:

1. Why do you think the girls like Christopher so much?

They like Christopher because he is handsome and talented at singing.

2. Do you have an idol or a role model? Who is he/she?

Yes, I have. My idol is Sun Yang, one of the most famous Chinese athletes. He broke the world record in the 1,500-meter freestyle at the 2011 World Championships. At the 2012 Summer Olympics, he won the 400-meter and 1,500-meter freestyle, becoming the first Chinese man ever to win an Olympic gold medal in swimming.

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Language and Cultural Points in the Text

Paragraph 1

- ◆ **priority**: *n. status established in order of importance or urgency*

e.g. The development of the national economy is a top priority.

发展国民经济是最优先要考虑的事。

Being a parent is her first priority.

做好母亲是她的头等大事。

The government's priority is to build more power plants.

政府的首要任务是建造更多的发电站。

- ◆ **quick-witted**: *a. intelligent and good at thinking quickly*

e.g. He is a smart and quick-witted man.

他是个聪明机智的人。

The audience was attracted by the quick-witted speaker.

观众被这位机智的演讲者吸引了。

- ◆ **reference**: *v. to mention sth./sb. in speech or writing*

e.g. The book references many other authors who have written on this topic.

这本书提到了很多其他写过这个话题的作者。

The movie references a novel with the same name.

这部电影参照了一部同名小说。

Paragraph 2

- ◆ **die of**: *to die because of disease or sadness*

e.g. People are dying of cancer more and more often.

死于癌症的人越来越多了。

The poor mother died of grief after losing her son.

失去儿子后,这位可怜的母亲因悲伤过度而辞世。

- ◆ **text**: *v. to send sb. a message on a mobile phone*

e.g. He texted me before leaving.

走之前他给我发了条短信。

Don't text while you are driving.

开车时不要发短信。

- ◆ **remind ... of**: *to make sb. remember sth.*

e.g. Will you remind me of the meeting tomorrow?

明天请提醒我开会好吗?

The photo reminds me of my college life.

这张照片让我想起了我的大学生活。

- ◆ **major in**: *to study as the chief subject*

e.g. He is majoring in business English.

他主修商务英语。

What did you major in at college?

你大学学的是什么专业?



figured I would too, just because it seemed like the thing to do. I sat down with Tommy Karam, then an academic advisor for football players, and he asked a question I'd never considered. "If you could be anyone outside of football,

who would it be?"

3 That's easy. "Stuart Scott."

4 So I majored in mass communications, and I spent most of my time off the football field trying to be Stu. I took journalism classes and television production classes, always volunteering to appear on camera. I tried to replicate his ease and flair, but found it impossible when discussing news topics or the weather. I felt like a phony, like I was trying to be someone I'm not. I came away thinking, "There's no way in the world I'm ever going to do this job as well as him."

5 Scott's act was so groundbreaking. Whenever a young anchor shows up with a new, hip way of doing things, they're compared to Scott. In that sense, he was the Michael Jordan⁵ of his industry. No matter what Kobe⁶ or LeBron⁷ do, we've already seen some form of it in Michael Jordan. Everyone else is a knockoff.

New Words & Expressions

idol /'aɪdəl/ <i>n.</i>	<i>a person or thing that is loved and admired very much</i> 偶像; 受到热爱和崇拜的人(或物)
cable /'keɪbl/ <i>n.</i>	有线电视; 电缆; 电报
priority /praɪ'brɪtɪ/ <i>n.</i>	优先考虑的事; 优先(权)
quick-witted /kwɪk'wɪtɪd/ <i>a.</i>	<i>intelligent and good at thinking quickly</i> 机智的; 机敏的
anchor /'æŋkə(r)/ <i>n.</i>	<i>a television reporter who coordinates a broadcast to which several correspondents contribute</i> 节目主持人