

# Forward

## English

for Practical Purposes

Forward English  
Sample practice to apply and reinforce listening and speaking  
In-depth 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

### 自主练习 ②



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# 《前景实用英语自主练习 2》

## 编写组成员

总 主 编 徐小贞

副总主编 邹渝刚

本册主编 周玉林 梁志芳

编 者 蔚 兰 程达军 苏文秀 刘建珠 李琴美

朱立立

策 划 黄昌朝

责任编辑 于文雍

# 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/latest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》、《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、《自主练习》

《自主练习》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。

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# 1

# Lifelong Learning



## I Review

**Task 1** Write from memory any words or expressions related to the topic of lifelong learning. Then group them up following the examples. Use a separate piece of paper if the space is not enough.

Grouping by part of speech (词性)

Verbs: upgrade

Adjectives: lifelong

...

Grouping by associations (意义联想)

Learning: diploma

Skill sets: specialty

...

**Task 2** Make sentences with the following words or expressions.

1. erase: \_\_\_\_\_

2. devalue: \_\_\_\_\_

- 3. upgrade: \_\_\_\_\_
- 4. caution: \_\_\_\_\_
- 5. seek out: \_\_\_\_\_

**Task 3** Complete the summary of Text A by filling in the blanks with the proper words or expressions chosen from those given below.

high-tech, taking, lifelong learning, diploma, skill set,  
temporary, targeting, branch out

Receiving education and getting a \_\_\_\_\_ isn't the whole solution to unemployment. People need to involve themselves in \_\_\_\_\_, because technologies change very fast. \_\_\_\_\_ changes in the economy and the promising jobs is one way to focus their learning strategy, but they shouldn't focus only on those \_\_\_\_\_ jobs. They can make efforts and \_\_\_\_\_ beyond their specialty so as to master multiple \_\_\_\_\_ which most employers want. To that end, people can teach themselves new skills using the Internet and books, or by \_\_\_\_\_ classes. Plus, they should know that learning new skills is not a \_\_\_\_\_ but a permanent thing to do in their life.

**Task 4** Translate the following sentences into Chinese.

- 1. If there's ever been doubt about the value of education, the recession erased it.  
\_\_\_\_\_
- 2. Employers, meanwhile, have become stingier about training workers. People have to look out for their multiple skill set.  
\_\_\_\_\_
- 3. But experts caution against investing too much time or money in technical learning that's not transferable.  
\_\_\_\_\_
- 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.

5. You should also get used to the idea that learning new skills is anything but a temporary assignment.



## II Extended Exercises

**Task 1** Complete each sentence with the proper form of the word given in the brackets.

- The government is taking all measures to ensure that markets are flourishing and prices are \_\_\_\_\_ (stability).
- As the new president, she showed strong \_\_\_\_\_ (lead) during her first term in office.
- I like your institute but I do not want to \_\_\_\_\_ (enrollment) myself in it.
- In the developed countries, there's a great \_\_\_\_\_ (short) of labor force.
- The elephant is the largest land animal in \_\_\_\_\_ (exist).
- We still have a lot to do to preserve the world's species, resources and the beautiful \_\_\_\_\_ (diverse) of nature.
- She received \_\_\_\_\_ (recognize) from her boss for her many achievements.
- The discovery of gold in the valleys will \_\_\_\_\_ (rich) the poor mountain area.
- All workers need to accept necessary \_\_\_\_\_ (vocation) training before they go to work.
- If you want to improve your English, you must first find a \_\_\_\_\_ (competence) teacher.

**Task 2** Choose the right answer from the four choices marked A, B, C and D.

- \_\_\_\_\_ is well known to all, too much stress may lead to disease.  
A. It                      B. That                      C. Which                      D. As
- I have a lot of friends, most of \_\_\_\_\_ now work in Shenzhen.  
A. whose                      B. whom                      C. of they                      D. which
- Kevin passed the interview of this famous company, \_\_\_\_\_ surprised everybody in the class.  
A. which                      B. that                      C. this                      D. it



4. Do you still remember the village \_\_\_\_\_ we visited three months ago.  
A. where                      B. that                      C. in which                      D. what
5. Can you tell me something about the man \_\_\_\_\_ daughter studies in Beijing University?  
A. who                      B. which                      C. that                      D. whose
6. The new university will employ 100 professors, \_\_\_\_\_ up to half will be from overseas.  
A. of whom                      B. for whom                      C. in which                      D. with which
7. This is the most interesting movie \_\_\_\_\_ has been produced in recent years.  
A. which                      B. that                      C. what                      D. it
8. The villagers and their belongings \_\_\_\_\_ were in the building on fire were all saved by the firefighters.  
A. which                      B. that                      C. what                      D. they
9. I can never forget the days \_\_\_\_\_ we spent in the countryside.  
A. when                      B. what                      C. that                      D. during
10. We move to a new apartment in the suburbs \_\_\_\_\_ we can go fishing conveniently.  
A. where                      B. that                      C. which                      D. it

## Task 3 Read the passages and choose the best answer for each question.

### Passage 1

A knowledge-based economy relies primarily on the use of ideas rather than physical abilities and on the application of technology rather than the transformation of raw materials or the exploitation of cheap labor.

Knowledge is being developed and applied in new ways. Product cycles are shorter and the need for innovation greater. Trade is expanding worldwide, increasing competitive demands on producers.

The global knowledge economy is transforming the demands of the labor market throughout the world. It is also placing new demands on citizens, who need more skills and knowledge to be able to function in their day-to-day lives.

Equipping people to deal with these demands requires a new model of education and training, a model of lifelong learning. A lifelong learning framework encompasses learning throughout the lifecycle, from early childhood through retirement. It encompasses formal learning (schools, training

institutions, universities); nonformal learning (structured on-the-job training); and informal learning (skills learned from family members or people in the community). It allows people to access learning opportunities as they need them rather than because they have reached a certain age.

Lifelong learning is crucial to preparing workers to compete in the global economy. But it is important for other reasons as well. By improving people's ability to function as members of their communities, education and training increase social cohesion, reduce crime, and improve income distribution.

Developing countries and countries with transition economies risk being further marginalized in a competitive global knowledge economy because their education and training systems are not equipping learners with the skills they need. To respond to the problem, policymakers need to make fundamental changes. They need to replace the information-based, teacher-directed rote learning provided within a formal education system governed by directives with a new type of learning that emphasizes creating, applying, analyzing, and synthesizing knowledge and engaging in collaborative learning throughout the lifespan.

1. What is required to equip people to deal with a knowledge-based economy?
  - A. Physical abilities.
  - B. The transformation of raw materials.
  - C. The exploitation of cheap labor.
  - D. A model of lifelong learning.
2. What does "crucial" (Line 1, Para. 5) mean?
  - A. Of extreme importance.
  - B. Error-correcting.
  - C. Careful evaluation.
  - D. Currently happening.
3. According to the passage, which of the following is NOT included in the three forms of lifelong learning?
 

A. Formal learning.	B. Learning abroad.
C. Nonformal learning.	D. Informal learning.
4. What should developing countries do in the global knowledge economy?
  - A. Increase social cohesion.
  - B. Reduce crime.
  - C. Improve income distribution.

- D. Replace their out-of-date learning provided within a formal education system with lifelong learning.
5. Which is the best title for the passage?
- A. Lifelong Learning Challenges for Developed Countries
- B. What Is Lifelong Learning?
- C. Lifelong Learning in the Global Knowledge Economy
- D. How to Develop Global Knowledge Economy?

## Passage 2

I am Gary S. Stager, a teacher educator and the executive director of the Constructivist Consortium. I have taught online for more than 15 years and has spent the last three decades helping schools worldwide embrace the creative potential of computing.

I reject the assumption that adolescents are easily distracted. Given the right project, topic and environment, young people have a remarkable capacity for intensity. Inherent in the question “Is online learning the best way to teach adolescents?” lies a major problem facing education today.

Online learning could supplement classroom instruction, offer experiences otherwise impossible and break down barriers of geography, wealth or culture.

Information access represents the tiniest fraction of what it means to be educated. As long as education is viewed as the acquisition of information, most often transmitted by a teacher or pulled from the Web, then efforts to drive down costs, cut programs, layoff teachers and privatize schools seem viable.

Sadly, many online classes are Web-based correspondence courses where students complete worksheets and take tests. The offerings and content mirror traditional curriculums. Despite the Web’s abundance of primary source materials and distributed expertise, too many online courses stick to a “just the facts m’am” approach. Kids reluctant to ask for help don’t receive it and the computer’s ability to time and mark simple tasks is abused.

My colleagues and I have demonstrated that online environments focused on collaboration (合作) and action, rather than reading and test-taking, can be more social, creative, substantial and personally meaningful than traditional classes. Learning is no longer bound by artificial schedules, random teacher assignments or age segregation. Students feel more connected than in “school” where talking is the No. 1 infraction and teacher access is severely curtailed (缩减). When work is public, peers learn from