

普通高等教育“十一五”国家级规划教材

# Forward

## English

for Practical Purposes

Forward English  
through practice to apply and reinforce listening and speaking  
strategies to improve reading comprehension ability  
practical writing

# 前景大学英语

徐小贞 ◆ 总主编

邹渝刚 ◆ 副总主编

综合教程 1



复旦大学出版社  
www.fudanpress.com

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# 《前景大学英语综合教程 1》

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# 前 言

《前景大学英语》系列教材是复旦大学出版社与众多重点大学外语教师最新合作成果。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大学英语教学改革。因此,本系列教材从选材到体例均融入了大学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《大学英语课程教学要求》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

本系列教材根据目前大学生源的现实,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”关注大学生的校园生活;

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”则以大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;

第四册以提高学生实际应用英语的能力为重点,并突出强调学生的四、六级考试能力。

### 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四、六级考试、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) 使大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) 培养大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,学生逐步提高语言应用能力和应试能力,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,结合大学公共英语教学规律,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大学生的调查数据,并按照大学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大学生的自主选择,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四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 可扩展至 Entertainment, Knowledge and Skills 可扩展至 Education 等,从而实际上使选题覆盖了大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大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;第四册提高学生实际应用英语的能力和应

试能力。由此,四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,有利于基础较差的大学生集中精力,有的放矢,符合大学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大学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,单元内部模块是按照“听说领先”的教学模式来安排的,强调大学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《自主学习》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、大学英语教育数字化教学辅助平台

随着教育部对大学英语教育改革的深入,尤其是增加听说教学的份量,并强调教学网络平台的重要性,数字化教学平台将成为大学英语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《前景大学英语》系列教材的基础上,我们推出了全新的大学英语教育数字化教学辅助平台,主要包括以下几个模块:

1. 自主学习模块:《前景大学英语》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《前景大学英语》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。

《前景大学英语》系列教材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!

《前景大学英语》系列教材编写组



# 使用说明

《前景大学英语》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,提高了听说教学在大学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)和拓展训练(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,该模块有利于大学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。

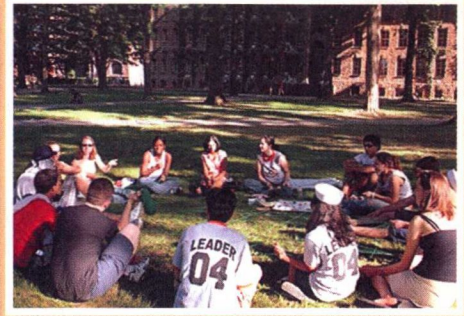
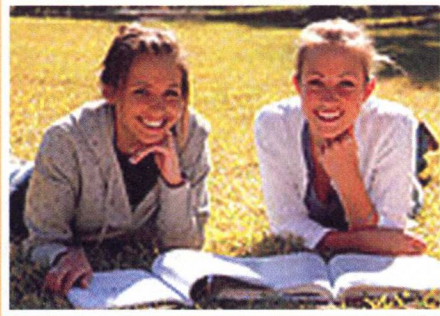
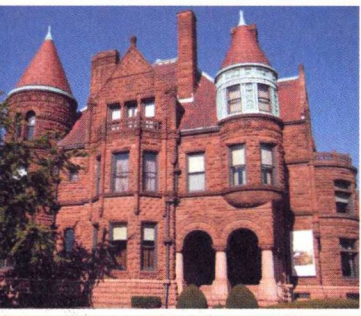
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# 1 College



## Proverbs and Quotations

College is like a fountain of knowledge — and the students are there to drink.

大学犹如知识的喷泉，学生们到那里汲取知识。

The important thing is the educational experience itself — how to survive it. [ Am. ] Donald Barthelme

重要的是受教育的经历本身——如何成功度过这段经历。

[ 美 ] 唐纳德·巴塞尔姆

**Part A**



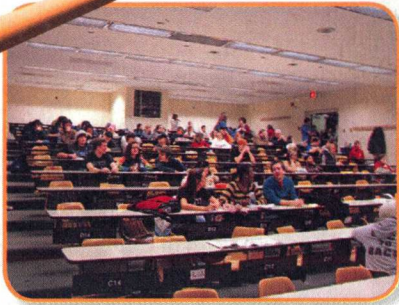
**Lead-in**

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

**Cues:**

1. students, classmates, sports friends
2. classroom, football field, library, listening, playing, looking for
3. very much so, not at all

1. Who are the people in each picture? What's their relationship?
2. Where are they? What are they doing?
3. Do you think they enjoy what they are doing now?



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

**Dialogue 1**

- A. Good morning. Is ..... ?
- B. No, you can take it.
- A. Thanks. Uh...Are you also a ..... student?
- B. No. I'm in my second year. Call me Anson.
- A. Oh, I'm Blair. Good to meet you, Anson. Well, I feel a little ..... about...uh...about this course.
- B. .... ?
- A. I was told that this course is hard for freshmen.

B. Don't worry. Professor Johnson is quite a funny guy and really smart.

You'll ..... while learning.

A. That's great!

### Dialogue 2

A. Hello, you seem ..... Anything I can do for you?

B. Yes, I'm a freshman, and I'm looking for ....., but there are so many buildings here and I've forgotten which one...

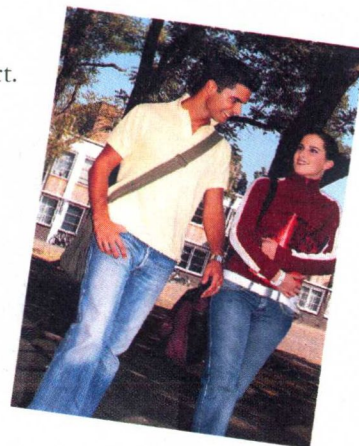
A. Okay, okay...take it easy. You can follow me. I'm ..... there.

B. Thanks. You know, this is the first day of class, I don't wanna be late.

A. I understand. The campus is too large, and many freshmen ..... it, me included a year ago.

B. Really? I guess I need a map...

A. Well, it just .....



### Task 3 Discuss the following questions.

1. What did you do in the first week at college?

( **Cues:** meet someone; explore the campus )

2. What differences are there between college life and high school life?

( **Cues:** free time; pressure; not the same as )

## The Freshman Experience: College Is Not Summer Camp

By Kristine Wellesley

<sup>1</sup> The first week of college is summer camp. The second is back to reality.<sup>1</sup> When I arrived on campus a little over a week ago, I never imagined

Text A





going from name games to essays in a blink.<sup>2</sup>

2 My college has a week of orientation, so it never really felt like school until I walked into Geology on Tuesday morning.<sup>3</sup> Before that, I had been watching movies with other freshmen, exploring — well, really getting lost in the campus, and trying every imaginable ice cream combination at the dining halls.

3 From the moment I walked into my class, I realized I can't just watch movies and eat ice cream for the next four years. Buying textbooks before the class was its own problem — really, if a book is used, shouldn't it be dirt cheap, not just a fraction less expensive than the new version? — but being in a room filled with strangers, most not naïve first years like me, was quite frightening.<sup>4</sup>

4 In high school, the first day was one of my favorites. Sure, I hated knowing I had a year of work ahead of me, but I loved seeing old friends, catching up on summer gossip. Here, I sat down and immediately started taking notes. What part of this lecture was important enough to write down? Who was the person sitting next to me? Was I allowed to raise my hand to ask a question?

5 And then came<sup>5</sup> the terrible syllabus, something I've never used before. So now I have four separate syllabuses from my classes, all confirming that I will be piled down with reading and papers for the next few months. Not only is it overwhelming, but it's making me feel hopeless to even consider joining clubs or having a little social life in college while keeping up with work. Sure, I worked hard for the last four years. But that was nothing.

6 What really scares me is I just don't know what to expect. One professor told me to call him by his first name, but I've heard that another thinks "Hi Professor \_\_\_\_\_" in an email is too informal. Upperclassmen have told me that some professors expect students to drop by during office hours, while others think it's a nuisance. How am I supposed to know what is expected from me?

7 From new subject matter to new academic expectations to new professors, I am overwhelmed. When I look at my messy dorm room and list of homework on my agenda, I still can't believe I've been here for less than two weeks. And I can't help but partly wish I were back at camp, not college.

(448 words)



## Words &amp; Expressions

|                                                |                                                                                                               |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>imagine</b> /ɪ'mædʒɪn/ <i>v.</i>            | <i>to form a picture in your mind of what something might be</i> 想象; 设想                                       |
| <b>blink</b> /blɪŋk/ <i>n.</i>                 | <i>(usually singular) the act of shutting and opening your eyes very quickly</i> 眨眼睛; 一眨眼的时间                  |
| <b>orientation</b> /ɔ:riən'teɪʃən/ <i>n.</i>   | <i>training or information that you are given before starting a new job, course, etc.</i> 迎新情况介绍              |
| <b>imaginable</b> /ɪ'mædʒɪnəbl/ <i>a.</i>      | 可想象得到的                                                                                                        |
| <b>combination</b> /,kɒmbɪ'neɪʃən/ <i>n.</i>   | 混合; 组合; 结合                                                                                                    |
| <b>fraction</b> /'frækʃən/ <i>n.</i>           | 一小部分                                                                                                          |
| <b>version</b> /'vɜ:ʃən/ <i>n.</i>             | 版本                                                                                                            |
| <b>naïve</b> /nɑ:'i:v/ <i>a.</i>               | 天真的; 幼稚的                                                                                                      |
| <b>gossip</b> /'gɒsɪp/ <i>n.</i>               | <i>informal talk or stories about other people's private lives, that may be unkind or not true</i> 流言蜚语; 小道消息 |
| <b>syllabus</b> /'sɪləbəs/ <i>n.</i>           | 教学大纲; 课程大纲                                                                                                    |
| <b>confirm</b> /kən'fɜ:m/ <i>v.</i>            | <i>to state or show that something is true or correct, especially by providing more evidence</i> 证实; 进一步确定    |
| <b>scare</b> /skeə(r)/ <i>v.</i>               | <i>to frighten somebody</i> 吓; 使惊恐                                                                            |
| <b>upperclassmen</b> /'ʌpə'kla:smən/ <i>n.</i> | 〈美〉(大学或中学的)高年级生(指三、四年级学生)                                                                                     |
| <b>nuisance</b> /'nju:səns/ <i>n.</i>          | 讨厌的东西(或状况、行为等); 恼人的事情                                                                                         |
| <b>academic</b> /,ækə'demɪk/ <i>a.</i>         | 学业的; 教学的; 学术的                                                                                                 |
| <b>overwhelm</b> /,əʊvə'hwelɪm/ <i>v.</i>      | <i>to defeat somebody completely</i> 压倒; 击败; 毁坏                                                               |
| <b>agenda</b> /ə'dʒendə/ <i>n.</i>             | 日常工作事项; 议事日程                                                                                                  |
| <b>summer camp</b>                             | 夏令营                                                                                                           |
| <b>dirt cheap</b>                              | 非常便宜                                                                                                          |
| <b>catch up on</b>                             | <i>to find out about things that have happened</i> (事后)得到关于……的消息                                              |
| <b>be piled down with</b>                      | 负担                                                                                                            |
| <b>drop by</b>                                 | <i>to pay an informal visit to a person or a place</i> 顺便(或偶然)访问                                              |