

# 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

## 前景大学英语

徐小贞 ◆ 总主编

综合教程 ④

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## 综合教程 4



復旦大學出版社

www.fudanpress.com

**图书在版编目(CIP)数据**

前景大学英语综合教程.4/徐小贞总主编. —上海:复旦大学出版社,2013.1  
ISBN 978-7-309-09395-7

I. 前… II. 徐… III. 英语-高等学校-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2012)第 291522 号

**前景大学英语综合教程.4**

徐小贞 总主编

责任编辑/罗兰 于文雍

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 14.75 字数 294 千

2013 年 1 月第 1 版第 1 次印刷

ISBN 978-7-309-09395-7/H · 2013

定价:39.00 元

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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。

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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,目前正在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《视听说教程教学参考书》各四册,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、四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、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,每册包括《综合教程》、《教学参考书》、《自主学习》、《视听说教程》和《视听说教程教学参考书》五本书,其具体内容、结构及使用方法如下:

## 一、《综合教程》

《综合教程》每册包含八个单元。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;第四册的第三部分 Part C 为补充学习模块,安排有 Business Etiquette, Workplace Toolkit, 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。

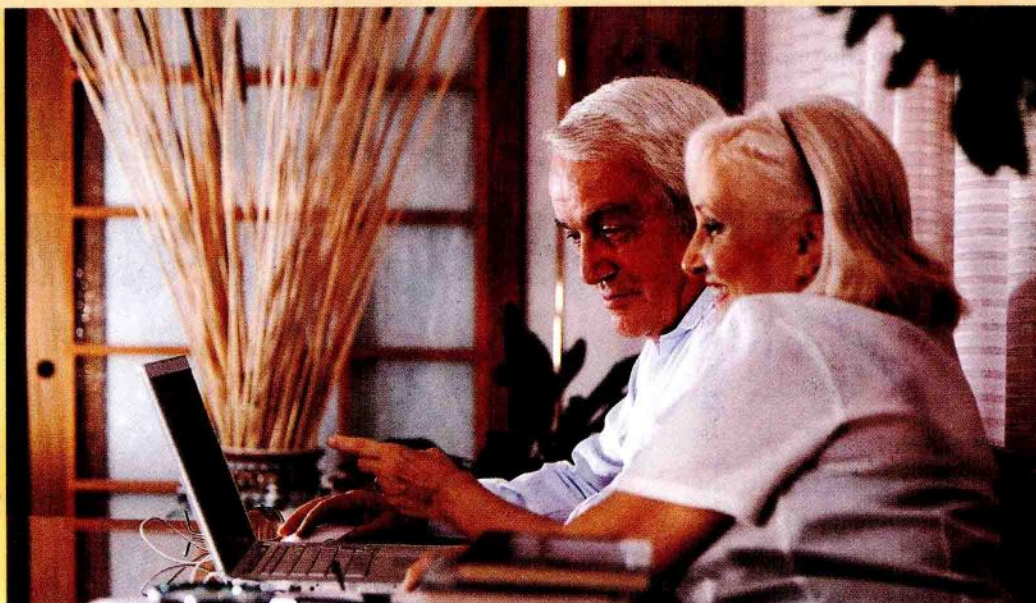
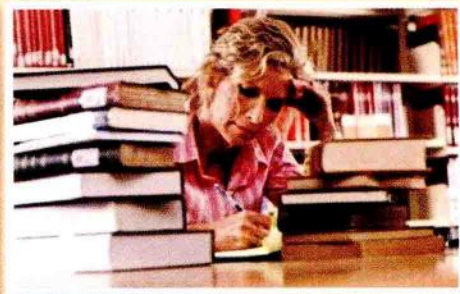
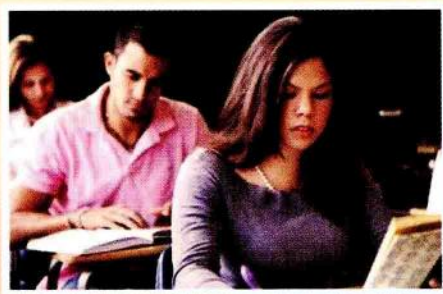
# Contents

Unit Theme	Part A		Part B		Business Etiquette
	Lead-in	Text A	Lead-in	Text B	
1 Passion for Learning Page 1	Growing Older or Growing Up		University on the Bookshelf		Basics of Business Etiquette
2 The Waiter Rule Page 25	CEOs Vouch for the Waiter Rule		A Waiter Rule Story		Business Introduction Etiquette
3 Reflections on Your First Job Page 49	What I Learned from My First Job		A Bad Principal Taught Me a Good Lesson		Handshake Etiquette
4 Sports and Business Page 73	Rowing Teaches Teamwork Lessons		Commercialization of College Sports		Business Dress Etiquette
5 E-era Social Interactions Page 99	The Longest Day		The Effects of Technology on Relationships		Business Card Etiquette
6 Our Mother Earth Page 125	Yes, We Can Support Mother Earth		Effects of Nuclear Power on Public Health and Environment		Business Telephone Etiquette
7 Lifestyles Page 151	A Simple Life Well Lived		Beauty Comes in All Shapes		Business Dining Etiquette
8 Do What You Love Page 177	Do What You Believe Is Great Work		The Shadowland of Dreams		Office Etiquette
Glossary	Page 202				

Part C

Workplace Toolkit	Writing	Workshop
Stress Management	Letter for Establishing Business Relations	On Reading Habits and Skills
Building Trust	Letter of Inquiry	On How to Judge People
Handling Workplace Bullying	Reply to a Letter of Inquiry	On Preparing for and Surviving Your First Job
Negotiation Skills	Business Apology Letter	On Commercialization of Sports
Customer Service	Business Invitation Letter	On the Impacts of Social Media Sites
Active Listening Skills	Business Thank-you Letter	On the Environmental Issues We Face
Effective Problem Solving	Letter of Acknowledgment	On Money and Happiness
Getting Along With Your Boss	Effective Advertisement	On Job-hunting

# 1 Passion for Learning



## Proverbs and Quotations

Develop a passion for learning. If you do, you will never cease to grow.

培育对学习的热情。如能做到，你将永远不会停止成长。

— Anthony J. D'Angelo

——安东尼·J·德安杰洛

In today's knowledge-based economy, what you earn depends on what you learn.

在今天知识型的经济中，你的所得取决于你的所学。

— Bill Clinton

——比尔·克林顿

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. mean, increase in age, physical change, mature mentally, by finding the opportunity in change, require
- 2. motivate, go to college, enjoy most, biggest challenge

- 1. What do you think is the difference between "growing older" and "growing up"?
- 2. If you had a "grandma" student in your class, what would you want to know most about her?



Task 2 Listen to the following dialogue and fill in the blanks.

Rose: Hi, my name is Rose.

Student: Hello. Are you a student here?

Rose: Yes. Are you .....

Student: A bit. Most students here are about my age.

Rose: Although I'm 87 years old, I'm still ..... at heart.

Student: What brings you to school?

Rose: I've always wanted a ..... education.

Student: Why didn't you go before?

Rose: I had a family to take care of, and a ..... to run.

Student: Coming back to school must mean a lot to you.

Rose: Yes. I've dreamed of graduating from college one day, and would ..... it if I never did.

Student: It means that much to you?

Rose: Yes. Most of us elderly people eventually learn the ..... to happiness in life.

Student: And what is that?

Rose: You've got to have a ..... When you lose your dreams, you die.

Student: Are you afraid of death?

Rose: Not really. The only people who ..... death are those with regrets.



**Task 3 Watch the video "Passion for Learning" and answer the following questions.**

1. Among the most successful and wealthy people like Bill Gates and Bill Clinton, what do we find they all have in common?

They all have .....

2. What impact did this passion have on them?

A passion that catapulted [使出其不意地进入(某种状态)] each to ..... or .....

A passion that defined them, molded them, and empowered them to be the people that we all ..... and .....

3. Why is a passion for lifetime learning important for career success?

(Cues: the changing nature of society, require, update knowledge and skills)

.....

**Text A**



**Growing Older or Growing Up**

1 The first day of school our professor introduced himself and challenged us to get to know someone we didn't already know. I stood



## **Growing Old Is Mandatory Growing Up Is Optional**

up to look around when a gentle hand touched my shoulder. I turned around to find a wrinkled, little old lady beaming up at me with a smile that lit up her entire being. She said, "Hi, handsome!" My name is Rose. I'm 87 years old. Can I give you a hug?" I

laughed and enthusiastically responded, "Of course you may!" and she gave me a giant squeeze.

2 "Why are you in college at such a young, innocent age?" I asked. She jokingly replied, "I'm here to meet a rich husband, get married, have a couple of children, and then retire and travel." "No seriously," I asked. I was curious what may have motivated her to be taking on this challenge at her age. "I always dreamed of having a college education and now I'm getting one!"<sup>2</sup> she told me.

3 After class we walked to the student union building and shared a chocolate milkshake. We became instant friends. Every day for the next three months we would leave class together and talk nonstop. I was always fascinated listening to this "time machine" as she shared her wisdom and experience with me.<sup>3</sup> Over the course of the year, Rose became a campus icon and she easily made friends wherever she went. She loved to dress up and she reveled in the attention bestowed upon her from the other students. She was living it up.

4 At the end of the semester we invited Rose to speak at our football banquet. I'll never forget what she taught us. As she began to deliver her prepared speech, she dropped her 3×5 cards on the floor. Frustrated and a little embarrassed she leaned into the microphone and simply said, "I'm sorry I'm so nervous. I gave up beer for Lent<sup>4</sup> and this whiskey is killing me! I'll never get my speech back in order, so let me just tell you what I know." As we laughed, she cleared her throat and began:

5 "We do not stop playing because we are old; we grow old because we stop playing. There are only four secrets to staying young, being happy, and achieving success.<sup>5</sup> You have to laugh and find humor every day. You've got to have a dream. When you lose your dreams, you die. We have so many people walking around who are dead, and they

don't even know it!" she said.

6 "There is a huge difference between growing older and growing up. If you are nineteen years old and lie in bed for one full year and don't do one productive thing, you will turn 20 years old. If I am 87 years old, and stay in bed for a year, and never do anything, I will turn 88. Anybody can grow older. That doesn't take any talent or ability," she added. "The idea is to grow up by always finding the opportunity in change. Have no regrets. The elderly usually don't have regrets for what we did, but rather for things we did not do. The only people who fear death are those with regrets."

7 She concluded her speech by courageously singing "The Rose"<sup>6</sup>. She challenged each of us to study the lyrics and live them out in our daily lives.<sup>7</sup>

8 At the end of that year, Rose finished the college degree she had begun all those years ago. One week after graduation Rose died peacefully in her sleep. Over 2,000 students attended her funeral in tribute to the wonderful woman who taught by example that it's never too late to be all you can possibly be. (621 words)



## Words & Expressions

<b>challenge</b> /tʃælɪndʒ/ v.	<i>to test the ability of</i> 向……挑战
<b>wrinkled</b> /rɪŋkld/ a.	有皱纹的
<b>enthusiastically</b> /ɪn.θju:zɪ'æstɪkli/ ad.	热情地; 热心地
<b>respond</b> /rɪs'pɒnd/ v.	<i>to answer or reply</i> 回答; 答复
<b>giant</b> /dʒaɪənt/ a.	巨大的
<b>squeeze</b> /skwi:z/ n.	紧抱; 紧握
<b>innocent</b> /ɪnəsənt/ a.	<i>knowing nothing of evil or wrong; not guilty of a crime or offence</i> 天真的; 清白的
<b>milkshake</b> /'mɪlkʃeɪk/ n.	奶昔



## Words & Expressions

<b>instant</b> /'ɪnstənt/ <i>a.</i>	<i>happening or produced immediately</i> 立即的; 速溶的
<b>fascinated</b> /fæ'sɪnertɪd/ <i>a.</i>	着迷的
<b>wisdom</b> /'wɪzdəm/ <i>n.</i>	<i>good sense and judgment</i> 智慧; 学识
<b>bestow</b> /brɪ'stəʊ/ <i>v.</i>	<i>to present as a gift or an honor</i> 授予; 给予
<b>banquet</b> /'bæŋkwɪt/ <i>n.</i>	宴会; 酒会
<b>frustrated</b> /frʌ'streɪtɪd, 'frʌ-/ <i>a.</i>	<i>feeling annoyed, upset, and impatient</i> 泄气的; 失意的
<b>lean</b> /li:n/ <i>v.</i>	<i>to bend or move from a vertical position</i> 倾斜
<b>microphone</b> /maɪkrə'fəʊn/ <i>n.</i>	扩音器; 话筒
<b>Lent</b> /lent/ <i>n.</i>	(基督教的)大斋节
<b>whisky</b> /'hwɪskɪ/ <i>n.</i>	威士忌酒
<b>achieve</b> /ə'tʃi:v/ <i>v.</i>	<i>to gain or reach</i> 实现; 达到
<b>productive</b> /prə'dʌktɪv/ <i>a.</i>	<i>achieving or producing a lot</i> 富有成效的; 多产的
<b>opportunity</b> /ɒpə'tju:nəti/ <i>n.</i>	机会; 时机
<b>conclude</b> /kən'klu:d/ <i>v.</i>	<i>to come or bring to an end; to form a judgment</i> 结束; 推断
<b>courageously</b> /kə'reɪdʒəsli/ <i>ad.</i>	<i>bravely</i> 勇敢地
<b>lyric</b> /'lɪrɪk/ <i>n.</i>	歌词
<b>graduation</b> /,grædʒu'eɪʃən/ <i>n.</i>	<i>the time when you complete your education</i> 毕业
<b>funeral</b> /'fju:nərəl/ <i>n.</i>	葬礼
<b>grow up</b>	<i>to develop and reach physical or mental maturity</i> 成熟; 成年
<b>beam up at sb.</b>	<i>to smile happily at sb.</i> 愉快地对某人微笑
<b>light up</b>	<i>to become bright</i> 点燃; 照亮