

# 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

## 自主练习 4



复旦大学出版社

www.fudanpress.com

# Forward English

for Practical Purposes

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

## 前景大学英语

徐小贞 ◆ 总主编

### 自主练习 ④

图书在版编目(CIP)数据

前景大学英语自主练习.4/徐小贞总主编. —上海:复旦大学出版社,2013.1  
ISBN 978-7-309-09372-8

I. 前… II. 徐… III. 英语-高等学校-习题集 IV. H319.6

中国版本图书馆 CIP 数据核字(2012)第 280860 号

前景大学英语自主练习.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

浙江省临安市曙光印务有限公司

开本 850 × 1168 1/16 印张 6.75 字数 135 千

2013 年 1 月第 1 版第 1 次印刷

ISBN 978-7-309-09372-8/H · 2011

定价: 25.00 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

# 《前景大学英语自主练习 4》

## 编写组成员

总 主 编 徐小贞

本册主编 王美娣 Vladimir Ostapowicz

编 者 王美娣 Vladimir Ostapowicz

叶 盛 赵 蓉 安 娜 张佳源

万 刚

策 划 黄昌朝

责任编辑 罗 兰 于文雍



# 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

1	Passion for Learning / 1	•	5	E-era Social Interactions / 34
	I . Review / 1	•		I . Review / 34
	II . Extended Exercises / 3	•		II . Extended Exercises / 36
2	The Waiter Rule / 9	•	6	Our Mother Earth / 43
	I . Review / 9	•		I . Review / 43
	II . Extended Exercises / 11	•		II . Extended Exercises / 45
3	Reflections on Your First Job / 17	•	7	Lifestyles / 51
	I . Review / 17	•		I . Review / 51
	II . Extended Exercises / 19	•		II . Extended Exercises / 53
4	Sports and Business / 26	•	8	Do What You Love / 59
	I . Review / 26	•		I . Review / 59
	II . Extended Exercises / 28	•		II . Extended Exercises / 61
		•		Keys and Answers / 67

# 1

# Passion for Learning



## I Review

**Task 1** Write from memory any words or expressions related to the topic of passion for 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

Verbs: challenge

.....

Adjectives: productive

.....

Nouns: wisdom

.....

...

Grouping by associations

Reasons to attend college: motivate

.....

.....

Difference between growing older and growing up: talent

.....

.....

...

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

1. respond: .....



2. frustrated: \_\_\_\_\_
3. instant: \_\_\_\_\_
4. dream of: \_\_\_\_\_
5. in tribute to: \_\_\_\_\_

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

achieving	banquet	bestowed	conclude
in tribute to	opportunity	reveled in	was living it up

Our class learned a valuable lesson from an 87-year-old woman. We were fascinated that she courageously came back to school to earn a degree after \_\_\_\_\_ so much in life. Small and wrinkled, she enthusiastically attended class and \_\_\_\_\_ her opportunity to get an education that she had always dreamed of. She enjoyed herself and \_\_\_\_\_ as she responded to the challenge she had taken on in order to get a college education. \_\_\_\_\_ this woman, we invited her to our \_\_\_\_\_ and chose her to \_\_\_\_\_ the dinner with a speech. Her speech summed up the wisdom \_\_\_\_\_ upon her. She told us that in order to stay young and be happy as we grow up, we should always find the \_\_\_\_\_ in change; and that we'll seldom regret the things that we did, but rather will have regrets for what we did not do.

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

1. I turned around to find a wrinkled, little old lady beaming up at me with a smile that lit up her entire being.  
\_\_\_\_\_
2. I was curious what may have motivated her to be taking on this challenge at her age.  
\_\_\_\_\_
3. I was always fascinated listening to this "time machine" as she shared her wisdom and experience with me.  
\_\_\_\_\_
4. She loved to dress up and she reveled in the attention bestowed upon her from the other students.  
\_\_\_\_\_

5. 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.



## II Extended Exercises

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

1. He was a \_\_\_\_\_ (wrinkle) old man, with a gray mustache and a cane.
2. We \_\_\_\_\_ (enthusiastic) jumped into the pool on that hot summer day.
3. The judge let the man go as he said the man was \_\_\_\_\_ (innocence) until proven guilty.
4. People are \_\_\_\_\_ (fascinate) when they visit the Grand Canyon.
5. Seek \_\_\_\_\_ (wise), not knowledge. Knowledge is of the past.
6. He is \_\_\_\_\_ (frustrate) when he can't solve the maths problems.
7. The millionaire started a \_\_\_\_\_ (produce) business from nothing ten years ago.
8. A \_\_\_\_\_ (courage) person dies but once, but a coward dies thousands of times.
9. The young man already has two excellent job offers after \_\_\_\_\_ (graduate).
10. Happiness lies in the joy of \_\_\_\_\_ (achieve) and the thrill of creative effort.

**Task 2** Read the passages and choose the best answer for each question.

### Passage 1

A child who has once been pleased with a fairy tale likes, as a rule, to have it retold in identically the same words, but this should not lead parents to treat printed fairy stories as sacred texts. It is always much better to tell a story than read it out of a book, and, if a parent can produce what, in the actual circumstances of the time and the individual child, is an improvement on the printed text, so much the better.

A charge made against fairy tales is that they harm the child by frightening him or making him feel sad. As to fears, there are some cases of children being dangerously terrified by some fairy story. Often, however, this arises from the child having heard the story once. Familiarity with the story by repeating it turns the pain of fear into the pleasure of a fear faced and mastered.

There are also people who object to fairy stories on the grounds that they are not objectively true; that giants, witches, two-headed dragons, magic carpets, and so on do not exist; and that, instead of satisfying his fantasies in fairy tales, the child should be taught how to adapt to reality by studying history and mechanics. I find such people, I must confess, so unsympathetic and strange that I do not know how to argue with them. If their case were sound, the world would be full of madmen attempting to fly from New York to Philadelphia on a broomstick or covering a telephone with kisses in the belief that it was their enchanted girl-friend.

No fairy story ever declared to be a description of the real world and no clever child has ever believed that it was.

1. The author thinks a more effective way to tell a fairy tale to a child is to \_\_\_\_\_.
  - A. read it out of a book
  - B. ask the child to read it after you
  - C. teach the child to read it by himself/herself
  - D. make changes according to the child's situation
2. According to the passage, a child has greater fear if fairy tales \_\_\_\_\_.
  - A. are told for the first time
  - B. are repeated again and again
  - C. are told before he/she goes to bed
  - D. are similar to the situation of his/her life
3. The author believes repetition of fairy tales helps children to \_\_\_\_\_.
  - A. have better memory
  - B. overcome their fear
  - C. tell reality from magic
  - D. develop their imagination
4. The author gives the example of flying on a broomstick and kissing the telephone in order to show \_\_\_\_\_.
  - A. the importance of studying history
  - B. the necessity for more realistic fairy tales
  - C. the negative influence of fairy tales on some people
  - D. some people's misunderstanding about fairy tales

5. The author's attitude towards fairy tales can be best described as .....

- A. neutral                      B. worried                      C. objective                      D. approving

## Passage 2

Most of us can find 15 minutes or half an hour each day for some specific regular activity. It may be a free period or a regular wait, say in the queue for a bus or meal, even while eating breakfast. If you can't keep to this kind of discipline, it is a good idea to make sure you always have a general interest book in your pocket. Don't forget it should be a book which entertains you and the English must not be too difficult for you.

Nearly all "speed reading" courses have a "pacing" element — some timing device which lets the students know how many words a minute they are reading. You can do this simply by looking at your watch every 5 or 10 minutes and noting down the page number you have reached. Check the average number of words per page for the particular book you are reading.

There is little point in increasing your reading speed if you don't understand what you are reading. When you are trying to increase your reading speed, stop after every chapter and ask yourself a few questions about what you have been reading. If you have lost the thread of the story, or you can't remember clearly the details of what was said, re-read the chapter.

Most paragraphs have a topic sentence which explains the central idea. The remaining sentences expand or support that idea. Most expository paragraphs have the topic sentences first. Sometimes, though, the first sentence in the paragraph does not have the feel of a main idea sentence.

Take this paragraph for example:

"Some students prefer a strict teacher who tells them exactly what to do. Others prefer to be left to work on their own. Still others like a discussion type of class. No one teaching method can be devised to satisfy all students at the same time."

1. You are advised to always take with you .....

- A. a best seller                      B. your school book  
C. an educational book                      D. an easy and interesting book

2. A "pacing" device is used to help .....

- A. time your reading speed  
B. note down the important words



- C. improve your reading comprehension
- D. you remember the page number you have reached
- 3. The purpose of stopping frequently while reading is \_\_\_\_\_.
  - A. not to miss any page
  - B. to protect your eyesight
  - C. to memorize the new words
  - D. to make sure you follow the story
- 4. If you have lost the thread of the story, you are advised to \_\_\_\_\_.
  - A. change to an easier book
  - B. go over what you have just read
  - C. learn the previous chapter by heart
  - D. ask somebody to help you understand it
- 5. The topic sentence in the example paragraph is \_\_\_\_\_.
  - A. the first sentence
  - B. the second sentence
  - C. the third sentence
  - D. the last sentence

## Task 3 Listen to the recordings and answer the questions.

### Section A

**Directions:** Listen to the short conversations and choose the best answer for each question.

#### Conversation 1

- 1. Which class will have a quiz tomorrow?
  - A. Maths.
  - B. History.
  - C. English.
  - D. Biology.
- 2. What is the homework for the biology class?
  - A. No homework.
  - B. A paper to write.
  - C. A lot of reading to do.
  - D. Group projects to work on.
- 3. Why does Brenda not want to go to school tomorrow?
  - A. She is still not feeling well.
  - B. She needs to go to see the doctor.
  - C. She can't finish all the homework.
  - D. The doctor asked her to have a good rest.