



“十三五”职业教育国家规划教材

# 新时代 实用英语

邹申 徐小贞 李桂兰 总主编

综合教程

1

Reading, Writing and Workplace English

(第2版)



南京大学出版社

新时代实用英语

## 综合教程 1 (第 2 版)

学生用书

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3. 在移动端添加完课程后, 可用相同账号登陆上述网站, 在电脑端自主学习。

新时代实用英语 (第  
2版) 综合教程1





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# 新时代实用英语综合教程1

## (第2版)

### 编写组成员

总主编 邹 申 徐小贞 李桂兰

本册主编 邹 申 徐小贞 李桂兰

编写成员 尹晓倩 黄晓彤 傅正蓉

陈 磊 蔡世杰 王 伟

丁小龙 夏 菁 杨国兰

# 总序

习近平总书记在2018年全国教育大会上指出,培养什么人,是教育的首要问题。他强调,教育必须把培养社会主义建设者和接班人作为根本任务,培养一代又一代拥护中国共产党领导和我国社会主义制度、立志为中国特色社会主义奋斗终身的有用人才;教育要坚持把立德树人作为中心环节,把思想政治工作贯穿教育教学全过程,实现全程育人、全方位育人,努力开创我国高等教育事业发展新局面。教育部颁布的《高等学校课程思政建设指导纲要》提出,落实立德树人根本任务,必须将价值塑造、知识传授和能力培养三者融为一体,不可割裂。帮助学生塑造正确的世界观、人生观、价值观,这是人才培养的应有之义,更是必备内容。《新时代实用英语(第2版)》系列教材正是在这样的时代背景下编写而成,适用于职业教育公共英语课程的教材。

教育部颁布的《高等职业教育专科英语课程标准(2021年版)》提出,高等职业教育专科英语课程应兼具工具性与人文性。课程全面贯彻党的教育方针,落实立德树人根本任务,以中等职业学校和普通高中的英语课程为基础,与本科教育阶段的英语课程相衔接,旨在培养学生学习英语和应用英语的能力,为学生未来继续学习和终身发展奠定良好的英语基础。《新时代实用英语(第2版)》系列教材除了涵盖听、说、读、看、写、译等基础知识和技能外,还融入大量职场英语沟通的技能训练和中华优秀传统文化的学习,是一套充分挖掘英语课程思政内容、实用性强、课堂教学可操作性较高的职业教育英语教材。

《新时代实用英语(第2版)》系列教材包括《新时代实用英语综合教程(第2版)》《新时代实用英语视听说教程(第2版)》《新时代实用英语练习册(第2版)》以及配套教学参考书。各类教材都有三册,供不同学期使用。本系列教材也是依照《中国英语能力等级量表》中相应级别所规定的英语能力要求所编写的英语教材,强调英语学习上的Can-do能力。

## 一、教材编写宗旨和特色

具体说来,《新时代实用英语(第2版)》系列教材的编写宗旨和特色体现为以下几点:

1. 本系列教材体现了新时代高等职业教育专科英语课程的目标——推进习近平新时代中国特色社会主义思想进课程进教材进头脑,培育和践行社会主义核心价值观,落实立德树人的根本任务,培养具有中国情怀、国际视野、德技并修的高素质技术技能人才。

在习近平新时代中国特色社会主义思想的指导下,教育的首要任务就是解决“培养什么人,怎样培养人,为谁培养人”这一根本问题。长期以来,我国各类学校使用的英语教材主要以英美文化为学习内容,让中国学生了解英美世界的文化和事务。在中国共产党的领导下,中国人民经过一百年的艰苦努力,中国在世界范围内的影响力越来越大,中国文化和元素在全球得到广泛传播和接受。因此,新时代的英语教学不应仅仅停留在对英美文化的了解,更要让中国学生学习 and 了解本土文化和现实,通过文化比较加深对中华文化的理解,增强文化自信,能用英语讲述中国故事、传播中华文化。这样,国际社会才能更多更好地了解我国历史悠久、光辉灿烂的文明和文化。

为此,《新时代实用英语(第2版)》系列教材在培养学生英语语言基础知识的同时,融合了中华优秀传统文化的学习。例如,第1册六个单元中就有四个单元讲述中国故事:Unit 1 Enjoy a New Journey的主题文章讲述习近平总书记青少年时期作为知青在陕北梁家河插队落户的故事,突出了共产党人不忘初心,牢记使命的主题;Unit 2 Share on Social Media提到全球领先的社交媒介腾讯QQ和微信;Unit 3 Cook for the World讲述的是海外华人利用自己的聪明才智,让制作复杂的中华美食成为西方人喜欢并容易获取的食物;Unit 5 Connect China with the World则通过一个中国老师在美国教授汉语的故事讲述了中国文化走出去经历的艰辛和喜悦。该单元还让学生了解当代中国“一带一路”倡议背景下,古代“丝绸之路”的历史和意义。可以说,本系列教材除了让学生学习英语知识以外,还培养他们对中华文化的自信心,坚持中国立场,具有国际视野。

2. 本系列教材融合了《高等职业教育专科英语课程标准(2021年版)》提出的英语学科核心素养的要求,强调职场英语沟通能力训练,注重多元文化交流和语言思维能力的提高。

《高等职业教育专科英语课程标准(2021年版)》提出,学科核心素养是学科育人价值的集中体现,是学生通过课程学习与实践而逐步形成的正确价值观、必备品格和关键能力。高等职业教育专科阶段的英语学科核心素养主要包括职场涉外沟通、多元文化交流、语言思维提升和自主学习完善四个方面。它们既明显区别,又相互联系、相互促进,构成有机的整体。

**职场涉外沟通。**职场涉外沟通指学生在职场情境中,能够运用英语语言知识和语言技能比较准确地理解和表达信息、观点、情感,进行有效口头沟通和书面沟通。职场涉外沟通构成英语学科核心素养的

基础要素。《新时代实用英语(第2版)》系列教材本着培养中国新型能工巧匠的目的,单元主题依照课程标准提出的基础模块三大主题类别而设置。以第1册为例,分别是Enjoy a New Journey, Share on the Social Media, Cook for the World, Love Your Job, Connect China with the World, Value Work Ethic, 对应职业与个人、职业与社会和职业与环境三大类别的不同专题。除此之外,在每个单元设置Workplace English模块与职场英语写作模块(Writing 2),与课程标准提出的职场情境任务一一对应,逐步培养起学生应对从求职应聘到交易善后等各种职场情境的能力。

**多元文化交流。**多元文化交流指学生在学习和使用英语的过程中,能够识别、理解、尊重世界多元文化,拓宽国际视野,增强国家认同,坚定文化自信,树立中华民族共同体意识和人类命运共同体意识。在日常生活和职场中能够有效进行跨文化交际,用英语传播中华文化。《新时代实用英语(第2版)》中的《综合教程》全三册的主题文章除了论及英语文化,很多选文都是讲述中国故事的,如第一册中的习近平的知青故事;第二册中的习近平与美国加德纳夫妇关于福州鼓岭的故事;第三册中的莎士比亚与汤显祖的故事,等等。每个单元还选入了《习近平谈治国理政》的重要思想,以及他在讲话中提到的中国典籍名句。除此之外,还增加了一个介绍中国古诗词等中华优秀传统文化的视频。《视听说教程》与《综合教程》的单元主题保持一致,《视听说教程》是对《综合教程》在视听说方面的延伸和拓展,但具有独立性,可单独使用,这对培养学生的跨文化交际能力显得尤其重要。

**语言思维提升。**语言思维提升指学生在系统学习和使用英语的过程中,能够识别和理解英语使用者或英语本族语者的思维方式和思维特点,提升自身思维的逻辑性、思辨性与创新性。语言思维提升体现英语学科核心素养的心智特征。《新时代实用英语(第2版)》系列教材特别强调思辨训练。在《综合教程》的不同模块里都设计了思辨能力和创新能力的训练项目;在《视听说教程》中通过观察和对比图片、调查访问以及Presentation等形式,总结并分析问题,这些都是培养学生思辨和创新的基础模块。

**自主学习完善。**自主学习完善指学生基于英语语言学习特点,能够做好自我管理,养成良好的自主学习习惯,多渠道获取学习资源,自主、有效地开展学习,形成终身学习的意识和能力。自主学习完善构成英语学科核心素养的发展条件。《新时代实用英语(第2版)》系列教材除了纸质教材外,还配套PC端和移动端APP的学习平台。大量的资源和配套课程的内容可供学生自主学习使用。

3. 本系列教材在单元内容编排上尽量满足不同层次的学生学习要求,采用不同的模块,体现由易到难的递增。

我国高等职业院校学生英语水平地区差异较大,而多样性和差异化教学又是教育必须遵守的基



本原则。为此,本系列教材不仅从第1册到第3册在教材间体现难度的递增,更是在每个单元的模块设计上也体现了由易到难的递加,即文章和练习在同一个模块下也体现了不同的难易程度。在《视听说教程》里,每个部分的技能训练都安排了从易到难的材料,既有基础音标和简单对话模仿训练,也有中等篇幅对话和篇章听力训练,练习题型设计和安排也体现了不同的难易程度。而《综合教程》在适应不同层次学生的需求方面体现得更为明显,既有简单的模仿训练,也有较为深入的讨论模块;文章的选择也考虑了不同层次学生的阅读理解能力。教师可以根据自己学生的英语水平选择合适的材料教学。

## 二、智慧课程服务体系

当今互联网高度发达,移动应用学习平台叠代迅速,英语课程教与学的方式和媒介都发生了很大的变化。可以说,纸质教材只是提供了一个对课程标准的解读框架和内容。为配合本系列教材的教学,并满足教师与学生测评的需求,《新时代实用英语(第2版)》系列教材除了纸质教材外,还配有智慧课程服务体系。

### 1. “新时代实用英语”资源库

“新时代实用英语”资源库包括课堂教学辅助课件、电子教案、备课素材、教学视频与音频材料、试题库,以及教学和科研资源等。

### 2. 自主学习移动应用

和本系列教材配套的移动应用可供教师和学生使用。学生可在移动终端上学习课程内容以及相关辅助和延伸材料。教师可以获得学生学习评价,还可以组织线上教学,开展教学测评。还有英语语言和文学的基础课程,供学习者选择使用。

### 3. PC端网络平台

除了移动应用外,还有电脑端网络平台同步支持学习和课堂教学,组织教学测试。这些都体现了新时代的课堂不局限于物理空间的教室,而是哪里有网络,哪里就有学习的课堂。

本系列教材的编写者由著名英语教育和教学专家担任,老中青搭配,是一个既有国内教学经验又具备国际视野,既基于新时代国内英语教学需求,又保证英语教学资料新鲜真实的编写团队。团队成员里中国学者和教师在英语教学中积累了丰富的经验,这些保证了本系列教材在编写理念和质量上均属上乘。当然,本系列教材难免会有不足,恳切希望广大教师与学生在使用过程中为我们提出宝贵意见。

本系列教材编写组

# 使用说明

《新时代实用英语综合教程(第2版)》作为高等职业教育阶段公共英语课选用的教材,共分3册,每册6个单元。除了纸质教材外,还有配套的教学资源库可供教学选择使用。各院校和教师可以根据课程设置和学生英语水平,全部或部分使用该系列教材。

《综合教程(第2版)》每单元共分七个部分。本册各部分内容及教学目标说明如下:

## Part I Speaking up

本部分是进入单元主题文章学习前的热身活动。通过阅读和听取一个与主题相关的对话,要求学生进行模仿练习,再和同伴合作,就同样主题开展对话练习,达到了解主题的目的。

## Part II Reading 1

这一部分包含主题文章、练习以及阅读技巧等。又分为三节:

### Section A Before You Read

这部分从《习近平谈治国理政》中英文版本中选取和单元主题相关的重要思想,让学生理解与掌握,推进习近平新时代中国特色社会主义思想进课程进教材进头脑,并和后面的英文文章一道,成为树立中华民族共同体意识和人类命运共同体意识的重要素材。

### Section B Reading Passage A

这一部分是单元主题文章和练习,需要学生细读和教师详细解读。

Passage A后面的练习设计包括 Understanding the Reading, Exploring Vocabulary, Sentence Structures, 目标是让学生在细读文章后,了解文章的主旨大意和内容细节,掌握并拓展核心词汇使用,学会应用文章中主要的句型结构,翻译短句,开展思辨训练。此部分还引入习近平总书记引用过的中国传统文化典籍名句,与英文文章对照,引导学生开展思辨性讨论,对学生了解中华优秀传统文化,增强文化自信,提高跨文化交际能力具有重要意义。

### Section C After You Read

这一部分讲解阅读技巧并做辅助训练。每个单元讲解一种阅读技巧,提高学生的阅读能力,达到自学

的目的。

### Part III Video Watching

提高学生英语视听能力是新课程的一项重要要求。这部分是观看视频,完成相应练习。视频内容均为中国古代诗词等中华优秀传统文化。提高学生了解中国,讲述中国故事的能力。

### Part IV Writing 1

这部分是写作能力训练。通过总结并复习写作中常见的语法知识,要求学生依照写作主题,从写描述性短语或句子,过渡到简单段落写作,逐步提高写作能力。

### Part V Reading 2

Reading 2的主题文章供学生快速阅读或者自学使用,课时较充足的学校也可以开展课堂教学。本部分有两节。

#### Section A Before You Read

通过简短的问题回答和词汇训练,为学生阅读文章做准备。

#### Section B Reading Passage B

通过阅读 Passage B,掌握如何分析文章主要内容和细节,学会词汇与句型的运用。

### Part VI Workplace English

这一部分是职场英语的学习和训练。依据新课标规定的职场情景任务,每单元模拟其中一种情境,学生通过学习常用表达法和模拟对话,掌握在职场中合理地使用所学英语的能力。

### Part VII Writing 2

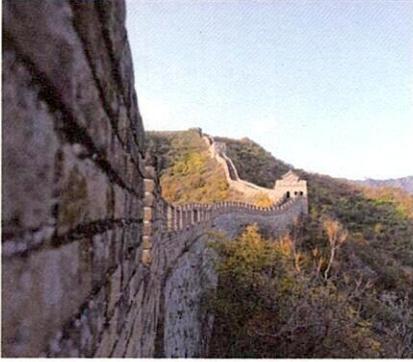
本部分属于职场英语写作训练。依据新课标规定的职场情景任务,培养学生学会在工作中如何正确书写邮件或文件。

《新时代实用英语综合教程(第2版)》的单元主题和内容丰富且实用,容易调动学生的学习积极性和课堂的活跃度。各院校教师可根据本校的教学时间及安排,选取单元全部或部分完成教学工作。

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# Enjoy a New Journey

# 1

## Part I Speaking up

The First Day of Class

## Part II Reading 1

Reading Passage A: Never Forget Why You Started  
Reading Skill: Previewing

## Part III Video Watching

The Golden Dress

## Part IV Writing 1

Language for Writing: Comparative and Superlative Adjectives

## Part V Reading 2

Reading Passage B: Greeting across Cul

## Part VI Workplace English

Greeting and Addressing People

## Part VII Writing 2

Cover Letter

## Part I

# Speaking up

## The First Day of Class

### Section A Let's Get Started

The following is a dialogue about the first day of class. Work with a partner and take turns in role-playing.

**Sheila:** Hello. May I sit next to you?

**Jason:** Of course you can. I'm not saving the seat for anyone.

**Sheila:** Thanks very much! This is my first college class. I don't know anyone here.

**Jason:** That's alright. I don't know anyone, either. I had no chance to meet many people yet.



**Sheila:** You're the first person I'm meeting in college. I'm Sheila.

**Jason:** It's nice to meet you, Sheila. I'm Jason.

**Sheila:** It's nice to meet you, too. I was worried that I would not be able to meet any new people.

**Jason:** If you want to meet more people, you can join me in the cafeteria after class if you're free. I'm meeting two friends of mine there for lunch.

## Section B Conversation

Work in pairs. The first person reads what Sheila says, and the second person gives a possible appropriate answer from learned materials or using his/her own words. You may want to write your responses on a piece of paper.

**Example:**

**Student A:** Hello. May I sit next to you?

**Student B:** Of course you can.

or Hi, my name is...

<b>Student A:</b>	Hello. May I sit next to you?
<b>Student B:</b>	
<b>Student A:</b>	Thanks very much! This is my first college class. I don't know anyone here.
<b>Student B:</b>	
<b>Student A:</b>	You're the first person I'm meeting in college. I'm Sheila.
<b>Student B:</b>	
<b>Student A:</b>	It's nice to meet you, too. I was worried that I would not be able to meet any new people.
<b>Student B:</b>	

## Section C Let's Talk Some More

Work with a partner and role-play as two classmates. You are meeting each other for the first time before the first class of the school year. You may wish to discuss topics such as family life, hobbies and interests, college courses, plans for the year, as well as any school events you are planning to attend. Use the

words/expressions in the box below to help you form sentences.

Next, present the dialogue in front of the class. (You may want to record this with your mobile phone and then listen to yourself. Critique what you like and what you need to improve.)

### Words and Expressions to Assist You

May I...

Of course...

I'm not...

Thanks very much!

It's nice to meet you!

This is...

I don't know...

That's alright.

I have not...

You're...

I'm...

I was worried...

If you want to...

What are you majoring in?

## Part II

# Reading 1

### Section A Before You Read

#### Task 1 Xi's quotes related to the topic

Read aloud the Chinese sentences with the English version. Check (✓) your answers to the following questions.

一个人也好，一个政党也好，最难得的就是历经沧桑而初心不改、饱经风霜而本色依旧。……从石库门到天安门，从兴业路到复兴路，我们党近百年来所付出的一切努力、进行的一切斗争、作出的一切牺牲，都是为了人民幸福和民族复兴。……一个忘记来路的民族必定是没有出路的民族，一个忘记初心的政党必定是没有未来的政党。

——选自《习近平谈治国理政》（第三卷）

Either for a person or for a party, what must be treasured most is the adherence to<sup>①</sup> one's original aspirations<sup>②</sup> and good qualities in the face of any hardships encountered... From the Shikumen building where our Party was established, to the Tian'anmen Rostrum where the founding of our country was declared, and on to the path of the new era<sup>③</sup>, all of our party's efforts, struggle and sacrifices have been dedicated to the people's wellbeing<sup>④</sup> and national rejuvenation<sup>⑤</sup>... A nation or a party that forgets where it comes from will not grow and prosper.

— Selected from *Xi Jinping: The Governance of China III*

#### Key Words and Phrases

- ① adherence to 坚持；坚守
- ② original aspiration 初心
- ③ new era 新时代
- ④ people's wellbeing 人民幸福
- ⑤ national rejuvenation 民族复兴

1. Which of the following words best describes the theme of Xi's quotes above?
  - A. Dedication.
  - B. Heroism.
  - C. Happiness.
2. Xi says that what should be treasured most in a person or a political party is adherence to \_\_\_\_\_ and good qualities in the face of hardship.
  - A. country
  - B. family
  - C. aspirations
3. According to Xi's quotes, what prevents a nation or a political party from growing and prospering?
  - A. Trying to develop too quickly.
  - B. Keeping following the old ways.
  - C. Forgetting where it comes from.

## Task 2 Previewing the passage

Scan Passage A to complete the Previewing Chart below.

### Previewing Chart

1. Title of the passage: \_\_\_\_\_
2. Key words (What word appears several times? List 5 more)
 

\_\_\_\_\_ village \_\_\_\_\_

\_\_\_\_\_
3. Read the heading and the first sentence in each paragraph. What do you think the reading is probably about?

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## Section B Reading Passage A

Read the passage, and complete the tasks that follow.

### Never Forget Why You Started

1 At the foot of the mountains on the Northern Shaanxi Plateau, there is a small village called Liangjiahe. In 1969, the villagers welcomed an educated youth team that included Xi Jinping, who was barely 16 years old at that time. This marked the start of Xi's 7 years of farming life.

2 Life was tough on the loessland. There was no electricity in the village, and Xi had to live with five other youths in an “earth cave” and sleep on an “earth bed”. At the very beginning, he was incapable of even the most basic farm work such as digging, growing corn, and cutting wheat, thus he followed and learned from the villagers. In those years, Xi performed all types of hard labor and barely rested. The villager Zhang Weipang recalled, “It was a rough time for Xi Jinping, as rough as we villagers lived.”

3 Life was also full on the loessland. The farming life strengthened Xi's perseverance and taught him various skills. Growing into a capable and hardworking young man in the eyes of the villagers of Liangjiahe, Xi was called “a tough boy” by the locals.

4 On September 22, 2015, a large dinner was held in the city of Seattle to welcome Chinese President Xi Jinping. President Xi shared with the audience stories about the place that he would never forget.

5 “At that time, life was very hard. There was no meat in our

#### Target Words and Phrases

Northern Shaanxi Plateau 陕北高原

village /'vɪlɪdʒ/ *n.* 村庄; 村镇

Liangjiahe 梁家河村

welcome /'welkəm/ *v.* 欢迎; 迎来

educated youth 知识青年

include /ɪn'klu:d/ *v.* 包括; 包含

barely /'beəli/ *adv.* 不超过; 刚好

mark /mɑ:k/ *v./n.* 标志; 标签

farming /'fɑ:mɪŋ/ *n.* 务农

tough /tʌf/ *adj.* 困难的; 坚韧的

loessland /'ləʊes.lænd/ *n.* 黄土地

electricity /,elɪk'trɪsəti/ *n.* 电; 电能

earth cave 窑洞

earth bed 土炕

at the very beginning *phr.* 最初; 在刚开始的时候

incapable (of) /ɪn'keɪpəbl/ *adj.* 不能的, 不胜任的

basic /'beɪsɪk/ *adj.* 基础的, 基本的

corn /kɔ:m/ *n.* 玉米

wheat /wi:t/ *n.* 小麦

thus /ðʌs/ *adv.* 如此, 这样

perform /pə'fɔ:m/ *v.* 履行; 执行

labor /leɪbə(r)/ *n.* 劳动; 工作

recall /rɪ'kɔ:l/ *v.* 回忆起; 回想起

rough /rʌf/ *adj.* 艰难的; 艰苦的

strengthen /'streŋθən/ *v.* 增强, 加强

perseverance /,pɜ:sɪ'vɪərəns/ *n.* 不屈不挠, 坚持不懈

various /'veəriəs/ *adj.* 各种各样的

local /'ləʊkəl/ *n.* 当地人, 本地人 *adj.* 当地的, 本地的

Seattle /sɪ'ætl/ *n.* 西雅图

president /'prezɪdnt/ *n.* 国家主席; 总统

share /ʃeə/ *v.* 分享; 共用

audience /'ɔ:diəns/ *n.* 观众; 听众

diet /'daɪət/ *n.* (日常) 饮食  
party secretary 党支部书记  
lead /li:d/ *v.* 领导, 带领

production /prə'dʌkʃən/ *n.* 生产; 制造

come true *phr.* 实现; 达到

Spring Festival 春节

blacktop /'blæktop/ *n.* 沥青路, 柏油路

brick /brɪk/ *n.* 砖

internet /'ɪntənət/ *n.* 互联网

access /'ækses/ *n.* 通道; (接近某地或某人的) 机会 (或方法)

elderly /'eldəli/ *adj.* 年老的; 上了年纪的  
folk /fəʊk/ *n.* (尤指某一群体或类型的) 人们

medical care coverage 医疗保险

readily /'redəli/ *adv.* 轻而易举地; 迅速地  
available /ə'veɪləbl/ *adj.* 可获得的; 可用的

aware /ə'veəɪ/ *adj.* 意识到的; 明白的

after all *phr.* 毕竟; 终究

fulfill /fʊl'fɪl/ *v.* 实现; 达到

link /lɪŋk/ *v./n.* (使) 联系; (使) 相关联

yearning /'jɜ:nɪŋ/ *n.* 渴望, 渴求

accomplish /ə'kʌmplɪʃ/ *v.* 完成; 达到

mission /'mɪʃən/ *n.* 任务, 使命

look back *phr.* 回忆, 追忆

experience /ɪk'spɪəriəns/ *n./v.* 经验; 经历

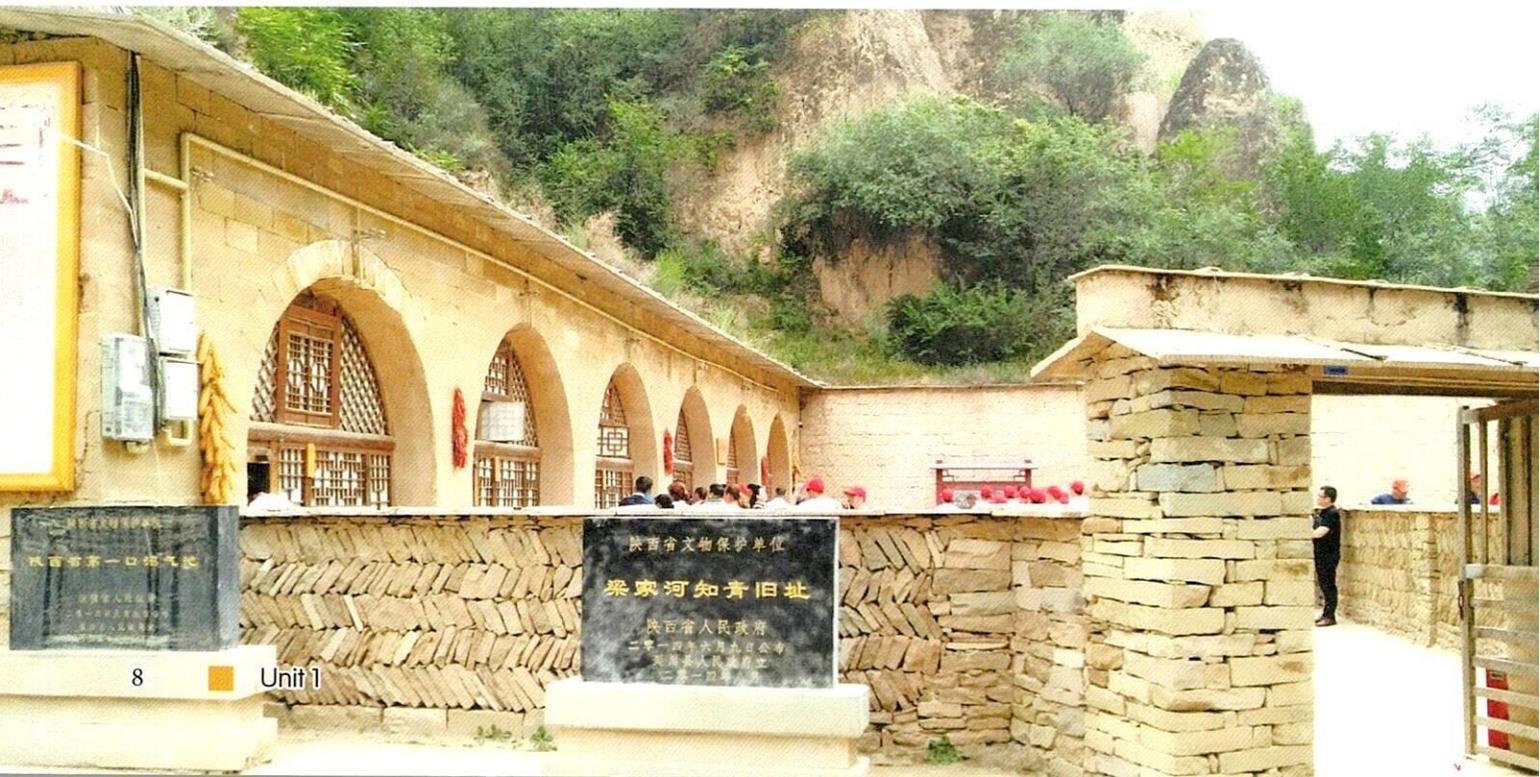
continue /kən'tɪnju:/ *v.* (使) 继续, (使) 持续

inspire /ɪn'spaɪə/ *v.* 激励, 鼓舞

diet for months. I knew what the villagers wanted the most. Later I became the village's party secretary and began to lead the villagers in production. I understood their needs. One thing I wished most at the time was to make it possible for the villagers to have meat and have it often. However, it was very difficult for such a wish to come true in those years.

6 “At the Spring Festival early this year, I returned to the village. I saw blacktop roads. Now living in brick houses, the villagers had internet access. Elderly folks had basic old-age care, and all villagers had medical care coverage. Children were in school. Of course, meat was readily available. This made me very aware that the Chinese Dream is after all a dream of the people. We can fulfill the Chinese Dream only when we link it to our people's yearning for a better life.”

7 Never forget why you started, and you can accomplish your mission. Looking back, Xi says it is this experience that continues to inspire him.





## Understanding the Reading

### Task 1 Understanding main ideas

Complete the summary with information from the passage. Use no more than one word or number for each blank.

In 1969, Xi went with a(n) \_\_\_\_\_ 1 \_\_\_\_\_ youth group to work in the village of Liangjiahe. The village had no \_\_\_\_\_ 2 \_\_\_\_\_, and life was tough for the people who lived there. Growing into the party secretary of the village, he wished that the villagers had \_\_\_\_\_ 3 \_\_\_\_\_ often. After becoming the president of China, Xi visited the village again in 2015. He found that the villagers now live a happy and modern life. He realized that the Chinese Dream should be related with people's \_\_\_\_\_ 4 \_\_\_\_\_ lives, and his experience in the village always \_\_\_\_\_ 5 \_\_\_\_\_ him.

### Task 2 Understanding details

Read the statements. For each statement, circle T for *True*, F for *False*, or NG if the information is *Not Given*.

- |  |   |   |    |
|--|---|---|----|
| 1. The villagers of Liangjiahe have had internet access since 2006.                        | T | F | NG |
| 2. In the “earth cave”, Xi and the other youths slept in sleeping bags.                    | T | F | NG |
| 3. From the beginning of his stay in Liangjiahe, Xi found farm work very easy to complete. | T | F | NG |
| 4. Xi’s favourite job in Liangjiahe was planting crops.                                    | T | F | NG |
| 5. In the spring of 2015, Xi returned to Liangjiahe.                                       | T | F | NG |

### Task 3 Understanding the order of the events

Number the events in the story from first (1) to last (5).

- \_\_\_\_\_ a. Xi was called “a tough boy” by the villagers.
- \_\_\_\_\_ b. The youths were made to sleep in an “earth cave”.
- \_\_\_\_\_ c. President Xi attended a large dinner being held in his honour in Seattle.
- \_\_\_\_\_ d. Xi learned how to do farm work from the villagers.
- \_\_\_\_\_ e. The youth group arrived in Liangjiahe.

**Task 4 Critical thinking**

Read the selected text from Chinese classics as well as the English translation. Use your own ideas and words or phrases given in the passage to answer the questions that follow.

\* 但愿苍生俱饱暖，不辞辛苦出山林。

Let people be well cared for

And what do you care

If you are dug up from the earth

Through so many hardships.

(Translated by Ding Zuxin)

注释：本句出自《咏煤炭》(On Coal)，是明代名臣于谦所作的一首咏物诗。作者以煤炭自喻，托物言志，抒发了自己甘为国家“鞠躬尽瘁，死而后已”的抱负和情怀。诗歌最后这两句是作者为民效力愿望的真诚袒露，可与杜甫“大庇天下寒士”媲美。

1. What adjective would you use to describe Xi during his time as a youth worker in Liangjiahe? Why?

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2. In *On Coal*, Yu Qian expresses the need to make personal sacrifices to improve the lives of others. What is one way in which you make personal sacrifices to help other people in your daily life?

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**Exploring Vocabulary**

- Task 5** These sentences are about the reading. Complete them with the target words and phrases in the box.

included    barely    tough    basic    recalled  
 accomplish    share    available    experience    inspire

1. Life was \_\_\_\_\_ for the villagers in Liangjiahe.
2. Meat was not readily \_\_\_\_\_ for the villagers of Liangjiahe in the late 1960s.
3. At the dinner in Seattle, President Xi \_\_\_\_\_ stories from his years in Liangjiahe.
4. The youth group that came to Liangjiahe \_\_\_\_\_ Xi Jinping.
5. Xi had to \_\_\_\_\_ an “earth cave” with five other members of the youth group.
6. President Xi looks back on his time in Liangjiahe as a positive \_\_\_\_\_.
7. Even \_\_\_\_\_ farming work was difficult for Xi when he first arrived in Liangjiahe.
8. Xi’s time spent in Liangjiahe taught him that with hard work and dedication, he could \_\_\_\_\_ his goals.
9. Xi was \_\_\_\_\_ 16 years old when he came to Liangjiahe.
10. The years that President Xi spent in Liangjiahe continue to \_\_\_\_\_ him.

**Task 6** These sentences use the target words and phrases in new contexts. Complete them with the words and phrases in the box.

include    barely    tough    basic    recall  
accomplished    share    available    experiences    inspire

1. Sofia \_\_\_\_\_ everything she needed to today.
2. I could \_\_\_\_\_ see anything in the dark room.
3. Our struggling baseball team needed a leader who could \_\_\_\_\_ us.
4. My uncle’s hobbies \_\_\_\_\_ reading and painting.
5. I cannot \_\_\_\_\_ the name of the store where I bought these shoes.
6. My trip to Beijing is one of the most memorable \_\_\_\_\_ of my life.
7. Yuri has only a(n) \_\_\_\_\_ knowledge of computers.
8. Are tickets for the concert still \_\_\_\_\_ or have they sold out?
9. The questions on the exam were \_\_\_\_\_.
10. Amaya and Hana \_\_\_\_\_ a bedroom.

**Task 7 Word forms**

Look back over the reading, or consult your dictionary to find the missing word forms in the chart below. After completing the chart, choose the correct words to complete each sentence that follows.

Noun	Verb	Adjective
	include	
electricity		
		basic
	strengthen	
perseverance		
	fulfill	
	inspire	

- An \_\_\_\_\_ tea kettle (茶壶) runs on \_\_\_\_\_. (electricity)
- What do the qualifications for \_\_\_\_\_ in the contest \_\_\_\_\_? (include)
- Are our chemistry experiments the \_\_\_\_\_ of the report, or is it \_\_\_\_\_ on something else? (basic)
- I find it very \_\_\_\_\_ that the painter draws \_\_\_\_\_ for her work from her culture. (inspire)
- I do not have the \_\_\_\_\_ to carry this box by myself, because I am not \_\_\_\_\_ enough. (strengthen)
- Shelly's \_\_\_\_\_ enabled her to \_\_\_\_\_ and complete the marathon (马拉松) despite how tired she was. (perseverance)
- One does not need to live an exciting life to have a \_\_\_\_\_ life. Indeed, a quiet life can provide many people with a sense of \_\_\_\_\_. (fulfill)

**Task 8 Collocations**

\*A collocation is two or more words that are often used together. For example, we use the verb *take* most frequently with the nouns *responsibility*, *care*, or *time*. We don't use this verb with very many other nouns. When you are learning new words, it is helpful to learn the words that go with them.

Use collocations from the reading to complete the sentences below. One of the words is underlined. More than one answer may be possible.

1. Completing the difficult course \_\_\_\_\_ my perseverance.
2. My sister and I \_\_\_\_\_ a large dinner in honour of my father's birthday.
3. My father likes to \_\_\_\_\_ us stories about his childhood on my grandparents' farm.
4. To \_\_\_\_\_ a dream, you must believe that it is achievable.
5. It took me all weekend, but I \_\_\_\_\_ my mission to clean the backyard.

### Task 9 Word grammar

Understand adjective and adverb. Complete the sentence with one of the words in the bracket.

In English, we add the suffix *-ly* to some adjective to form adverbs. We use adjectives and adverbs in different ways.

1. Adding *-ly* to the end of a noun turns the word into an adjective. The adjectives now have the meaning of "like (the noun), or something that is characteristic of (the noun)". If you say "He has manly facial features", you are saying that his facial features are like the facial features that are normal for a man.

2. Adding *-ly* to the end of an adjective turns the word into an adverb. The meaning of the word does not change, or comes from the same idea.

You can say, "Those are his usual clothes" or "That is how he usually dresses".

1. They climbed over the mountain \_\_\_\_\_. (safe/safely)
2. Kim felt \_\_\_\_\_ when he finished the project. (tired/tiredly)
3. My mother cooks \_\_\_\_\_. (decent/decently)
4. The group completed their task \_\_\_\_\_. (wonder/wonderfully)
5. I am \_\_\_\_\_ about missing the last bus. (angry/angrily)

## Sentence Structures

### Task 10 Rewrite the sentences following the model.

Model 1:

In 1969, the villagers welcomed an educated youth team that included Xi Jinping. He was barely

16 years old at that time.

→ In 1969, the villagers welcomed an educated youth team that included Xi Jinping, **who** was barely 16 years old at that time.

1. I attended a summer camp and met a girl. She would later become my best friend.

→ \_\_\_\_\_

2. There are five girls in the club and one boy named Jason. He is very friendly.

→ \_\_\_\_\_

3. I have one brother and one sister. She is moving to Shanghai next month.

→ \_\_\_\_\_

### Model 2:

It was a rough time for Xi Jinping. We villagers lived in a rough time too.

→ It was a rough time for Xi Jinping, **as rough as** we villagers lived.

1. Jimmy is a tall boy. His older brother is tall too.

→ \_\_\_\_\_

2. Ms. Zhang is a very strict teacher. The teacher I had last year was strict too.

→ \_\_\_\_\_

3. The physics class was difficult for me. It was difficult for my sister too.

→ \_\_\_\_\_

### Task 11 Translation

Translate the following sentences into English, using the words or phrases in the bracket.

1. 这件事发生在书的一开头。(at the very beginning)

\_\_\_\_\_

2. 它们无法从这个山丘去到那个山丘。(incapable of)

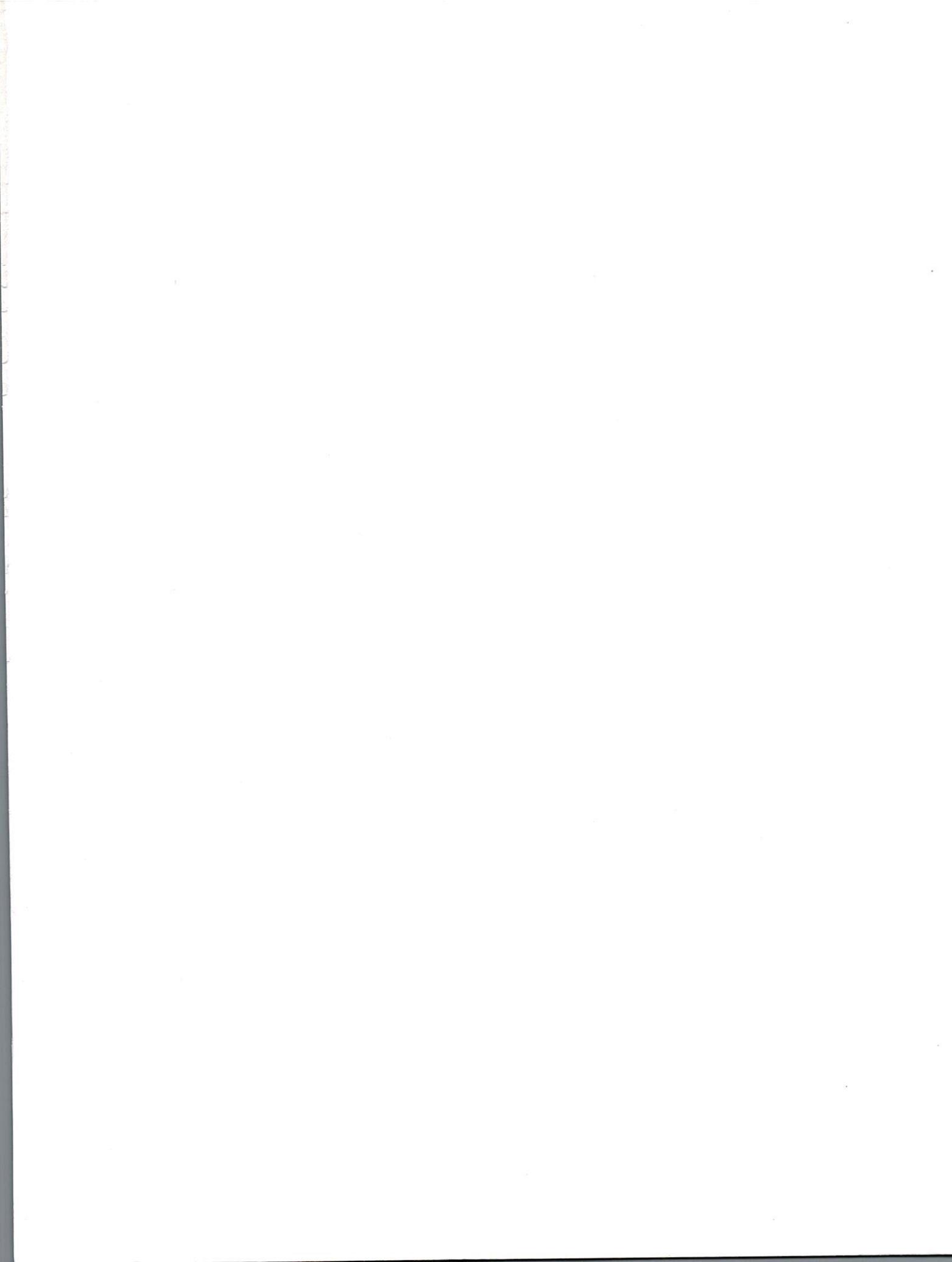
\_\_\_\_\_

3. 我们期待的每件事都实现了。(come true)

\_\_\_\_\_

4. 情况毕竟没有那么糟。我又和朋友们在一起了。(after all)

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# 新时代 新纲领 新课标

习近平总书记强调：“中国特色社会主义进入了新时代，这是我国发展新的历史方位。”“建设教育强国是中华民族伟大复兴的基础工程。”“要坚持把立德树人作为中心环节，把思想政治工作贯穿教育教学全过程，实现全程育人、全方位育人。”

## 《新时代实用英语（第2版）》系列教材：

1 本系列教材体现了新时代高等职业教育专科英语课程的宗旨——推进习近平新时代中国特色社会主义思想进课程进教材进头脑，培育和践行社会主义核心价值观，落实立德树人的根本任务，培养具有中国情怀、国际视野、德技并修的高素质技术技能人才。

2 融合了《高等职业教育专科英语课程标准（2021年版）》提出的英语学科核心素养的要求，强调职场英语沟通能力训练，注重多元文化交流和思辨能力的提高。

· 职场涉外沟通能力训练：教材与课程标准提出的职场情境任务一一对应，逐步培养起学生应对从求职应聘到交易善后等各种职场情境的能力。

· 多元文化交流能力训练：教材单元主题对应职业与个人、职业与社会和职业与环境三大类别的不同专题。

· 语言思维提升训练：教材强调思辨训练，设置培养学生思辨和创新能力的基礎模块。

· 自主学习完善：丰富的教学资源构成英语学科核心素养的发展条件。

3 本系列教材在单元内容编排上尽量满足不同层次的学生学习要求，采用不同的模块，体现由易到难的递增。

4 提供智慧课程教学服务体系。

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