



高 职 高 专 英 语 精 品 教 材

希望英语

Hope English



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希望英语

Hope

English

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综合教程 3

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前 言

随着我国加入 WTO，国家对英语教育提出了更高的要求，对英语实际应用能力的培养更为重视。为此，外语教学与研究出版社联合全国数十所高校编写出版了《希望英语》系列教材，以满足新形势下英语教学改革迫切需要。

英语系列教材的编写主要依据教育部《普通高等专科学校英语课程教学基本要求》(试行)，并充分考虑了高职高专英语教学的现状和宏观趋势，立足于“一切有利教师教学、一切服务学生学习”，以期切实为一线教学提供良好的教学素材和教学支持。在教学设计中，本系列教材既注重将新的语言教学理念引入教学过程，又特别强调语言教学活动在教学实践中的可操作性，同时还通过学习策略指导和协作式学习活动使学生更主动地参与到教学过程中来。此外，本系列教材以课本为依托，辅以磁带、光盘和网络等现代化教学手段，旨在营造立体化教学环境，为教师和学生提供全方位的教学支持。

《希望英语》系列教材的主要特点

《希望英语》系列教材在全面贯彻《普通高等专科学校英语课程教学基本要求》(试行)的前提下，结合一线教学实际，主要突出了以下几个方面：

1. 注重课堂活动的目的性和可操作性，加强英语综合能力、特别是听说能力的培养。各种活动有明确的教学目标，便于有针对性地进行教学实践。作为国内教材的首次尝试，具体活动还专门配有详尽的操作步骤建议，有效增强了教学活动的可操作性，为课堂教学组织提供了有益的选择。

2. 突出选材的真实性、科学性、时代性、趣味性和多样性，更有利于激发学习兴趣和实现培养目标。通过量化手段，科学控制语料难度，并引入 COLLINS COBUILD ENGLISH DICTIONARY 计算机词频统计，使教师和学生更好地了解词汇在当代英语中的应用。

3. 课内与课外活动相结合，学法与教法并重，引入自主式、发现式和协作式学习，强调自主学习能力的提高。精心设计的单元学习策略有助于学生养成良好的自主学习习惯，并通过参与各种小组活动，树立合作与创新意识，为终身学习打下坚实的基础。

4. 单元各模块紧扣同一主题展开，强化听、说、读、写、译技能的综合培养。通过词汇在不同技能模块中的复现和扩展，提高学生对主题相关内容的表达能力。

5. 在配套光盘及学生网站中突出教学设计。结合最新的多媒体技术，引入了大量体现教学设计思想的全新互动活动，并充分考虑了各种活动在课堂教学和自主学习中的易用性，保障多媒体教学的有效实施。

6. 配套教师网站提供全方位教学支持。通过下载、上传、论坛及数据库等多种功能，

开辟信息交流新渠道，服务于教学准备、实施、评估和总结等各环节，并通过全国范围教师间的资源共享和相互学习，达到共同提高的目的。

《希望英语》系列教材的体系

《希望英语》系列教材共四级，每级包含《综合教程》、《教师用书》、《学习卡》以及配套的录音磁带、学生自学光盘、教师演示光盘、学生网站和教师网站。

《综合教程》每册包含八个主题单元和两个阶段测试，为课堂教学的主要素材，含听、说、读、写、译各项技能训练，并兼顾了必要的语法项目内容。

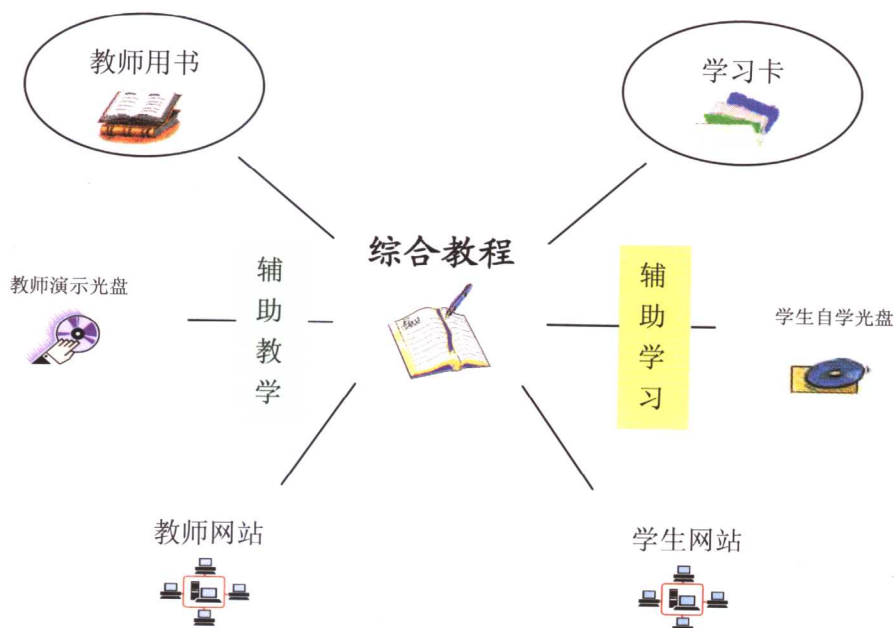
《学习卡》为《综合教程》的必要补充，提供了学习策略指导、与单元相关的自学内容以及自测练习，可作为课外作业，其部分内容还可被灵活地用于课堂教学。

学生自学光盘和学生网站为《综合教程》和《学习卡》的辅助和扩展，它们与《学习卡》一起，构成了学习辅助模块。

《教师用书》含《综合教程》的全部内容，并摆脱传统教参排版模式，采用与《综合教程》对开排版的形式，提供教学建议、答案、录音脚本、语言点和译文，极大地方便了教师备课和授课。

教师网站通过定期更新服务，主要提供教学各环节所需素材，并开辟信息交流渠道，进行教学法的探讨，不断提升高职高专英语教学质量，与《教师用书》一起构成了教学辅助模块。

本系列教材各组成部分的关系如下图所示：



《综合教程》编写及使用说明

一、编写说明

《综合教程》为《希望英语》系列教材的学生用书，共分十个单元，其中八个主题单元，两个阶段测试单元，供一个学期使用。在本教程的编写中，主要突出了以下几个方面：

1. 选材

本教程全部语料来自地道英语环境，题材贴近学生生活，并反映时代热点，体裁多样，并充分考虑到讲英语国家的国别差异。

2. 难度

本教程依据《高职高专教育英语课程教学基本要求》（试行），将全书难度和梯度进行了准确合理的控制，每单元主课文长度约 550 词，生词量约 35，生词率 6.5% 左右。

3. 学习任务

本教程中的学习任务灵活多样，生动有趣，操作方便。

二、使用说明

本教程每单元分为课外调研（Field Work）、口语（Speaking）、主课文（Reading A）、词汇与结构（Vocabulary and Structure）、听力（Listening）、副课文（Reading B & Reading C）、写作（Writing）和课堂口头汇报（Presentation）八个紧密相关的教学环节，具体使用说明如下：

1. 课外调研（Field Work）

该部分为课外小组活动，旨在培养自主式学习和小组协作的能力，其完成时间贯穿整个单元的学习过程。此类活动强调语言的实际应用和研究方法训练。在每次活动前，应明确成员分工和调研方法；在活动期间，应记录进程，并定期讨论；在活动后期，应总结调研成果，完成书面报告，并为小组课堂口头汇报做好准备。小组活动记录表模板参见附录。

2. 课内学习

1) 口语（Speaking）

该部分为每单元的第一阶段，旨在通过词、句和段三个循序渐进的口语任务引导学生就单元主题进行口头表达，并为主课文阅读做准备。为增强任务可操作性，该部分提供了大量与主题相关的词汇、简单易学的对话模板和启发学生发散性思维的问题。

2) 主课文（Reading A）

该部分为每单元的第二阶段，旨在通过阅读前、阅读中和阅读后各项任务来帮助学生准确理解主课文，掌握重要语言点和文化点，提高阅读技能，尤其是捕捉段落中心思想的能力，为以后的语篇分析理解做铺垫。

3) 词汇与结构（Vocabulary and Structure）

该部分为每单元的第三阶段，旨在通过各种任务熟练掌握主课文语言点。在完成本部分任务时，可借助词典或书后的词汇表，反复阅读主课文，力求融会贯通主要语言点。另外，可根据需要完成《学习卡》中相关词汇练习。

4) 听力 (Listening)

该部分为每单元的第四阶段,分为与主课文内容相关的听力练习和与单元主题相关的实用情景对话两部分,旨在提高学生听力理解能力和《高职高专教育英语课程教学基本要求》(试行)中所列的日常交际和业务交际能力。为避免学生将听力与实际表达脱节,该部分在听力训练的基础上,增加了一个口语任务,以便及时模拟应用。另外,《学习卡》中还配有与主题相关的听力练习,供选择使用。

5) 副课文阅读 (Reading B & Reading C)

该部分为每单元的第五阶段,旨在通过阅读与主题相关的两篇短文,进一步扩大词汇量,提高阅读技巧。《学习卡》中每单元另配有四篇与主题相关的阅读材料,可供选择使用。

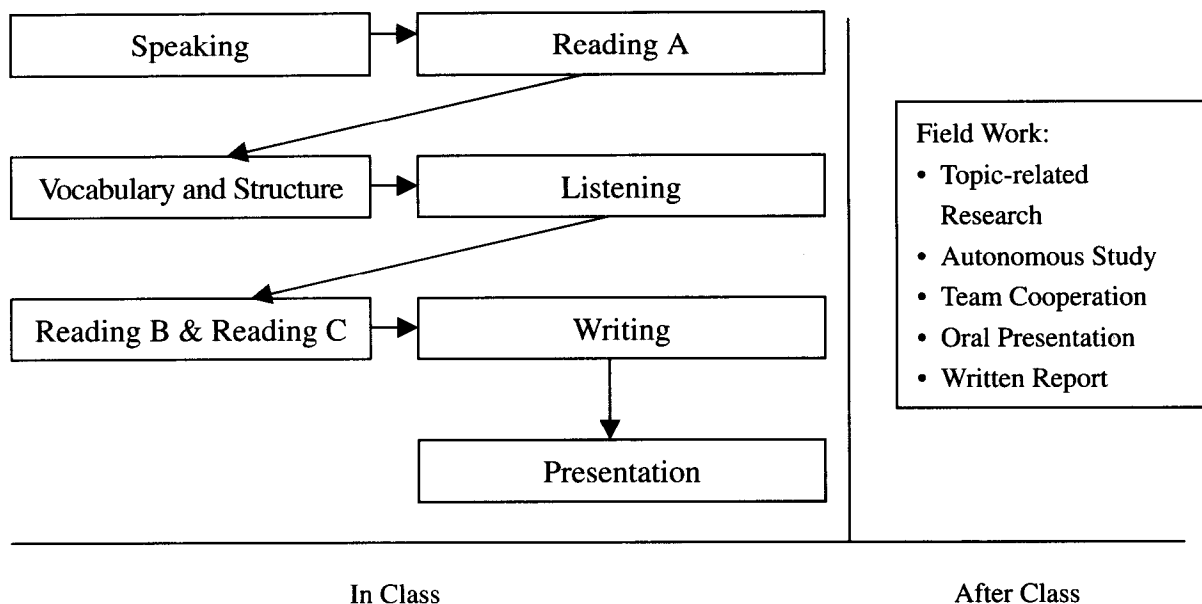
6) 写作 (Writing)

该部分为每单元的第六阶段,分为基础写作和实用写作两部分。前者侧重段落层面的写作训练;后者侧重常见的涉外应用文的理解及套写。

7) 课堂口头汇报 (Presentation)

该部分为每单元的第七阶段,旨在通过课堂表演或报告综合检验小组课外调研成果,提高口语综合应用能力。在观看汇报表演时,应填写记录表,并准备提问或评论。

《综合教程 3》结构示意图



三、其他

1. 词汇表

为训练阅读技巧,减少阅读过程中对词汇表的依赖,本书词汇表由常见的每课主课文之后移至书末,形成按单元排序和全书统一排序的两种词汇表。本书单词注音采用国际音标,主要依据陆谷孙主编的《英汉大词典》(上海译文出版社 1989 年 8 月第一版)。个别单词前部所标星号表示该单词未列入《高职高专教育英语课程教学基本要求》(试行)。多数单词右侧的五角星符号(★)指示该词在当代英语中出现的频率,星数越多,频率越高。

该统计源自 COLLINS COBUILD ENGLISH DICTIONARY (Harpercollins Publishers Ltd., 1995) 词典中计算机统计数据, 仅供学习者参考。

2. 缩略语对照表

缩略语	意义
<i>a.</i>	形容词
<i>ad.</i>	副词
<i>fig.</i>	比喻义
<i>n.</i>	名词
<i>prep.</i>	介词
<i>v.</i>	动词
[复]	复数
〈口〉	口语
〈德〉	德语
〈美〉	美国特有用语
〈美口〉	美国口语
〈非正式〉	非正式用语
〈喻〉	比喻义
【电子】	电子学
【动】	动物 (学)
【核】	核物理学
【化】	化学
【解】	解剖学
【金】	金融
【律】	法律
【生】	生物 (学)
【医】	医学
【音】	音乐
【植】	植物 (学)

附录：小组活动记录表参考模板

Field Work Log (Template)

Group Number:

Group Members:

Group Leader:

Starting:

Day

Month

Year

Ending:

Day

Month

Year

Topic:

Job Division:

Job Progress:

Group Conclusion:

Contents

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Unit 1

Music



Field Work

- Work in groups.
- Ask people of different age groups for their favorite music and singers.
- Organize your data and compare their musical preferences.
- Write a group report and prepare for an in-class presentation.

Speaking

Task 1 Look at the pictures on Page 1 and list words or phrases about them. Then work with your partner and write words or expressions about music.

.....

Kinds of Music	Musical Instruments	Titles for Musical People	Singing
classical music	piano	conductor	group singing

Task 2 Practice the given dialogue in pairs. Then use the words or phrases from Task 1 to make up a dialogue about music.

M: Mary, What kind of music do you like?
W: Classical music. I listen mostly to symphony. How about you?
M: Me too. And Beethoven is my favorite composer.
W: Really? We have the same taste.
M: Can you play a musical instrument?
W: Yes, I can play the piano. Actually, I've got the first prize in a national competition.
M: Wow, that's great! You must have spent a lot of time practicing.
W: Yes, quite a lot. Almost four hours a day.
M: Mary, there's a concert downtown this weekend. Maybe we can go together.
W: Good idea.

Task 3 Work in pairs. Take turns asking your partner the following questions and make notes. Then organize your notes and report to the class.

What kind of music do you like the most?
Could you say something about it?
Why do you love it?

Reading A

Task 1 Give brief answers to the following questions. Then compare with your partner's.

1. Can you list some forms of American popular music?

2. Could you say something about country music?

3. What is the significance of American popular music?

Task 2 Now read the following passage. Mark the difficult parts, if there are any, and ask the teacher to explain afterwards.

History of American Music

America dominates the world in many areas, but the one area of American domination that the world accepts the most is its music. American popular music forms—Blues, Jazz, Country, Rock, R&B, RAP, and Hip Hop, are loved and studied worldwide.

When the British Invasion of the 1960s hit America, almost every group and individual stated their love of American music as their primary influence. The Beatles, Rolling Stones, Tom Jones, and many other British groups and individual performers, all claim American music as their source of inspiration. But the music they loved had its roots in the one true cultural melting pot of America, its music.

Rock and Roll grew from the mixing of Black Rhythm and Blues with Country and Western. This mixture was so volatile that several southern congressmen went on record stating that Rock and Roll was a plot to destroy American values by encouraging race mixing. Originating in the northern urban centers in predominately black areas, Rock and Roll started out being labeled as rebellious, primitive, black music.

Rhythm and Blues (now called R&B) can trace its roots directly from Jazz, Ragtime, and the old black Gospel and Spiritual standards. The narrative form and rich beat of these forms also form the basis for today's RAP and Hip Hop. It is this music that forms the basis of the rhythms of modern American popular music. The emphasis on rhythm and storytelling has always been part of what made this music popular.

Modern Country and Western music has its roots in the folk songs of the rural south and the cowboy music which were made popular by the singing cowboys of the 1930s, 40s and 50s. It was also influenced by many songs born of the conflict of the poor miners and farmers or the depression era. Finding a broader audience in post-war years, Country Music began to move from "hillbilly music" to the more sophisticated and polished form that exists today.

The 1980s and 1990s saw a rebirth of the influence of the Latin rhythms on American music. The Miami Sound and the Mexican influence swept into American music. Cuban, Puerto Rican, and Mexican artists in all forms added their music to the mix. Rap, Country, Rock, and R&B have all been touched by the Latin beat. The media explosion of the 1950s and 1960s was fueled by Rock and Roll on radio, television, and the movies. The beat of Rock and Roll became the dominating force of American music, and the lines between the forms began to blend. Music forms are no longer separated by race today as the forms have merged across the lines of culture in America. Today the effect of this mixing of music and culture can be



seen everywhere in the culture.

Today American music does what it has always done, that is, to bring people together. In American music every aspect of life and culture is merged, mixed, and highlighted. The rich diversity of American culture and life is reflected in its lively beat-filled rhythms. American music is the story of the country, a reflection of a nation alive with change, filled with curiosity, and led by hope and excitement. As it continues to grow and change, American music continues to attract the whole world, because it is truly the best of all that is America.

Task 3 Read the above passage again and fill in the following table.

Forms	Roots	Characteristics
Rock and Roll		
Rhythm and Blues (R&B)		
Modern Country and Western Music		

Vocabulary and Structure

Task 1 Fill in the blanks with words or phrases from the above passage according to the meaning in the column on the right. The first letters are already given. Then compare with your partner's.

e _____	special meaning, value or importance
l _____	put into a kind or class
f _____	make something increase or greater in degree
r _____	show the nature of or express something
b _____	mix; produce by mixing
t _____	follow the history, development, etc. of
c _____	state or declare something as a fact (without being able to prove it)
p _____	simple as if from an earlier period of history
a _____	full of; filled with
b _____	owing one's existence to

Task 2 Complete the following sentences with words or phrases from Task 1. Change forms if necessary.

- Many animals can _____ with things around them, owing to their protective coloring.
- What they are wearing _____ that the living standard is improving in the countryside.
- This dictionary is useful to us students because it places a(n) _____ on examples.
- When the army passed, the street was _____ the sounds of the soldiers.
- I am sure that the rising prices of goods _____ the recent big wage increase.
- They are afraid to contact the social service in case they _____ as a problem family.

7. Generally speaking, courage and confidence are _____ knowledge.
8. In the old times, small seashells were once used as a(n) _____ kind of money.
9. Mr. Johnson's family can _____ its history back to the 10th century.
10. George _____ he had met people from other planets but we didn't believe him.

Task 3 Rewrite each of the following sentences, using the words given in the brackets.

1. At first I didn't want to come into conflict with her, but what she said immediately made me angry. (fuel)

2. The young couple quarreled frequently. As a result, they divorced. (born of)

3. The government's concern about the current economic situation is clearly expressed in the new policy. (reflection)

4. To the fisherman's great joy, there are many fish in the small lake. (alive with)

5. Disagreeing to all these decisions made by the board, several directors expressed their opinions in public. (go on record)

Task 4 Make sentences after one of the models, using the words and phrases given below.

Model 1: rhythm and storytelling, made, what, this music, has always been, the emphasis on, part of, popular
— The emphasis on rhythm and storytelling has always been part *of what made this music popular*.

Model 2: it, today, has done, American music, what, does, always
— Today American music *does what it always has done*.

1. them, made, we, act like that, don't know, what

2. on TV, showed, what, great interest in, was advertised, he

3. I, recall, the Pyramids of Egypt, began to, about, had heard, what, I

4. are doing, they, is required, everyone, what, to, be responsible for

5. now, they, most people, considered, impossible, can afford, in the past, what

Task 5 Translate the following sentences into English paying attention to the highlighted parts.

1. 战斗结束后，双方均宣称获胜。
2. 他开始学的是法语，但最后却成为一名英语翻译。
3. 我必须强调他们只不过是孩子这一事实。
4. 她公开表明观点，反对在这块肥沃的农田上建造新机场。
5. 那首充满节奏感的流行歌曲源于他的灵感，深受全世界年轻人的喜爱。

Listening

Listening for General Purposes

Task 1 Listen to the five statements twice and write them down.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 2 Listen to the five conversations, and choose the best answer for each of the questions you hear.

1. A. The song is full of emotions.
B. The mother thinks the song is very nice.
C. The mother doesn't like the song.
2. A. The woman actually saw the singer.
B. The woman couldn't have seen the singer.
C. The woman's favorite singer was in the town.
3. A. The rock 'n' roll concert is great.
B. The concert is crazy.
C. Those teenagers are crazy about the concert.
4. A. The hip-pop singers arrived in Hong Kong during a storm.
B. The hip-pop singers were very popular in the United States.
C. The hip-pop singers were very popular in Hong Kong.
5. A. The woman should have told him earlier.
B. He is looking for someone to go to the performance with him.
C. The woman has to find someone else to go to the performance with.

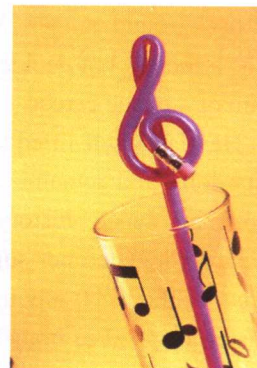
Task 3 Listen to the dialogue. Mark the following statements ✓ (True) or × (False).

1. Andrew is a college student majoring in History of Music.
2. According to Andrew, Jazz came from the songs sung by the blacks in America.
3. Modern Jazz has developed into such a complex musical style that only musicians can appreciate.
4. Andrew knows a lot about Jazz because he often goes to Jazz concerts.

Task 4 Listen to the short passage and fill in the blanks with what you hear.

Great Crimes in Classical Music

One of the great crimes in classical music today is that artists are afraid to _____ themselves from the classical venue to perform classical music. And the longer that kind of situation lasts, _____ for younger audiences, those who are under the age of 25 or 35, to feel comfortable appreciating classical music. I'm not saying that we _____ in classical venues. But I know plenty of young musicians who don't want to play their music in Carnegie Hall or to go to the Philharmonic, but who certainly want to play music. They'd rather _____. That's not a bad thing. If we don't deal with addressing the audience of young people and the way the younger people want to appreciate their classical music, it's going to be very difficult to continue to grow when there isn't _____.



Listening for Specific Purposes

Task 5 Listen to the dialogue and fill in the blanks with what you hear.

1. Mr. Smith is a visitor from _____.
2. Barbara Zhang, _____ of Yinhe Fashion Ltd., welcomes Mr. Smith at the airport.
3. It took Mr. Smith _____ to get to Beijing by air.
4. It's the _____ time for Mr. Smith to visit Beijing.
5. Mr. Smith will get the arrangement of his stay in Beijing _____.

Task 6 Work in pairs and create the following role-play.

The marketing manager of BT Phone Company in London will come to your company for a five-day visit. As the office director of China Mobile, you are going to welcome him at the airport. Introduce yourself and have a small talk with him on the way to a hotel.

Useful Expressions:

- | | |
|---|---|
| ■ How was your trip? | ■ Very good/Excellent/Not bad. |
| ■ How was your flight? | ■ It was fine/very smooth. |
| ■ Did you have a good flight? | ■ It was a bit delayed./The plane was late. |
| ■ Is it a direct/non-stop flight? | ■ Yes./No, it stops over Paris. |
| ■ How do you find the weather here? | ■ It's lovely/sunny/warm. |
| ■ What was the weather like when you left London? | ■ It was cloudy/cold/damp/wet/stormy/windy. |

Reading B

Whitney Houston

Born in Newark, New Jersey, in 1963, Whitney Houston grew up in a musical family. Her mother Cissy Houston is a celebrated gospel artist and background singer. Whitney Houston started out as a model, but decided to pursue her long-held dream of a music career.

Her 1985 self-titled debut album rocketed her to stardom, and remains one of the biggest-selling debuts in music history. Her 1987 follow-up, *Whitney*, cemented her superstardom. And after the release of the 1990 album *I'm Your Baby Tonight*, Houston decided to branch out into acting and was tremendously successful in her first film *The Bodyguard*. The soundtrack to that film was even more of a triumph, spawning the smash *I Will Always Love You* and earning countless awards and accolades. She has sold more than 120 million albums, and her 2000 *Greatest Hits* sold more than eight million copies worldwide. Houston married former *New Edition* singer Bobby Brown in 1992, and the following year she gave birth to daughter Bobbi Kristina Brown.

Houston held the Number One spot on *Billboard's* Hot 100 Chart for 14 weeks with *I Will Always Love You* in 1993.

She was chosen by *People* magazine as one of the 50 Most Beautiful People in the world in 1991.

Houston recently went into the studio to begin recording a Christmas album that will be released in fall, 2003.

Despite all the controversy surrounding her, Houston told the press that she doesn't feel the pressure of having to top her past efforts when she works on new material.

Houston is not a big fan of the way the press has made her private life public, and she is very honest about her resentment of such media intrusion. "My daughter has to go to school, and she has to talk to her friends, and they're gonna ask her things that she doesn't know anything about. Because all she knows is mommy and daddy and love. She doesn't know that other crap," Whitney said, "It's incredible that the press has a right to write freely, but there are no minutes for our privacy."

Task Read the passage and fill in the following table.

Time	Events	Significance
1963	She was born in Newark, New Jersey.	/
1985		The album rocketed her to stardom.
1987		
1990	<i>I'm Your Baby Tonight</i> was released. She was successful in the film <i>The Bodyguard</i> .	
1991		/
1992		/
	She held the Number One spot on <i>Billboard's</i> Hot 100 Chart for 14 weeks with <i>I Will Always Love You</i> .	/
1993	She gave birth to daughter Bobbi Kristina Brown.	
2003		/