



普通高等教育“十一五”国家级规划教材

HOPE ENGLISH

希望英语 第二版

总主编：徐小贞

主 编：卢保江 张光丽

学习卡 4

LEARNING CARDS 4

SECOND
EDITION

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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前言

普通高等教育“十一五”国家级规划教材《希望英语》高职高专立体化系列教材自2003年正式出版发行以来,以其全新的教学设计、灵活的学习任务、突出的易用性、有效的课内外结合以及创新的教学指导等特色,较好地完成了“一切有利于教师教学、一切服务于学生学习”的既定目标,得到了高职高专英语教学界广大同仁的普遍认同和赞誉,并对高职高专新型英语教材开发产生了积极而深远的影响。为了进一步适应高职高专英语教育的改革和发展,满足新形势下的教学需求,更好地服务于一线教学实践,外语教学与研究出版社在广泛征求使用院校意见的基础上,适时推出了第二版《希望英语》立体化系列教材。

为了更好地配合高职高专院校的实际教学情况,《希望英语》第二版主要作了以下调整:

1. 更新替换选篇。重新梳理了教材的单元主题和选篇,使其更符合当今大学生的心智发展和就业需求,教材梯度更加科学合理。
2. 降低整体难度。新增了部分常用词汇的注释和讲解,更换《综合教程》和《学习卡》中部分较难的练习,增强了教学活动的可操作性。
3. 完善教学指导。《教师用书》中增加教学活动的指导和参考样例,补充 Reading A 的语言点讲解,增加 Reading B 和 Reading C 的语言点讲解。
4. 优化配套资源。书后配备 MP3 光盘,包含所有选篇和词汇的录音,同时,制作了全新的 PPT 教学课件,方便教师备课和授课。

主要特点

《希望英语》系列教材在全面贯彻《高等职业教育英语课程教学要求(试行)》的前提下,结合一线教学实际,主要突出以下几方面的特点:

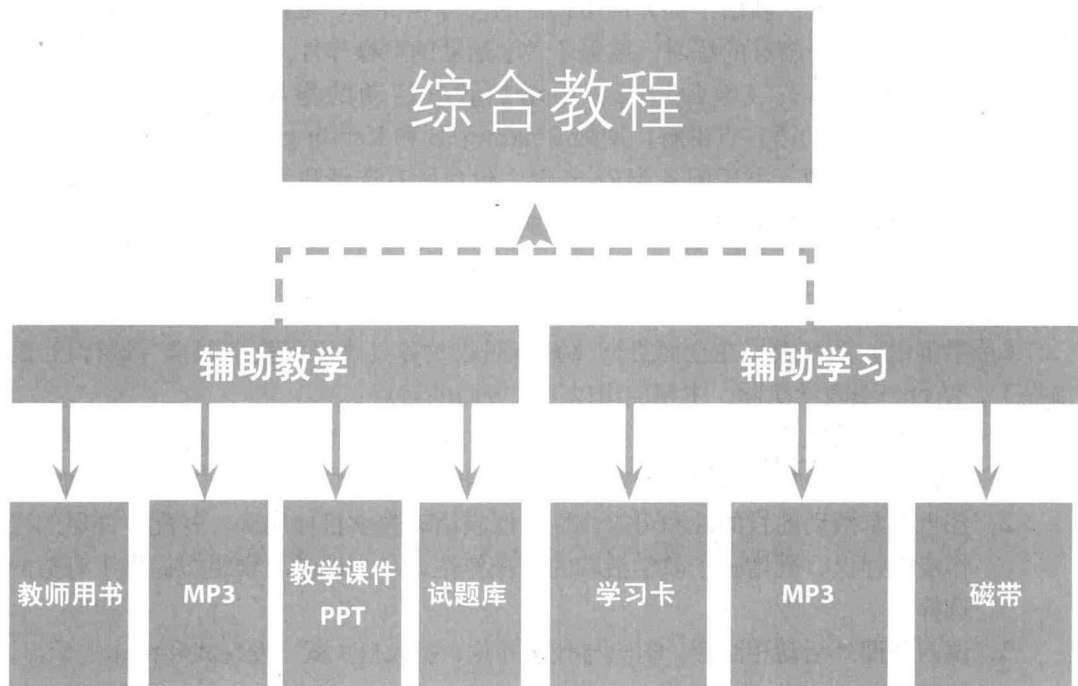
1. 单元各模块紧扣同一主题展开,强化听、说、读、写、译技能的综合培养。通过词汇在不同技能模块中的复现和扩展,提高学生对主题相关内容的表达能力。
2. 注重课堂活动的目的性和可操作性。课堂活动教学目标明确,并配有详尽的操作步骤建议,既增强了教学活动的可操作性,又为课堂教学组织提供了有益的选择。
3. 课内与课外活动相结合,学法与教法并重,引入自主式、发现式和协作式学习,注重培养学生自主学习能力。精心设计的单元学习策略有助于学生养成良好的自主学习习惯,使学生通过参与各种小组活动,树立合作与创新意识,为终身学习打下坚实的基础。
4. 教学课件突出教学设计。结合多媒体技术,引入大量体现教学设计思想的全新互动活动,并充分考虑了各种活动在课堂教学和自主学习中的易操作性,保障多媒体教学的有效实施。

教材体系

《希望英语》系列教材共四级，每级包括《综合教程》、《教师用书》、《学习卡》以及配套的录音带和 MP3 光盘，此外还有配套的教学课件和试题库。

- 《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讲解与练习。
- 《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，其部分内容还可灵活地用于课堂教学。
- 《教师用书》含《综合教程》的全部内容，采用与《综合教程》对照排版的形式，提供教学建议、答案、录音脚本、语言点讲解和译文，极大地方便了教师备课和授课。
- 配套音带和 MP3 提供课文和单词录音，配套教学课件以多媒体交互方式提供背景知识、课文详解、练习答案等内容，配套试题库包含了大量可供教学评估使用的素材，为教学实施提供了有力的支持。

本系列教材各组成部分的关系如下图所示：



※教师可以从外研社高等英语教育出版分社的网站 (www.heep.cn) 上下载教学课件

《学习卡》编写及使用说明

一、编写说明

《学习卡》是《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,可以在课堂上补充教学内容,也可以供学生自主学习。本册《学习卡》共分八个单元,前六单元的每个单元包括五部分:学习策略卡(Learning Strategy Card)、词汇卡(Vocabulary Card)、词汇与结构卡(Vocabulary & Structure Card)、听力卡(Listening Card)和阅读卡(Reading Card);后两个单元均包括除词汇卡(Vocabulary Card)以外的其他四部分。由于本书是《综合教程4》配套的学习卡,在体现高职高专英语着重培养学生语言实际运用能力的前提下,课文内容、词汇、篇章长度和难度都有所提升,逐渐接近本科二年级教材水平。部分学生修完第四册后应具有参加大学英语四、六级考试的能力和水平。

二、使用说明

1. 学习策略卡以简洁明了的方式解释日常英语阅读和写作应注意的几个方面。通过学习,学生可以了解和掌握英语文章的基本结构并学会如何采集、分析资料,如何归纳和总结英语文章。

2. 词汇卡旨在帮助学生了解和掌握英语复合词汇的构成、词性转化等,以便他们科学有效地记忆和灵活地运用单词。

3. 词汇与结构卡分为两部分,练习题型参考了大学英语四、六级考试的题型。第一部分着重于词汇练习,这部分所测试的内容均系词频较高且容易为学生所忽视的词汇或词组;第二部分着重于语法结构、习惯用法等内容,目的是检测学生能否在日常的语言实践中较好地运用英语语法。

4. 听力部分主要分为情景对话听力、篇章听力、复合听写、简单回答和归纳文章中心思想。各个单元侧重面有所不同。但为了加强学生实际的听力能力,本册的听力部分主观练习题数量和形式比四级考试的多。

5. 考虑到学完第四册后有些学生将要参加大学英语四、六级考试,本册收录了一些结构较复杂、知识面广、内容较抽象的议论文,以提高他们的英语综合阅读能力。与其他部分相似,阅读卡的内容和形式也参照大学英语四、六级考试的要求,但是主观题量大了许多,目的是使学生逐渐适应在答题时需要认真思考和动笔回答的要求。

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Identifying Topics and Main Ideas

Understanding the **topic** or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in college reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The **topic** is the broad, general theme or message. It is what some call the subject. The **main idea** is the “key concept” being expressed. **Details**, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.

A paragraph is a group of sentences related to a particular topic, or the central theme. Every paragraph has a key concept or main idea, which is the most important piece of information the author wants to tell you about the concept of that paragraph.

A writer will state his/her main idea clearly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the **topic sentence** of that paragraph.

The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic—the subject of the paragraph. Think of the paragraph as a wheel with the topic being the hub—the central core around which the whole wheel (or paragraph) spins. Your strategy for topic identification is simply to ask yourself the question, “What is this about?” Keep asking yourself that question as you read a paragraph, until the answer to your question becomes clear. Sometimes you can spot the topic by looking for a word or two that are repeated. Usually, you can state the topic in a few words.

Application

Read the following paragraph and underline the stated main idea. Write down in your own words what you are able to conclude from the information.

The rules of conduct during an examination are clear. No books, calculators or papers are allowed in the test room. Proctors (监考人) will not allow anyone with such items to take the test. Anyone caught cheating will be asked to leave the room. His or her test sheet will be taken. The incident will be reported to the proper authority. At the end of the test period, all materials will be returned to the proctor. Failure to abide by these rules will result in a failing grade for this test.

Compound (I)

A COMPOUND word is made up of two or more words that express a single idea together. For English, compounding is perhaps the most powerful word building process. There are three types of compounds. An *open compound* consists of two or more words written separately, such as *salad dressing*, *Boston terrier*, and *April Fools' Day*. A *hyphenated compound* has words connected by a hyphen, such as *age-old*, *mother-in-law*, *force-feed*. A *solid compound* consists of two words that are written as one word, such as *keyboard* or *typewriter*.

A compound may be used in any grammatical function, particularly as a noun, an adjective and a verb.

Compound Nouns

Syntactic Relation	Examples			
subject + v.	headache	头痛	heartbeat	心跳
v. + object	pickpocket	扒手	cut glass	刻花玻璃
n. + n.	raindrop	雨点	tablecloth	桌布
phrasal verbs	walkout	罢工	takeoff	起飞
verbal n. + n.	dining room	餐厅	writing desk	书桌
n. + abstract verbal n.	daydreaming	白日梦	sun-bathing	日光浴
n. + agential n.	baby-sitter	临时保姆	factory-worker	工人

Sorting Work

Find words to complete the chart below.

Syntactic Relation	Examples	
subject + v.		
v. + object		
n. + n.		
phrasal verbs		
verbal n. + n.		
n. + abstract verbal n.		
n. + agential n.		

Word Building

Express the following in one compound word.

- someone who writes songs
- someone who cleans windows
- the race for arms
- the star in the morning
- a mine for gold
- to bathe in the sun
- as cheap as dirt
- tanned by the sun

Vocabulary & Structure Test

I. Choose the best answer to fill in each of the following blanks.

- As we can no longer wait for the delivery of our order, we have to _____ it.
A. postpone B. refuse C. delay D. cancel
- Not until the game had begun _____ at the sports ground.
A. had he arrived B. would he have arrived
C. did he arrive D. should he have arrived
- Beer is the most popular drink among male drinkers, _____ overall consumption is significantly higher than that of women.
A. whose B. which C. that D. what
- So many people _____, the meeting had to be canceled.
A. were absent B. been absent
C. had been absent D. being absent
- I was halfway back to the village where my mother lived _____ Susan caught up with me.
A. when B. while C. until D. though
- If this kind of fish becomes _____, future generations may never taste it at all.
A. minimum B. short C. seldom D. scarce
- You would be _____ a risk to let your child go to school by himself.
A. omitting B. attaching C. affording D. running
- There has been a great increase in retail sales, _____?
A. does there B. isn't there C. hasn't there D. isn't it
- While crossing the mountain area, all the men carried guns lest they _____ by wild animals.
A. should be attacked B. must be attacked
C. had been attacked D. would be attacked

10. Vitamins are complex _____ that the body required in every small amount.
A. matters B. particles C. materials D. substances
 11. The clothes one wears may express his _____ or social position.
A. curiosity B. status C. determination D. significance
 12. I'd rather have a room of my own; however small it is, than _____ a room with someone else.
A. share B. to share C. sharing D. to have shared
 13. Eating too much fat can _____ heart disease and cause high blood pressure.
A. attribute to B. attend to C. contribute to D. devote to
 14. The Car Club couldn't _____ to meet the demands of all its members.
A. assume B. ensure C. guarantee D. confirm
 15. Convenience foods which have been already prepared for cooking are _____ in grocery stores.
A. ready B. approachable C. probable D. available
- II. Choose the one closest in meaning to substitute the underlined part of each sentence.
1. A question arose while we were talking about the project.
A. set up B. came up C. brought up D. looked up
 2. Jane wants to redecorate her office.
A. set up B. work out C. do over D. hang up
 3. Do you think such a life style will ever become popular here?
A. straighten up B. catch on C. touch up D. try out
 4. What a great idea! Who invented it?
A. thought it up B. let it in C. charged it up D. let it out
 5. This paint is scratched. Let's improve it a little.
A. fill it up B. touch it up C. make it up D. bring it up

Vocabulary & Structure Card

6. Susan works so hard that she's sure to succeed.
A. give in B. figure out C. turn over D. get ahead
7. When did the company hire them?
A. take them off B. take them on C. work them out D. bring them up
8. A lamp will illuminate this corner nicely.
A. turn on B. blow up C. put up D. light up
9. Jason wanted to be an artist, but he unexpectedly went to medical school.
A. ended up going B. dream up going
C. thinking of going D. figure out going
10. Can someone indicate the mistake in that question?
A. give out B. show off C. point out D. find out
11. _____ is peace and progress.
A. What we all need B. All for our needs
C. All the thing needed D. What that we need
12. It is no use _____ me not to worry about my examination score.
A. you tell B. your telling
C. for you to have told D. having told
13. Special honor should be paid to the senior clerk who is faithful _____ his duty.
A. in B. of C. with D. to
14. Assignment _____ on time will assure you better grades.
A. finish B. finished
C. having finished D. to have been done
15. _____ for my absence, I would have lent her a helping hand.
A. Not being B. Had it not been
C. Without being D. Not having been

- ## Section B

Questions 1 to 3 are based on the passage you have just heard.

- Questions 4 to 6 are based on the passage you have just heard.**

4. A. He ran a village shop.
C. He worked in an advertising agency.
- B. He worked on a farm.
D. He was a gardener.
5. A. It was stressful.
C. It was peaceful.
- B. It was colorful.
D. It was boring.
6. A. His desire to start his own business.
C. The decline in his health.
- B. The crisis in his family life.
D. The dream of living in the countryside.

Questions 7 to 10 are based on the passage you have just heard.

7. A. Count money. B. Read and write.
C. Draw moving objects. D. Hunt and farm.
8. A. Teachers came to children's homes.
B. Children acquired the information they needed by direct experience.
C. Children taught one another in small supervised groups.
D. Parents instructed their children in the "Three Rs".
9. A. A new dependence on people far away and the use of money.
B. The introduction of a new alphabetical and numerical system.
C. Outmoded methods of farming and ineffective means of transportation.
D. Larger family units and greater financial hardships.
10. A. The various means of survival taught by parents in contemporary society.
B. The importance of history instruction in the first schools.
C. The increasingly complex skills subsequently taught in schools.
D. The problems evolved in the construction of new schools.

Section C

Directions: In this section, you will hear one passage. After you hear the passage, answer the following questions.

1. What are the three groups of English learners according to the passage?

2. What is the characteristic of the students who want to learn special English for their work or professional life?

3. Why isn't it easy for teachers to decide how to teach specialized English?

4. What else do teachers need in order to teach special language?

5. What are the most popular ESP courses in Britain?

Reading Comprehension

Directions: Read the following passage and choose the best answer from the four given choices marked A, B, C and D to each question following the passage.

Questions 1 to 5 are based on the following passage.

According to a recent survey, employees in many companies today work longer hours and take shorter vacations than employees did in 1979. It seems that Americans are working harder today than ever before. A management adviser, Bill Meyer, decided to find out the answer to the question. For three days, he observed an investment banker being hard at work. Meyer wrote down everything the banker did during his long workday; the banker worked 80 hours a week. At the end of the three-day period, Meyer reviewed the banker's activities with him, and discovered that the man spent 80 percent of his time doing busy work.

Apparently, many people believe that the more time a person spends at work, the more he or she accomplishes. However, the connection between time and productivity is not always positive. In fact, many studies show that after a certain point, anyone's productivity and creativity are to decrease. Furthermore, it's not always easy for individuals to realize that their performance is decreasing.

Part of the problem is understandable. When employers evaluate employees, they often consider the amount of time on the job in addition to job performance. Employees know this. Consequently, they work longer hours and take less vacation time than they did nine years ago. Although many working people can do their job effectively during a regular 40-hour-work week, they feel they have to spend more time on the job after normal working hours so that the people who can promote them see them.

- The survey shows employees in many US companies today _____ than employees did in 1979.

A. take longer vacations	B. live a better life
C. work longer hours	D. work harder
- In order to find out the truth, Bill Meyer _____.

A. talked to an investment banker
B. watched an investment banker hard at work
C. helped an investment banker with his work
D. praised an investment banker for his working hard

3. According to the passage, the relationship between time and productivity _____.
 A. is always positive
 B. is not always positive
 C. should never be positive
 D. should always be positive
4. How much time did the banker spend doing busy work?
 A. All of his time.
 B. Seventy percent of his time.
 C. Eighty percent of his time.
 D. Ninety percent of his time.
5. According to the passage, employers evaluate employees by considering _____.
 A. the amount of time on the job
 B. their job performance
 C. the working time and job performance
 D. their work attitude and job efficiency

Questions 6 to 10 are based on the following passage.

Henry Ford, the famous US inventor and car manufacturer, once said, "The business of America is business." By this he meant that the US way of life is based on the values of the business world.

Few would argue with Ford's statement. A brief glimpse at a daily newspaper vividly shows how much people in the US think about business. Business news can appear in every other section. Most national news has an important financial aspect to it. Welfare, foreign aid, the federal budget, and the policies of the Federal Reserve Bank are all heavily affected by business. Moreover, business news appears in some of the unlikeliest places. The world of arts and entertainment is often referred to as "the entertainment industry" or "show business".

The positive side of Henry Ford's statement can be seen in the prosperity that business has brought to US life. One of the most important reasons why so many people from all over the world come to live in the US is the dream of a better job. Jobs are produced in abundance because the US economic system is driven by competition. People believe that this system creates more wealth, more jobs, and a materially better way of life.