



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：邹渝刚 章国军

综合教程 2

COMPREHENSIVE  
COURSE 2

SECOND  
EDITION

语 教 学 与 研 究 出 版 社

REIGN LANGUAGE TEACHING AND RESEARCH PRESS





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### 综合教程 2

COMPREHENSIVE  
COURSE 2

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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:

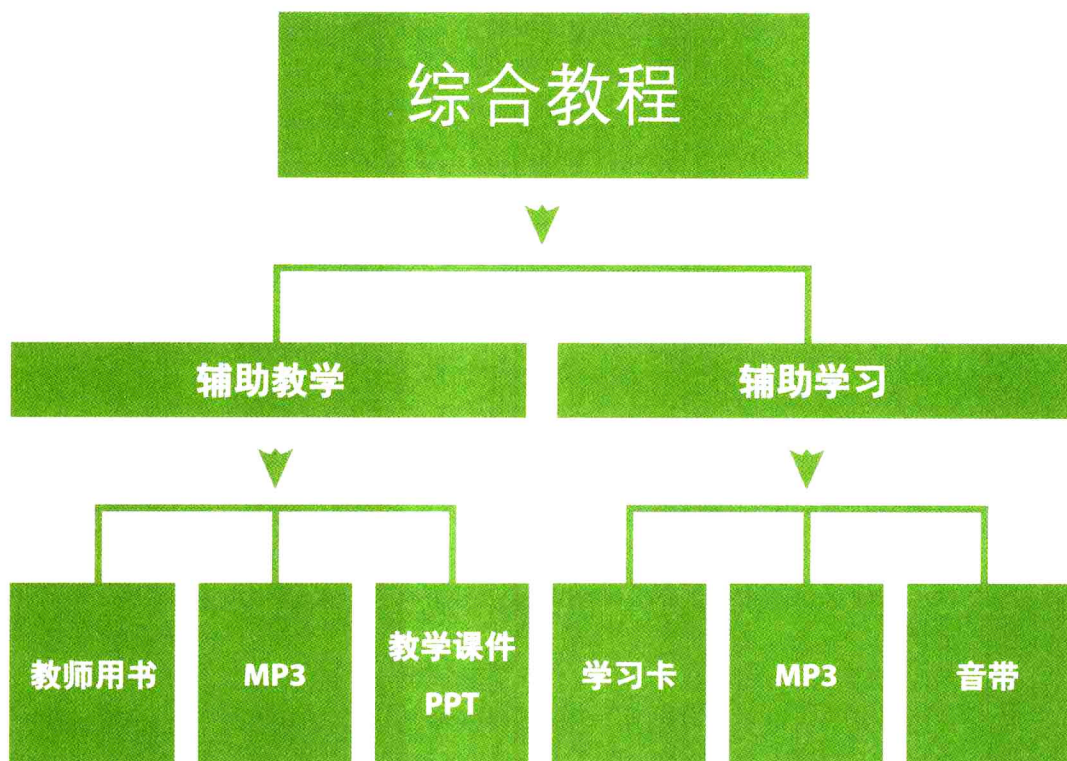
1. 单元各模块紧扣同一主题展开,强化听、说、读、写、译技能的综合培养。通过词汇在不同技能模块中的复现和扩展,提高学生对主题相关内容的表达能力。
2. 注重课堂活动的目的性和可操作性。课堂活动教学目标明确,并配有详尽的操作步骤建议,既增强了教学活动的可操作性,又为课堂教学组织提供了有益的选择。
3. 课内与课外活动相结合,学法与教法并重,引入自主式、发现式和协作式学习,注重培养学生自主学习能力。精心设计的单元学习策略有助于学生养成良好的自主学习习惯,使学生通过参与各种小组活动,树立合作与创新意识,为终身学习打下坚实的基础。
4. 教学课件突出教学设计。结合多媒体技术,引入大量体现教学设计思想的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





# 《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，每册包含八个主题单元和两个阶段测试，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，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《高等职业教育英语课程教学要求（试行）》，对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为 450 个词，生词量约为 25 个词，生词率为 6% 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）、语法（Grammar）、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 Presentation Notes。

### 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，该部分还提供简单易学的句型和谈话模板。

#### 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。

该部分的 Task 4—8 为主课文 Reading A 的词汇与结构练习，旨在通过各种任务使学生熟练掌握主课文的语言点。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》中相关的词汇练习。

#### 3) 语法（Grammar）

该部分为每单元的第三阶段，旨在通过学习语法项目的重点和难点，为具备一定语法基础的

学生提供深入学习的机会。学习该部分时，应注意结合《学习卡》系统地回顾和复习相关语法项目。

#### 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，旨在巩固主课文的语言点以及《高等职业教育英语课程教学要求（试行）》中所列的实用情景和口语表达功能项。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，增加了两个口语任务，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。前者分为句子、段落、篇章和文体四个阶段，第二册侧重段落层面的写作；后者涵盖《高等职业教育英语课程教学要求（试行）》中所列主要实用阅读和写作项目。

#### 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。

### 《综合教程》结构示意图





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<b>2 Environment</b> Page 18	A: The Eden Project B: Four Theories About Global Warming C: Benefits from Growing Trees	Inversion	At a Resort	Certainty and Uncertainty	Development by Process Fax	Finding Out About Local Pollution
<b>3 Money</b> Page 34	A: Money Myths B: Is Money a Major Conflicting Issue in Your Relationship? C: The Importance of Money	Subjunctive Mood I	In a Bank	Apologies and Responses	Development by Space Receipt	Comparing People's Spending Habits
<b>4 Advertising</b> Page 50	A: Advertising B: The Paradox of Advertising C: What Is Advertising?	Subjunctive Mood II	In a Bar	Complaints and Responses	Development by Example Letter of Thanks	Getting People's Opinions About Advertising
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<b>6 Man and Woman</b> Page 82	A: Gender Equality B: He Says, She Says C: Equality Between Men and Women	Infinitives	In an Office	Appointments	Development by Cause and Effect Letter of Apology	Comparing People's Opinions of Man and Woman
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# 希望英语

## 第 2 级

# Hope English

## 2

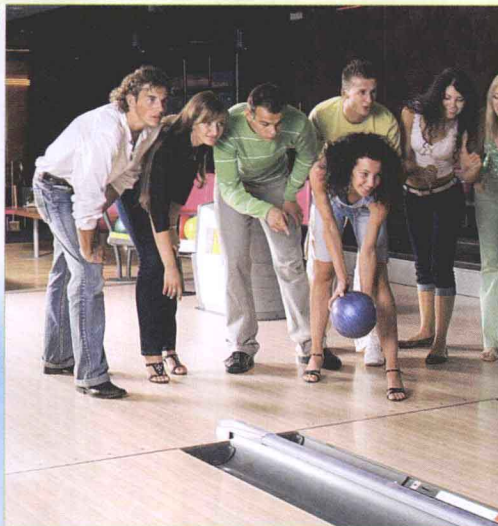
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# Unit 1

# Lifestyle



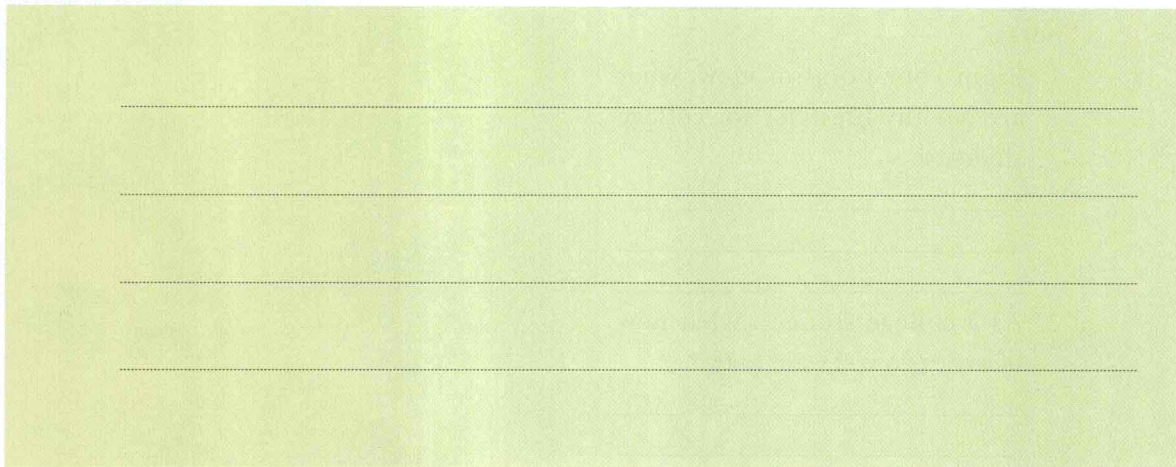
## Field Work

- Work in groups.
- Ask people of your parents' generation how they lived their life at your age.
- Compare what you find with your way of life.
- Write a group report and prepare for an in-class presentation.



## Speaking

**Task 1** Look at the pictures on Page 2 and list words or phrases about them. Then share your work with others.



**Task 2** Use the following sentence patterns and the words or phrases from Task 1 to talk about the pictures on Page 2.

A. One of... is...

B. ... be supposed to...

**Task 3** Work in pairs. Take turns asking your partner the following questions and make notes. Organize your notes and report to the class using the given paragraph as a model.

Will you please describe a typical day of your life?

Which would you prefer, “work hard and play hard”, or “all work and no play”?

What do you wish your life to be like?

## Model Report

*Michelle has just quit her first job selling sportswear at a shopping center. It's not the money. It's just that she has had enough of showing a professional smile all the time. Besides, she hates working on weekends while everybody else is having fun. For her, life is not supposed to be like that. It should be something more than just working—a harmless joke, a romantic dinner, an exciting tour. It seems that her first work experience has given her some serious ideas about her way of life.*

## Reading A

**Task 1** Give brief answers to the following questions. Then ask your partner about his/her answers and take notes.

1. From your point of view, what are healthy lifestyles for college students?

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2. As a college student, what new lifestyles do you want to try?

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3. How do you manage your budget after you arrive on college campus?

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4. What debts do you have to handle on campus? Have you been burdened with them?

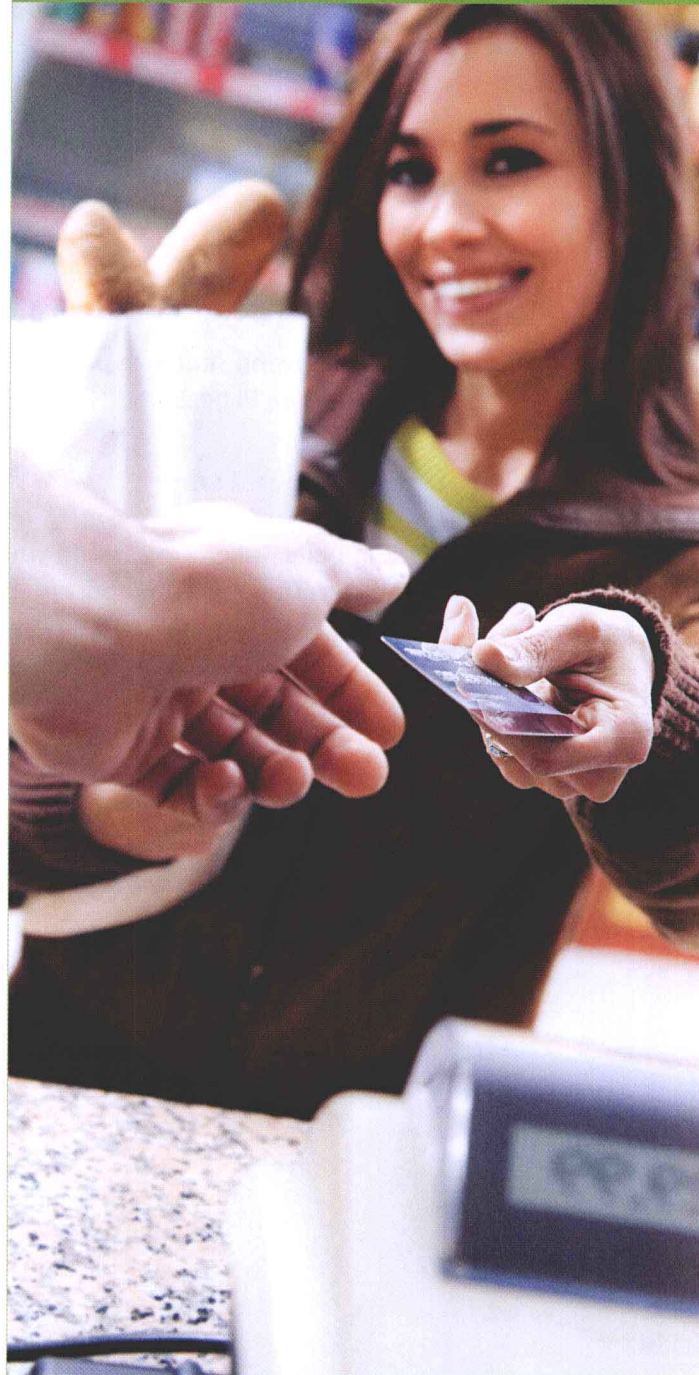
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**Task 2** Now read the following passage and find out other people's answers to the questions in Task 1. Mark the difficult parts, if there are any, and ask the teacher to explain afterwards.

# Debts on Campus





- 
- 1 **T**here is no question that many college students cannot avoid debt these days. While colleges are allocating a greater share of financial aid to student loans, tuition increases are outpacing inflation. As a result, most students are immediately burdened with debt unless they arrive on campus with a scholarship.
  - 2 A common debt is the cell phone bill. After leaving home, students may want to be in contact more with their parents and friends on a regular basis. If the cell phone activities go unchecked, students could find themselves in a phone debt. The wisest thing for students to do is find a cell phone that offers free minutes and try not to exceed the free minutes. Another suggestion would be to get a cell phone that has a pay-as-you-plan to eliminate the possibility of a huge phone debt.
  - 3 The most common debt for college students comes from credit cards. Even at a time when the sluggish economy is being blamed on lenders who gave home loans to people who couldn't afford them, college students remain a prime target for credit card issuers. Banks are bombarding college students with credit-card offers, with minimum requirements. Credit card companies are willing to give students access to instant credit with credit cards. College campuses are thus flooded with credit card brochures.
  - 4 As college students arrive on campus, they have a lot more freedom than what they've been used to, which generally sets the traps for these wide-eyed kids hitting the "real world" on their own. It is this freedom that leads to students' uncontrolled use of credit cards. And in turn, it leads students to feel as if they could do as they wish, without thinking about the consequences these cards can bring them. With the newly-gained independence, they suddenly want to explore new lifestyles. Many students have a tendency to try and live unrealistic lifestyles in an attempt to keep up with the "in crowd". They tend to go out and party to let off steam, relax and have fun with friends.
  - 5 Spurred by federal requirements, colleges routinely conduct advisory sessions with new students getting financial aid, but the warnings often fall on deaf ears. Many students may depend upon the idea that they will be rich some day and that they can take care of all their debts once they get a job. Something they don't take into consideration is the harsh reality that they may not find a job in their career field right away.
  - 6 There's nothing wrong with trying new lifestyles, but students may forget just how expensive this can be if they begin doing it several times a week. If students absolutely must have a credit card, they have to make sure that they can pay the monthly balances so as not to incur unnecessary interest charges. They need to sit down and figure out exactly how often they really can afford to go out so as not to overextend their budget. Otherwise, many students will face heavy credit card debt.
  - 7 Overall, it is possible to handle debts while in college, but it takes a bit of dedication. With careful planning, money troubles need not blight their student days.

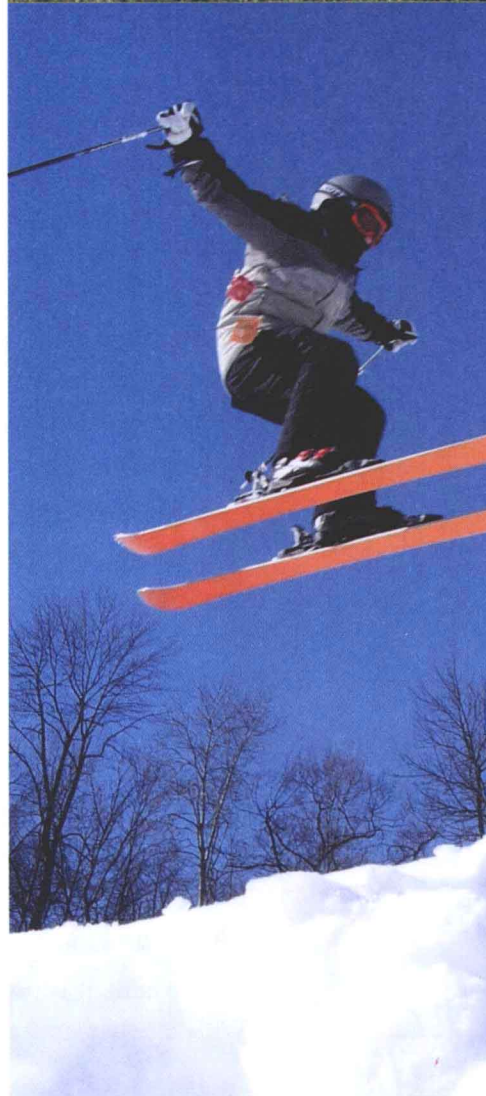
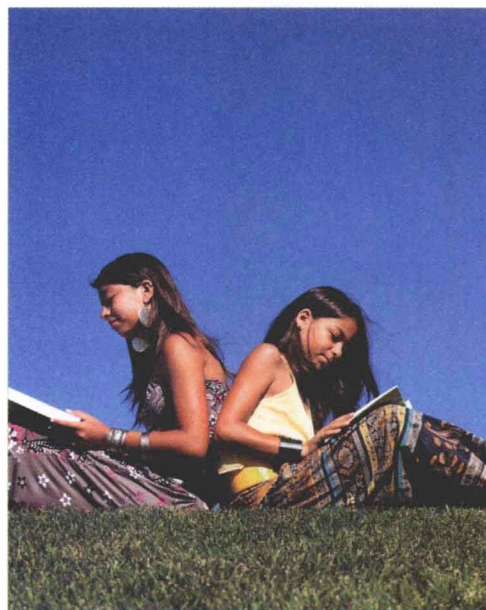


## New Words

absolutely /ˌæbsə'ljʊtli/ <i>ad.</i>	完全地；十分地
access /'ækses/ <i>n.</i>	(使用或见到的) 机会，权利；通道
advisory /əd'vaɪzəri/ <i>a.</i>	咨询的
allocate /'æləʊkət/ <i>v.</i>	划拨；分配
blight /blaɪt/ <i>v.</i>	妨害；贻害；使枯萎
bombard /bɒm'bɑ:d/ <i>v.</i>	提供过多信息；炮击；轰炸
brochure /'brəʊʃə(r)/ <i>n.</i>	小册子
budget /'bʌdʒɪt/ <i>n.</i>	预算
consequence /'kɒnsɪkwəns/ <i>n.</i>	后果，结果
contact /'kɒntækt/ <i>n.</i>	联系；联络
dedication /ˌdedɪ'keɪʃən/ <i>n.</i>	精力的投入；奉献
eliminate /ɪ'lɪmɪneɪt/ <i>v.</i>	消除，排除
exceed /ɪk'si:d/ <i>v.</i>	超过
explore /ɪk'splɔ:(r)/ <i>v.</i>	探索，探究
harsh /hɑ:ʃ/ <i>a.</i>	严酷的；残酷的
incur /ɪn'kʊ:(r)/ <i>v.</i>	招致
inflation /ɪn'fleɪʃən/ <i>n.</i>	通货膨胀
issue /'ɪʃju:/ <i>v.</i>	发给；供给
issuer /'ɪʃju:(r)/ <i>n.</i>	发行人，发行者
loan /ləʊn/ <i>n.</i>	借款；贷款
outpace /ˌaʊt'peɪs/ <i>v.</i>	超过
overall /'əʊvərl:/ <i>ad.</i>	大致上，大体上，总体上
routinely /ru:'tiːnli/ <i>ad.</i>	惯例地，常规地
session /'seʃən/ <i>n.</i>	一段时间
sluggish /'slʌɡɪʃ/ <i>a.</i>	缺乏活力的；呆滞的
spur /spɜ:(r)/ <i>v.</i>	督促，激励
tendency /'tendənsɪ/ <i>n.</i>	倾向
tuition /tju:'ɪʃən/ <i>n.</i>	学费
unchecked /ˌʌn'tʃekt/ <i>a.</i>	不受控制的，不受约束的
unrealistic /ˌʌnrɪə'lɪstɪk/ <i>a.</i>	不切实际的
wide-eyed /'waɪd,aɪd/ <i>a.</i>	天真的；无经验的

## Phrases & Expressions

be burdened with...	负担；负重
credit card	信用卡
in contact with...	与……联系
in turn	转而，反过来
let off steam	〈口〉松弛紧张的情绪；泄怒
on a(n)... basis	在……基础上
on one's own	独立地
take... into consideration	考虑到……





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

Debts on Campus	
Common Debts	<i>Debt 1:</i>  <i>Debt 2:</i>
Reasons for Debts	<i>Reason 1:</i>  <i>Reason 2:</i>  <i>Reason 3:</i>
Solutions	<i>Solution 1:</i>  <i>Solution 2:</i>

**Task 4** Fill in the blanks with words or phrases from the reading on Page 5 according to the meaning in the column on the right. The first letters are already given. Then compare with your partner.

*a* \_\_\_\_\_

give something officially to somebody/something

*a* \_\_\_\_\_

way in; entrance

*c* \_\_\_\_\_

result; something that follows from an action

*e* \_\_\_\_\_

examine carefully in order to find out more

*t* \_\_\_\_\_

a natural likelihood of developing in a particular way

*u* \_\_\_\_\_

not showing or accepting things as they are

*e* \_\_\_\_\_

be greater than

*h* \_\_\_\_\_

cruel or unkind

*e* \_\_\_\_\_

get rid of

*i* \_\_\_\_\_

in the act of communicating with somebody

**Task 5** Complete the following sentences with words or phrases from Task 4. Change word forms if necessary.

1. The only \_\_\_\_\_ to the school is across the bridge.
2. They \_\_\_\_\_ all the possibilities, but couldn't find the right answer.
3. In order to gain the contract, he had to accept the \_\_\_\_\_ terms.
4. According to the latest report, the storm is showing a(n) \_\_\_\_\_ to move eastward.
5. The government \_\_\_\_\_ a large sum of money for a new hospital.
6. You should consider the \_\_\_\_\_ before you make the choice.
7. I couldn't help crying because the bad news \_\_\_\_\_ my worst fears.
8. She lived in a(n) \_\_\_\_\_ world and was unwilling to face the reality.
9. If you want to \_\_\_\_\_ the mistakes from your writing, you should do some careful reading.
10. Since I left home for college, I \_\_\_\_\_ most of my high school classmates.

**Task 6** Complete the sentences using the following words or phrases plus some words of your own.

eliminate      exceed      incur      bombard      spur

1. He drove too fast and \_\_\_\_\_ the speed limit so \_\_\_\_\_.
2. The reporters \_\_\_\_\_ the actress with questions in order to \_\_\_\_\_.
3. The police \_\_\_\_\_ all the possibilities after \_\_\_\_\_.
4. The coach \_\_\_\_\_ his players to fight hard by \_\_\_\_\_.
5. His words \_\_\_\_\_ the anger of his friend because \_\_\_\_\_.

**Task 7** Rewrite the following sentences after the models.

**Model 1:**

If they don't arrive on campus with a scholarship, most students are immediately burdened with debt.

—Most students are immediately burdened with debt unless they arrive on campus with a scholarship.

1. If you don't want to go earlier, I will leave at nine.

\_\_\_\_\_

2. If he doesn't write to me first, I won't write to him.

\_\_\_\_\_



3. If you are not told to leave, stay in the room.

---

4. Do not apply for so many credit cards if you don't have enough regular income.

---

5. I shall go to the park to meet her if it doesn't rain.

---

### Model 2:

After students leave home, they may want to be in contact more with their parents and friends on a regular basis.

—*After leaving* home, students may want to be in contact more with their parents and friends on a regular basis.

1. When he receives the letter, he will tell us as soon as possible.

---

2. Before the teacher left the classroom, he asked me to go to his office.

---

3. After students go to college, they have to learn how to handle their money.

---

4. If you are asked about the accident, you'd better keep silent.

---

5. After the man was carefully examined, he was permitted to leave the entrance.

---

### Task 8

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

1. 汤姆不想因学费**增加**父母的负担。

---

2. 政府正采取措施以**消除**通货膨胀的可能性。

---

3. 地震后红十字会**拨出**了大量资金救助灾民。

---

4. 该公司在这场金融危机中**蒙受**了巨大损失。

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5. **考虑到**公司的财务状况, 经理认为每个人的费用不应**超过**100美元。

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