



普通高等教育“十一五”国家级规划教材
高职高专公共基础课教材系列

(学生用书)

新目标 英语(I)

New Aim English (I)

段慧业 总主编
陈 敏 主 编



随书附赠光盘



科学出版社

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丁 绚 胡志红 闪志晓 副主编

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内 容 简 介

本书共有 10 个单元,符合高校课程设置的要求,注意各章节内容配置均衡,便于专题学习。每个单元包括 Listening & Speaking (听说训练)、Intensive Reading (精读课文)、Grammar (语法知识)、Writing (写作练习) 和 Extensive Reading (扩展阅读) 等 5 个部分,精选了与学习、生活紧密相关的文章进行讲解。本书选题内容广泛,集科学、趣味于一体,重点要求学生掌握和提高英语的语言能力、交际能力和写作能力,实用性强。本书还配有练习册供学生使用。

本书可作为高职高专英语教学的学生用书,也可以作为相关职业培训班的教材。

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举报电话:010-64030229; 010-64034315; 13501151303

本书编写人员名单

总主编 段慧业

主 编 陈 敏

副主编 丁 绚 胡志红 闪玉晓

编 者 陈 敏 丁 绚 胡志红 吴 丹

何 凌 闪玉晓 徐晓潇 殷 璐

前 言

《新目标英语》系列教材是在科学出版社 2005 年出版的《大学英语读写教程》系列教材（《大学英语读写教程》被教育部评为普通高等教育“十一五”国家级规划教材）的基础上，根据教育部高教司颁布的《高职高专英语课程教学基本要求（试行）》为指导改编而成的一套高职高专英语教材。本套教材共分 3 册，每册教材将听说和读写的内容融为一体，每本学生用书还配有学生练习册和教师参考书。

《新目标英语》系列教材的编写按照《高职高专英语课程教学基本要求》，以高职高专逐步改制为基点，结合教改后的英语教学总课时而编写。教材遵循“应用为目的、实用为主、够用为度”的英语教学理念，即重视培养学生的英语语言基础知识和应用能力，更注重培养学生使用英语进行涉外交际的能力。本套教材侧重“教、学、考”相互照应，贴近《高等学校英语应用能力考试大纲》的要求，学生在完成本教材的学习过程中能熟练掌握考试题型，顺利达到英语应用能力考试的 A、B 级水平。

一、教材的特点

1. 实用性

本套教材依据《高职高专英语课程教学基本要求》，既测试语言知识也着重测试语言技能，既测试一般性语言内容也测试与涉外业务有关的内容，并侧重后者，实用性内容约占 60%。本套教材的内容包括了日常生活和工作环境中常见的涉外交际活动，与高等学校英语应用能力考试紧密衔接。教材中概括了英语常用单词、短语、语法规则等，注重语言听说的训练，在练习设计时注意了精讲多练，讲练结合。同时，教材选材丰富、题型多样，并很好的与英语应用能力考试相结合。学生通过对教材的学习不仅能充分地锻炼听、说、读、写、译，提高英语技能，也能熟悉高等学校英语应用能力考试题型和做题技巧。

2. 广泛性

本套教材选材广泛，第一册主题包括与学生生活紧密相关的校园、环境、音乐、体育、旅游、网络等。第二册主题包括西方教育、节日风俗、各地文化、环境污染、名人演讲、及和学生息息相关的应聘小知识等。第三册在前两册的基础上，为学生们提供更具专业色彩的词汇与篇章，内容涉及土木工程、汽车制造、财务会计、保险保单、文秘礼仪、物流营销和英特网络。

3. 针对性

本套教材的编写者是从事高职高专英语教学多年的一线老师，深知高职高专学生的特点，因此在本套教材编写中能结合实际，强调语言知识、语言技能和实用涉外交际能力教学的并重，着力培养学生的英语综合应用能力，针对性强。



二、教材的结构

为体现理论与实践相结合的原则,便于学生学习和老师的教学,《新目标英语》系列教材共分3册,每册均配有学生练习册和教师用书。每册共有10个单元,符合高校课程设置的要求,注意各章节内容配置均衡,便于专题学习。每个单元都分为5个环节,即 **Listening & Speaking** (听说训练)、**Intensive Reading** (精读课文)、**Grammar** (语法知识)、**Writing** (写作练习) 和 **Extensive Reading** (扩展阅读)。每个单元均配有丰富的练习,包括阅读理解练习、词汇练习、语法练习、写作练习及翻译练习。阅读理解习题和词汇练习全部针对文章设计,形式丰富多样,旨在帮助充分理解文章本身并熟练使用文章中出现的常用词汇。书后还有附录,将各单元中出现的单词进行了总结,便于学生查找和检索。

本套教材可作为高职高专英语教学的学生用书,也可以作为相关职业培训班的教材。

本书是《新目标英语》学生用书(第一册),由段慧业任总主编,陈敏任主编,丁绚、胡志红、闪玉晓任副主编。参加本书编写的人员主要有陈敏、丁绚、胡志红、吴丹、何凌、闪玉晓、徐晓潇、殷璐。

本书和练习册总定价为40.00元,单册定价28.00元(附光盘1张)。

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编 者

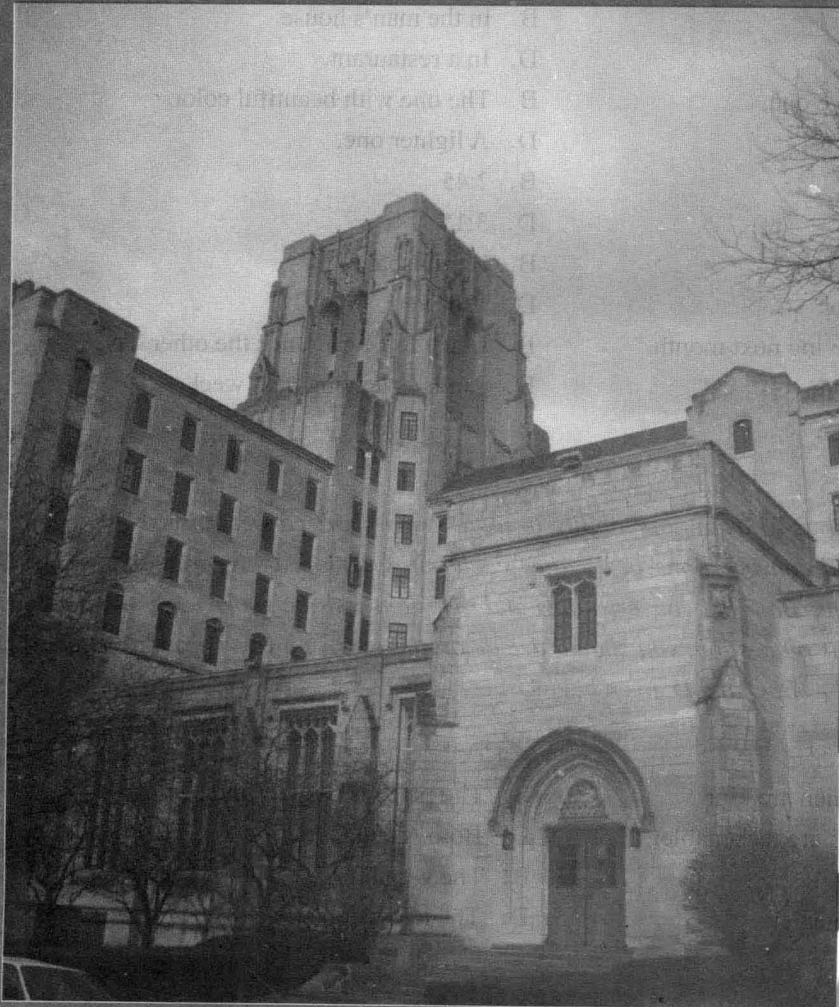
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Unit 1

College





Listening & Speaking

Section A

Direction: This task is to train your ability to understand short dialogues. There are 5 recorded dialogues in it. After each dialogue, there is a recorded question. Both the dialogues and questions will be spoken only once. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D given below.

- | | |
|------------------------------------|---|
| 1. A. In a taxi. | B. In the man's house. |
| C. In a bank. | D. In a restaurant. |
| 2. A. An expensive one. | B. The one with beautiful color. |
| C. A racing bike. | D. A lighter one. |
| 3. A. 2:30 | B. 2:45 |
| C. 2:15 | D. 3:15 |
| 4. A. A police officer. | B. Her husband. |
| C. Her neighbor. | D. A driver. |
| 5. A. Linda is leaving next month. | B. Linda left for France the other day. |
| C. Linda left late. | D. Linda is leaving next week. |

Section B

Direction: This task is to train your ability to understand short conversations. There are 2 recorded conversations in it. After each conversation, there are some recorded questions. Both the conversations and questions will be spoken two times. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D given below.

Conversation 1

- | | |
|--------------------------------|-------------------------------|
| 6. A. The repairmen are kind. | B. The place is easy to find. |
| C. The charges are reasonable. | D. Both A and C. |
| 7. A. The man's. | B. The woman's. |
| C. The repairmen's. | D. The television's. |

Conversation 2

- | | |
|------------------|---------------|
| 8. A. Item 9304. | B. Item 9403. |
| C. Item 9314. | D. Item 9404. |

9. A. US \$115 per metric ton CIF Rotterdam.
 B. US \$150 per ton CIF Rotterdam.
 C. US \$150 per metric ton CIF Rotterdam.
 D. US \$115 per metric ton CIF Rotterdam.
10. A. Early October. B. Late October.
 C. Early December. D. Late December.

Section C

Direction: This task is to train your ability to comprehend short passages. You will hear a recorded passage. After that you will hear 5 questions. Both the passage and the questions will be read two times. When you hear a question, you should complete the answer to it with a word or a short phrase below.

11. What should you be more careful of than usually during the summer according to the passage?
 We should be more careful of _____.
12. Do you think it proper to leave food in the car or beach bag?
 _____.
13. Where do we put food often in summer?
 We put them in _____.
14. Why should picnic food like egg salad be kept in a cooler place?
 Because it will _____.
15. How shall we do it if a food goes bad in summer?
 We'll _____.

Section D

Direction: This task is to train your ability to speak in English. You are to listen to the following dialogue twice and fill in the blanks with the missing words. After that, make your dialogue with one of your classmates, using the same pattern.

(Jenny and Lisa share an apartment and they meet their new neighbor, Frank.)

Jenny: Hello!

Frank: Oh, hi there!

Jenny: Please _____ 16. _____ introduce myself. My name is Jenny and this is my roommate, Lisa.

Frank: Pleased to meet you. My name is Frank Peter. Did you just move in _____ 17. _____?

Lisa: Yes, we did. Have you lived here long?

Frank: Me? I guess so. I've lived here for about 6 years now. Have you lived in China very long?



Jenny: No. _____ 18. _____. When we left America and came to China, we lived in the college dorm for 2 years. Where do you work, Frank?

Frank: I teach mathematics at Willow Springs community college. What do you do?

Jenny: I am a university student and _____ 19. _____ computer science.

Frank: What about you, Lisa?

Lisa: I major in medicine, but the next fall I'll _____ 20. _____ a doctor's assistant at Whitfield County hospital.

Frank: Well, Jenny and Lisa, it was good to meet you. I have to go now. I'm teaching a class this evening and I need to get to the college.

Jenny: It was good to meet you, too, Frank.

Lisa: Yes, it was good to meet you.

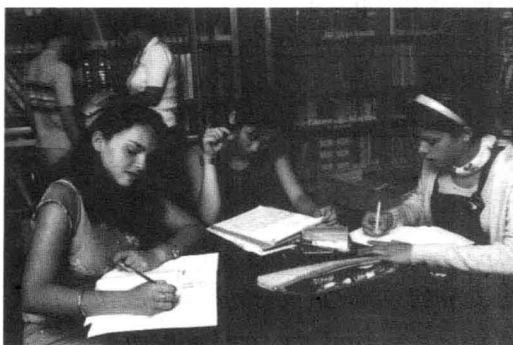
Frank: See you around!

Jenny and Lisa: Good-bye, Frank!

Reading A

College Life

The fat letter has finally arrived welcoming you as a member of the class. You're about to become a college freshman.



Most students enter college expecting to leave with a bachelor's degree; only half ever do. The others drop out.

"Half of a college education has to come from the student," advises Fred Hangadon, former dean of admissions at Stanford University. But how?

College counselors, faculty advisers and one very successful student offer the following tips on how to get the most out of your college education.

INVOLVEMENT. The most successful students are those actively involved in their education, interacting with classmates and faculty, and participating in activities. You become part of the college community, developing support groups that you can turn to for help. Get involved, but not over committed. In the first term, focus on adjusting to the



academic demand.

TIME MANAGEMENT. “Man is first a social animal, then a rational one,” says a professor at Purdue University. So you may find it hard to say “No” each time your roommate wants to see a movie when you need to read *Paradise Lost*.

College is known for its distractions. In those first months, you’ll meet people whose values and priorities are different from yours. The newness of the situation and the range of decisions you’ll face could leave you confused.

Think about what you want from college and from friends. Study after breakfast, between classes, whatever works best for you. Don’t cut off all social contacts. They’re as vital to surviving in college as reading. Study Hegel first, then catch a late movie.

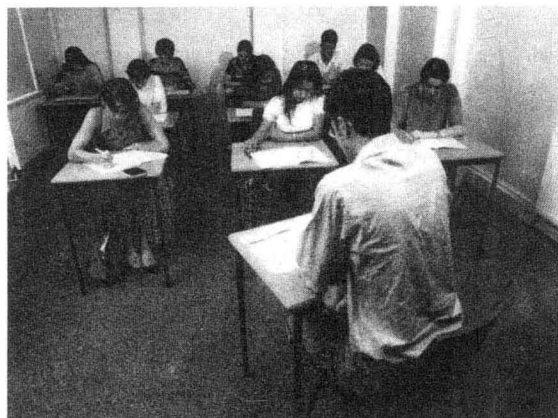
STUDY METHODS. Would you take a trip by stopping for directions at every station instead of reading a map? Of course not, but that’s how most people study, says a professor, who teaches a course on preparing for college. Studying in college demands more reading and thinking, less memorization than in high school. Survey the material first to get a sense of it; formulate some questions. Jot down key ideas, tell yourself the essence of what you’ve read and review it. Does it make sense? Were your questions answered?

Get copies of old exams from the library so you can see what types of questions each professor asks. Preparing for an exam on the Civil War will be easier if you know whether to study broad themes or specific battles.

KEEPING CURRENT. Professors may not notice whether you attend a large lecture, but you could notice later on. Some professors use lectures to discuss material not found in the reading on which they will base an exam. Others stress key points. If you must miss a lecture, get the notes promptly. If too much time elapses, the notes will make less sense than second-hand notes normally do. Never fall more than a week behind in reading. If you don’t do the reading, you won’t understand the lecture.

SEEKING HELP. You may attend every calculus class, do each assignment and still watch your grades go down. Or maybe you missed more classes than you should have. Get





help. Most professors are very willing to talk about their courses. Just don't wait until a week before the mid-term exam.

THE MAJOR CHOICE. For a minimum of \$4000 a year and four years of your life, you expect a degree and a job—when it's over. Why not major in computer science or business and be more assured of work after graduation?

It is quite appropriate to view college as a broadening experience, a preparation

for life. Indeed, many college students do not select their ultimate career path until after they graduate. So take occupational courses if you like, but don't feel compelled to mold your major to the market.

FINDING TOP TEACHERS. On every campus, there are professors noted either for their inspirational teaching style, or for their way of making a course an exciting voyage into the unknown. Don't spend four years on campus without taking their classes. When Hangadon was admissions dean at Stanford, he told parents to worry if their children were earning all A's by the end of the first quarter, which showed they were only taking subjects they would do well in. "College is a great feast from which to choose," he says. "Don't order the same meal every day."



New Words and Expressions

academic [ˌækə'demɪk]	adj.	associated with academia or an academy 学术的
adjust [ə'dʒʌst]	v.	alter or regulate so as to achieve accuracy 调整, 调节, (使)适合
admission [əd'mɪʃən]	n.	the act of admitting someone to enter 允许进入, 接纳
appropriate [ə'prəʊpriɪt]	adj.	suitable for a particular person or place, or condition etc. 适当的
assignment [ə'saɪnmənt]	n.	a duty that you are assigned to perform 分配, 委派
assure [ə'ʃʊə]	v.	make certain of 保证, (使)确信
battle ['bætl]	n.	a match between two combatants 战斗

calculus ['kælkjuləs]	<i>n.</i>	the branch of mathematics that deals with limits and the differentiation and integration of functions of one or more variables 微积分学
commit [kə'mit]	<i>v.</i>	perform an act, usually with a negative connotation 犯(错误), 干(坏事)
community [kə'mju:niti]	<i>n.</i>	a group of people having ethnic or cultural, or religious characteristics in common 公社, 团体, 社会
compel [kəm'pel]	<i>v.</i>	force somebody to do something 强迫, 迫使
counselor ['kaunsələ]	<i>n.</i>	some who gives advice about problems 顾问
distraction [dis'trækʃən]	<i>n.</i>	an entertainment 娱乐
elapse [i'læps]	<i>v.</i>	pass by (时间)过去, 消逝
faculty ['fækəlti]	<i>n.</i>	the body of teachers and administrators at a school 全体教员
inspirational [inspə'reiʃənəl]	<i>adj.</i>	imparting a divine influence on the mind and soul 鼓舞人心的, 激励的
major ['meidʒə]	<i>n.</i>	the principal field of study of a student at a university [美][教]主修课
mold [məuld]	<i>v.</i>	shape or influence 对……产生影响, 形成
occupational [ˌɒkjʊ'peɪʃənəl]	<i>adj.</i>	of or relating to the activity or business for which you are trained 职业的
paradise ['pærədaiz]	<i>n.</i>	any place of complete bliss and delight and peace 天堂
participate [pɑ:'tisipeɪt]	<i>vi.</i>	become a participant; be involved in 参与, 参加
priority [praɪ'ɔ:ti]	<i>n.</i>	status established in order of importance or urgency 优先权
prompt [prɒmpt]	<i>adj.</i>	quick in apprehending or reacting 敏捷的, 迅速的, 即时的
rational ['ræʃənəl]	<i>adj.</i>	consistent with or based on or using reason 理性的, 合理的
specific [spi'sɪfɪk]	<i>adj.</i>	stated explicitly or in detail 详细而精确的
survey [sə:'veɪ]	<i>v.</i>	consider in a comprehensive way 调查, 审视
survive [sə'vaɪv]	<i>v.</i>	continue to live; endure or last 幸免于……, 幸存, 生还
theme [θi:m]	<i>n.</i>	the subject matter of a conversation or discussion 主题
ultimate ['ʌlɪmit]	<i>adj.</i>	being the last or concluding element of a series 最后的, 最终的
vital ['vaɪtl]	<i>adj.</i>	absolutely necessary 生死攸关的, 至关重要的



Notes

1. Most students enter college expecting to leave with a bachelor's degree; only half ever do.

大多数学生上大学时都期望离开时拥有学士学位, 却只有一半的人离开时拥有了学士学位。

expecting to leave with a bachelor's degree 是一个现在分词短语, 用作伴随状语。bachelor's degree 指的是学士学位, do 在句中为助动词, 代替前面提到的 leave with a bachelor's degree, 以避免重复。

2. drop out 退学, 退出

3. Stanford University 斯坦福大学

4. get the most out of 从……中获得最大利益

5. Get involved, but not overcommitted.

参与, 但不要过于投入。

involved 表示“参与其中的, 牵扯在内的”, overcommitted 表示“过于投入的”。

6. adjust to 使……适应

7. Purdue University 普渡大学

8. Why not major in computer science or business and be more assured of work after graduation?

为什么不主修计算机科学或者贸易, 从而更有把握在毕业后找到工作呢?

句中, “Why not + 动词原形”表达向某人提出建议, 翻译为“为什么不……?”

“干吗不……?” 例如: Why not take a holiday? 干吗不去度假?

9. Paradise Lost, 《失乐园》, 英国诗人约翰·弥尔顿(1667)所作。

10. Hegel, 黑格尔(1770~1831), 德国哲学家。

11. major choice 专业选择

12. jot down 草草记下

Reading Comprehension

I. Choose the best answer for each of the following.

1. To be the most successful student, you should not _____.

- A. get involved in your education
- B. take part in class interaction activities
- C. adjust yourself to the academic requirements
- D. spend too much time in college community

2. The statement “that's how most people study” can be most suitably replaced by _____.

- A. most students neglect the correct study techniques

- B. most people fail to read a map before taking a trip
 - C. it is helpful to write down key ideas while listening to teachers
 - D. you'd better go to the library and get copies of old exams for revision
3. You will notice later on all the following EXCEPT that _____.
 - A. exams are based on material in professors' lectures
 - B. key points are often emphasized in a large lecture
 - C. your notes make sense as time elapses
 - D. professors talk about material not found in the reading
 4. What is the advice concerning the reduction in your grades?
 - A. You do each assignment once again.
 - B. You review key ideas mentioned in a large lecture.
 - C. You could turn to your teachers for help.
 - D. Notes could be always helpful.
 5. This article is written mainly for _____.
 - A. students who are going to university
 - B. students with excellent academic record
 - C. college students in general
 - D. senior high school students

II. Decide whether each of the following statements is true or false according to the text.

1. In the first term, the focus is on adjusting to the academic demand.
2. You should learn to say "No" each time your classmate asks you to see a movie with him.
3. You may be at a loss how to cope with your new situation and make various decisions.
4. You can cut off all social contacts because they are not so important as reading.
5. If you must miss a lecture, the remedy is to get the notes promptly and review important points after more than a week.

III. Choose the best meaning for the underlined words in the following sentences.

1. If too much time elapses, the notes will make less sense than second-hand notes normally do.

A. slides	B. glides	C. passes	D. falls
-----------	-----------	-----------	----------
2. Many college students do not select their ultimate career path until after they graduate.

A. basic	B. better	C. final	D. only
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3. It is quite appropriate to view college as a broadening experience, a preparation for life.

A. look at	B. regard	C. watch	D. scenery
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4. So take occupational courses if you like, but don't feel compelled to mold your major to the market.
A. ordered B. forced C. demanded D. required
5. On every campus, there are professors noted either for their inspirational teaching style...
A. well-known B. noticed C. observed D. written

IV. Give brief answers to the 5 questions in no more than 3 words.

1. What are the most successful students supposed to do?
The most successful students are supposed to be active, interacting with classmates and faculty and participating in activities.
2. What could leave you confused in the first few months?
The newness of the situation and the range of decisions.
3. From where can you get copies of old exams?
From the professor's office.
4. What is an exam usually based on for some professors?
Material not found in the reading.
5. When do many college students begin to select their ultimate career?
After the first semester.

Translation

I. Choose the best translation for the following sentences.

1. You become part of the college community, developing support groups that you can turn for help.
A. 你成为学院社团的一部分，培养你可以寻求帮助的团体。
B. 你成为学校社团的一份子的同时，也发展了你能求助的并支持你的团体。
C. 你作为学校社区的一份子，去发展那些你能够得到帮助的组织。
D. 你成为学院社团的部分，去开发可以得到帮助的资助小组。
2. The newness of the situation and the range of decisions you'll face could leave you confused.
A. 新环境和决定范围使你困惑不已。
B. 新环境以及面临自我决策使你感到迷茫。
C. 你将面临的新环境和诸多等待作出的决定会令你困惑不已。
D. 面临的新环境和自我决策的范围扩大使你困惑不已。
3. Some professors use lectures to discuss material not found in the reading on which they will base an exam.
A. 有些教授通过讲课来讨论阅读中没有的材料，而这些材料正是他们出题的基础。