



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

(练习册)

新目标 英语(II)

New Aim English (II)

段慧业 总主编



科学出版社
www.sciencep.com

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

新目标英语(II)

New Aim English(II)

(练习册)

段慧业



科学出版社

北京

内 容 简 介

本书是《新目标英语》配套的练习册。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 Reading Practice(阅读理解练习)、Vocabulary Practice(词汇练习)、Grammar & Exercise(语法和练习)、Writing Practice(写作练习)等 4 部分内容。书后还附有 2 套测试题供学生自测使用。

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参考资料。

图书在版编目(CIP)数据

新目标英语(II)=New Aim English(II)(练习册)/段慧业总主编.—北京:科学出版社,2009

(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)

ISBN 978-7-03-024894-7

I.新… II.段… III.英语—高等学校:技术学校—教材 IV.H31

中国版本图书馆 CIP 数据核字(2009)第 108263 号

责任编辑:王彦/责任校对:柏连海 王万红

责任印制:吕春珉/封面设计:杨玉兰

科学出版社 出版

北京东黄城根北街 16 号

邮政编码:100717

<http://www.sciencep.com>

新蕾印刷厂 印刷

科学出版社发行 各地新华书店经销

*

2009 年 10 月第 一 版 开本:787×1092 1/16

2009 年 10 月第一次印刷 印张:9 1/4

字数:218 000

定价:42.00 元(共两册,附光盘 1 张)

(如有印装质量问题,我社负责调换(新蕾))

销售部电话 010-62136131 编辑部电话 010-62138978-8208 (VE04)

版权所有,侵权必究

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

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》练习册(第二册),由段慧业任总主编,参加编写的人员有苏伊婷、雷雪梨、崔萍。

本书与学生用书总定价为 42.00 元,单册定价 15.00 元。

由于编者水平有限,编写时间仓促,疏误之处在所难免,诚望同行及各界读者批评指正。

编 者

2009 年 8 月

Contents

Unit 1	Universities	1
Unit 2	Mother's Day	11
Unit 3	Global Warming	21
Unit 4	Career	30
Unit 5	Bill Gates and Microsoft	39
Unit 6	A Blessing in Disguise	49
Unit 7	The Best Policy	56
Unit 8	Culture	63
Unit 9	Health	70
Unit 10	Human & Animal	76
Revision Test I		86
Revision Test II		96
KEYS		106

Unit 1

Universities





I. Reading Practice

A. Reading and translation.

Oxford and Cambridge resemble each other quietly closely. They have a special preeminence, but they both no longer belong to the upper and upper-middle classes as the public schools do. They are both based on colleges. These colleges are parallel and equal institutions, and none of them is connected with any particular field of study. In order to become a member of the university, a student must be first accepted as a member of a college.

B. Fill in the blanks with the words or phrases.

1. They enjoy almost complete autonomy from national or local governments in their _____ (管理) and the determination of their curricula.
2. The inter-college rowing races in the summer _____ Oxford _____ a great and colorful social occasion.(提供)
3. Oxford is more _____ (容忍的, 宽恕的, 有耐力的) than Cambridge; and except Churchill, every Prime Minister from 1945 to 1974 was an Oxford graduate.
4. The first post-graduate degree is normally that of Masters, _____ (授予) for a thesis based on at least one year's full-time work.
5. Oxford and Cambridge _____ (类似) each other quite closely.

C. Translate the following sentences into English.

1. 尽管这些大学从政府那里获得了它们几乎所有所需的基金, 但它们充分享有自治的权利, 国家和地方政府都无权干涉它们对大学的管理和对学院课程的安排。(despite)
2. 这种双向选择制度, 结合大学导师制能够确保大学生们在三年或是四年内完成所必要的课程学习。(be combined with)
3. 在此方面, 剑桥和牛津显得与众不同, 任何学士生进入大学 7 年以后, 只要交清所需费用都可拿到硕士学位。(be peculiar in)
4. 本科之后的第一个学位是硕士学位。学生要经过至少一年的学习, 写出一篇论文之后, 方可拿到此学位。(based on)
5. 然而, 每一个牛津学院都是一个独立的社会团体, 它的学生们有一种很强的认同感。(feel conscious of)

II. Vocabulary Practice

A. Find out the words in the text which means.

1. a _____ the control of the government of a country, organization, or a group by itself rather than by others.
2. c _____ subjects taught or elements of subject
3. s _____ oversee activity or oversee people
4. t _____ relating to tutor, especially one at university or college
5. s _____ outline of course of study
6. p _____ unusual, unique

7. **p**_____ highly distinguished or outstanding
 8. **f**_____ a graduate student who is supported by a university department to teach or do research
 9. **t**_____ accepting different views
 10. **r**_____ competitive action

B. Fill in the blanks with the proper form of the words.

1. He regarded all these _____ (administration) details as beneath his notice.
2. The court _____ (determination) that the man was guilty of assault.
3. He _____ (secure) the release of the hostages.
4. Hunting foxes is a _____ (peculiar) English sport.
5. The Queen _____ (confer) knighthood on several distinguished men.
6. When will the patient regain his _____ (conscious)?
7. In ordinary living there can be some _____ (tolerant) of unpunctuality.
8. That country was paralyzed by political _____ (rivalry).
9. He's someone I have an _____ (occasion) chat and joke with.
10. I _____ (lodging) at a friend's house.

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

1. The chair looks rather hard, but in fact it is very comfortable to _____.
 A. sit B. sit on C. be sit D. be sat on
2. I'm hungry. Get me something _____.
 A. eat B. to eat C. eating D. for eating
3. —I usually go there by train.
 —Why not _____ by boat for a change?
 A. to try going B. trying to go
 C. to try and go D. try going
4. She did nothing _____ at the photo.
 A. except look B. but to look
 C. except to look D. but looking
5. I asked him to _____ me a few minutes so that we could go over all the problems.
 A. spend B. spare C. save D. share
6. They won't let their teacher _____ in that way.
 A. to be treated B. being treated
 C. treated D. be treated
7. John, you must get your room _____ after breakfast.
 A. to be cleaned B. to clean
 C. cleaning D. cleaned
8. The problem _____ at tomorrow's meeting is a very difficult one.
 A. being discussed B. discussed
 C. to be discussed D. to discuss



9. He reached the station _____ only _____ that the train had just left.

A. tired; learned

B. tiring; learning

C. to tire; to learn

D. tired; to learn

10. —Did that book give the information you needed?

—Yes, but _____, we had to read it almost entirely.

A. for finding it

B. to find it

C. finding it

D. by finding it

III. Grammar Exercise

运用动词不定式的特别注意事项

动词不定式因其在句中的功能多,变化复杂,一直是学生英语学习过程中的难点。本文旨在提供一些学生常出错或难掌握的注意事项,从而帮助老师及学生在教与学的过程中,对不定式的使用有更好的把握。

某些句子成分对不定式的要求如下表所示。

具体情况	示 例
1. 最高级, 序数词或有最高级, 序数词及 only 修饰的词后, 非谓语动词中只能用不定式作定语。	He is the oldest athlete ever to win an Olympic gold medal.
2. 非谓语动词中只能用不定式作目的状语。	I came here to see you last night.
3. 表示令人失望或惊讶的结果状语, 须用不定式, 其前可加 only, but 或 never 来加强语气。	He hurried to the school (only) to find nobody there.
4. 作表语形容词的状语应用不定式, 说明产生这种情绪的原因或是在哪方面存在谓语所表示的情况等。	We are proud to be young people of China.

不定式的动作时间表示方式如下表所示。

具体情况	示 例
1. 不定式的一般式可用来表示动作与谓语动词的动作(状态)同时(或几乎同时)发生, 这种用法通常体现在不定式在感官动词后作宾语补足语; 其他情况则表示不定式的动作在谓语动词所表示的动作之后发生。	Who heard him say that. I plan to attend the meeting to be held tomorrow.
2. 如果谓语表示的动作(情况)发生时, 不定式表示的动作正在进行, 这时不定式应用进行式。	I am glad to be working with you.
3. 如果不定式的动作发生在谓语动词之前, 应用完成式。	They knew the man to have been a spy.

不定式被动意义的表示方式如下表所示。

具体情况	示 例
1. 当不定式逻辑上的主语是其动作的承受者时, 不定式一般要用被动形式。	He didn't like his intention to be laughed at.
2. 作定语时, 要特别注意以下情况: (1) 当不定式动作的发出者是句子的主语时, 虽然不定式与所修饰的词是动宾关系, 我们习惯采用不定式的主动形式来作定语。 (2) 当不定式的动作发出者不明确时, 不定式既可以用主动式, 也可以用被动式, 其语义上并没有什么区别。	You need something to eat. Give me a list of the people to invite/to be invited.

续表

具体情况	示 例
(3) 当不定式的动作发出者明确不是句子主语时, 不定式应用被动形式。试比较:	Have you anything to send? 你有什么东西要寄吗? (动作发出者为 you) Have you anything to be sent? 你有什么要(我或别人)寄的东西吗?
(4) 当用不定式作定语来对所修饰的名词进行价值判断时, 一般用不定式的被动式。	He is a man to be depended on. 他是一个可以信赖的人。
3. 作表语时, 当不定式和句中主语构成逻辑上的动宾关系时, 不定式多用主动形式。这是因为人们往往认为形容词后省去了 for one 或 for people。	The fish is fit (for people) to eat.
当不定式是对主语进行价值判断时, 通常用其被动式。	Your behavior is to be encouraged.

作宾语时不定式与动名词在用法上和意义上的区别如下所示。

若干动词之后既可以跟动名词也可以跟动词不定式作宾语, 但它们当中有些词在运用时, 或是在特定的条件下有特别的用法要求, 或是存在意义上的区别, 列举如下。

(1) 当动词 need, want, require 作“需要”解, 且句子的主语与作宾语的非谓语动词是被动关系时, 其后必须用动名词的主动形式表示被动意义, 或用不定式的被动式作宾语。

e.g. The window needs (requires, wants) cleaning.

The window needs (requires, wants) to be cleaned.

(2) 在 should (would) like/love/prefer/hate 后, 习惯上用不定式作宾语。

e.g. “Can I give a lift?” “No, thanks. I’d prefer to walk.”

(3) 在 begin 和 start 的进行式之后, 要用不定式。

e.g. I’m beginning to learn French.

另外, 当作它们宾语的动词为一些表示心理活动的识知动词时, 应用不定式。

e.g. I began to understand the importance of English.

(4) forget, remember, go on, mean, regret, stop, try 等动词后可带动名词或不定式作宾语, 但意义上有较为明显的区别。试比较:

① I remember reading the book. (记得过去曾有过的经历)

I must remember to read the book. (别忘记届时去做某事)

② I’ll try to improve my spoken English. (是“努力”或“力图”的意思)

Try knocking at the back door if nobody hears you at the front door. (是“尝试”的意思)

③ Stop talking. (动名词即停止的内容)

He stopped to talk. (不定式是停止的目的, 即停下来去做某事)

④ I mean to come early today. (表示“打算”)

Missing the train means waiting for another hour. (表示“意味着”)

⑤ I regret not having accepted your advice. (是对已做过的事表示后悔)

I regret to say I haven’t given you enough help. (表示对将要做的事表示遗憾, 主要用于宣布坏消息。)

⑥ Let’s go on discussing the question. (讨论的是同一个问题)

Let’s go on to discuss another question. (讨论的是另外一个问题)



不定式与现在分词作宾语补足语时的区别如下。

(1) 在 feel, hear, listen to, look at, notice, observe, see, watch 等感官动词后作宾语补足语时,不定式为不带 to 的一般式的主动形式(不含 be 动词),表示不定式的动作已发生(即动作的全过程已结束),若强调谓语动词的动作发生时,不定式的动作正在进行,应用现在分词。

e.g. I often hear him sing the song.

When I passed his house, I heard him singing the song.

(2) 在 have, let, make 后的宾语补足语中,let 和 make 不能用现在分词作宾语补足语,只有 have 既可跟不定式也可跟现在分词作宾语补足语,两者的区别只须记住:表示动作正在或一直在发生时用现在分词,其余的情况用不定式。

e.g. I won't have you speaking so rudely to me. 我不允许你这样粗暴地对我讲话。

She had us working day after day. 她让我们天天干活。

I won't have you say such things. 我绝不会让你说这样的话。

另外要注意与不定式搭配使用的介词问题。

不及物动词的不定式作定语时,且它与所修饰的词是动宾关系,或者不定式所修饰的词是不定式动作的地点、工具等,不定式后面须用相应的介词来保证这种动宾关系以及结构上的完整。

e.g. There is nothing to worry about.

He is looking for a room to live in.

Please give me a knife to cut with.

但若不定式所修饰的名词是 time, place 或 way 时,不定式后面的介词习惯上可省去。

e.g. He had no money and no place to live (in).

不带 to 的不定式也需要关注。

(1) 在 feel, hear, listen to, see, look at, watch, notice, observe, make, let, have 等感官动词和使役动词后,动词不定式作宾语补足语时不带 to,若句子为被动语态,不定式则应带 to. help 后可带也可不带 to。

(2) 在 had better, had best, would rather, would rather...than, rather than 等结构后面用不带 to 的不定式。

e.g. He insisted on going back to his work rather than stay in hospital.

(3) 在以 why 引导的简短疑问句中不带 to。

e.g. Why worry about it?

(4) 在 cannot choose but, cannot (help)but 之后的不定式不带 to。

e.g. I can not (help)but admire his courage.

(5) 介词 but, except 之前有行为动词 do, 其后的不定式不带 to, 否则要带 to。

e.g. She could do nothing but cry.

e.g. I have no choice but to accept the fact.

(6) 不定式作表语,若主语部分(含修饰主语的定语从句)已有行为动词 do, 可省略 do。

What you need to do now is (to) have a good rest.

(7) 情态动词(除 ought 外)后。

(8) 由 and, or 和 than 连接的两个不定式, 第二个 to 可以省去:

(9) 通常在 discover, imagine, suppose, think 等词后作宾补时, 可以省去 to be。

e.g. He is supposed (to be) nice. 他应该是个好人。

1. I'm sorry _____ off the light when I left the room.

- A. to forget to turn B. to have forgotten to turn
C. to have forgotten turning D. to be forgetting turning

2. The child had no choice but _____.

- A. to cry B. cry C. crying D. cried

3. Don't take the medicine. It can't help rid of your cold.

- A. getting B. to get C. to getting D. gets

4. —Do you get someone _____ your clothes?

—Yes, I often have them .

- A. wash/washed B. to wash/washed
C. washing/wash D. washed/washing

5. They did not observe her _____ in and go upstairs.

- A. to come B. coming C. come D. has come

6. You will make great progress in the days .

- A. coming B. that to come
C. when to come D. to come

7. With all her friends and money gone, she really didn't know _____.

- A. how to do B. what to do
C. which to do D. when to do

8. —Does anybody want an extra ticket to go to the play?

—Whom would you rather have _____ with you, George or me?

- A. to go B. go C. gone D. going

9. —Can you ride a horse?

—No, I never had the chance .

- A. for learning it B. for learning how
C. how to learn it D. to learn how

10. —I didn't hear you _____ in last night.

—That's good. We tried noisy.

- A. come/not being B. coming/to not be
C. coming/not being D. come/not to be



11. There're so many kinds of tape-recorders on sale that I can't make up my mind _____ to buy.
A. what B. which C. how D. where
12. There isn't any difference between the two. I really don't know _____.
A. where to choose B. which to choose
C. to choose what D. to choose which
13. "Have you decided when _____?"
"Yes, tomorrow morning."
A. to leave B. to be leaving
C. will you leave D. are you leaving
14. Last summer I took a course on _____.
A. how to make dresses B. how dresses be made
C. how to be made dresses D. how dresses to be made
15. He doesn't know _____ to stay or not.
A. whether B. if C. either D. if he will
16. She pretended _____ me when I passed by.
A. not to see B. not seeing
C. to not see D. having not seen
17. —The light in the office is still on.
—Oh, I forgot _____.
A. turning it off B. turn it off
C. to turn it off D. having turned it off
18. We agreed _____ here but so far she hasn't turned up yet.
A. having met B. meeting C. to meet D. to have met
19. Little Jim should love _____ to the theatre this evening.
A. to be taken B. to take C. being taken D. taking
20. I would love _____ to the party last night but I had to work extra hours to finish a report.
A. to go B. to have gone
C. going D. having gone

IV. Cloze

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage.

Music comes in many forms; most countries have a style of their own. 1 the turn of the century when jazz was born, America had no prominent 2 of its own. No one knows exactly when jazz was 3, or by whom. But it began to be 4 in the early 1900s Jazz is American's contribution to 5 music. In contrast to classical music, which 6 formal

European traditions, jazz is spontaneous and free form. It bubbles with energy, 7 the moods, interests, and emotions of the people. In the 1920s jazz 8 like America, and 9 it does today. The 10 of this music are as interesting as the music 11 . American Negroes, or blacks, as they are called today, were the jazz 12 . They were brought to Southern States 13 slaves. They were sold to plantation owners and forced to work long 14 . When a Negro died, his friend and relatives 15 a procession to carry the body to the cemetery. In New Orleans, a band often accompanied the 16 . On the way to the cemetery the band played slow, solemn music suited to the occasion. 17 on the way home the mood changed. Spirits lifted. Death had removed one of their 18 , but the livings were glad to be alive. The band played 19 music, improvising (即兴表演) on both the harmony and the melody of the tunes 20 at the funeral. This music made everyone want to dance. It was an early form of jazz.

- | | | | |
|----------------------|---------------|----------------|-----------------|
| 1. A. By | B. At | C. In | D. On |
| 2. A. music | B. song | C. melody | D. style |
| 3. A. discovered | B. acted | C. invented | D. designed |
| 4. A. noticed | B. found | C. listened | D. heard |
| 5. A. classical | B. sacred | C. popular | D. light |
| 6. A. forms | B. follows | C. approaches | D. introduces |
| 7. A. expressing | B. explaining | C. exposing | D. illustrating |
| 8. A. appeared | B. felt | C. seemed | D. sounded |
| 9. A. as | B. so | C. either | D. neither |
| 10. A. origins | B. originals | C. discoveries | D. resources |
| 11. A. concerned | B. itself | C. available | D. oneself |
| 12. A. players | B. followers | C. fans | D. pioneers |
| 13. A. or | B. as | C. with | D. by |
| 14. A. months | B. weeks | C. hours | D. times |
| 15. A. demonstrated | B. composed | C. hosted | D. formed |
| 16. A. demonstration | B. procession | C. body | D. march |
| 17. A. Even | B. Therefore | C. Furthermore | D. But |
| 18. A. number | B. members | C. body | D. relations |
| 19. A. sad | B. solemn | C. happy | D. funeral |
| 20. A. whistled | B. sung | C. presented | D. showed |

V. Writing Practice

通知/通告(Notice/Announcement)

通知一般可分为口头通知和书面通知两种。书面通知又有两种：一种是布告式通知，即以布告的形式把事情通知有关人员；另一种是书信式通知，即以书信的形式把事情传达给有关人员。通知的内容一般可分为五个部分。



1. 通知的标志

通知的正上方通常要有一个标题。口头通知常用 Announcement, 书面通知多用 Notice 或 NOTICE。通知一般使用一般将来时和一般现在时。

2. 书面通知的单位及时间

一般写在标志的上方或在正文后面的右下角;发出通知的时间要写在正文的左下角,也可按书信格式写正文的右上角。不过,这两项有时可以省略。口头通知不说这两项。

3. 呼语

口头通知往往要有呼语,如 Boys and girls, Ladies and gentlemen, Dear friends, Comrades 等。但书面通知没有称呼语。

4. 正文

正文所使用的语言应尽量简明扼要。口头通知开始往往要用上“Attention, please, 或“May I have your attention, please?”或“Be quiet, please”,其后可以加上 I have an announcement to make, 结束时可加上“That’s all”, “Thank you!”之类的客套话。

对举行活动的口头或书面通知,常用“sth. will / is going to be held+地点+时间”或“‘There will / is going to be +sth.+地点+时间’”结构。结束语前常用“Please attend it on time”, “Do be present on time”或“Everyone is / All are welcome / expected to attend it”, “Don’t be late”之类的句子。

5. 落款

口头通知通常不用落款;书面通知要落款,写出发出通知的人或单位名称。落款一般写在通知的右下角。

Exercise

Write a notice according to the following information.

假如你是学生会文体委员。请根据下面信息,用英语写一则关于春游的通知。

时间: 4月18日

地点: 香山公园

对象: 一二年级的学生

活动: 爬山, 山顶野餐, 参观植物园

注意事项: 穿运动鞋, 带水, 早上七点在校门口集合, 准时到达, 汽车在七点半发车。想去的请在周五之前来学生会报名。

Unit 2

Mother's Day

