

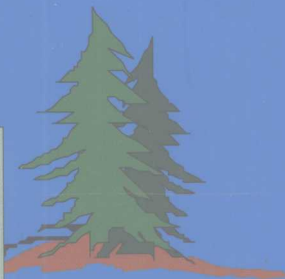
# NEW PERSPECTIVE ENGLISH

主编 邹勇 何莉娟

# 新视界 英语



(本科)  
第三版



西南财经大学出版社  
Southwestern University of Finance & Economics Press



(本科)

第三版

# NEW PERSPECTIVE ENGLISH 新视界英语

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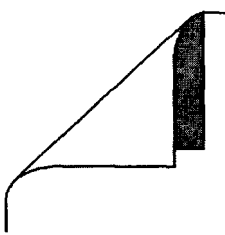
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# 前言

《新视界英语》(本科)第一版于2007年6月出版发行,在短短的一年内,该书的第二版就销售完毕,这对作者来说是很大的鼓舞和鞭策。这说明该教材符合广大读者学习英语的需求。它是一本为高等学校而编写的英语教材,也可作为网络教育、夜大、函大、高等专科院校和高等职业院校英语教材使用,还可作为自学教材供相应水平的英语爱好者学习使用。

本教材旨在指导学生深入学习课文的基础上,从读、写、译、听、说等方面进行语言操练,使学生具备较扎实的英语语言基础知识、较强的阅读能力和翻译能力以及一定的听和说的能力。

本教材共有十六个单元,每个单元都设计有一个话题及两篇阅读文章。它们既相互关联,又各有侧重。围绕这些与学生生活和学习息息相关的话题,教师可以安排学生讨论,充分发挥学生的学习主动性。每个单元后还配有相关的语法知识和情景对话,以帮助学生达到能够比较熟练地应用英语进行交流的目的。

每个单元均配有与课文内容相关的图片,增加了其趣味性。各个单元后还配有相应的配套练习,包括词汇练习、语法练习和翻译练习等,旨在帮助学生巩固课文中所学过的单词和短语、句法、句型,加深学生对所学语法项目的理解和对词汇的记忆,训练学生的翻译能力,提高学生综合应用英语的能力。这些练习能起到巩固学习内容、夯实语言基础知识的作用。最后还配有各单元的词汇表,以便学生查阅。

本教材的编者大多数都是长期从事大学英语教学及培训的一线资深教师,对中国学生学习英语的特点有多年的研究,颇有心得。他们将多年的教学经验和理论研究成果贯穿于教材的编写之中,以期能对学习者的英语学习有较大的

帮助,提高学习者的学习效率。该教材已被列入西南财经大学“十一五”教材建设项目。

本教材由邹勇教授设计,邹勇教授、何莉娟讲师任主编。参与本册编写的教师有西南财经大学经贸外语学院的邹勇、何莉娟、黄志华、李艾岭、李朝容、黄家辉、张玲,四川师范大学外国语学院的刘素华,成都大学师范学院外语系的周怡乔,电子科技大学外国语学院黄仲行。其中,邹勇编写第一单元和第十二单元,何莉娟编写第二单元、第三单元及第十五单元,黄志华编写第四单元、第五单元及第六单元,李艾岭编写词汇表,李朝容编写第十六单元,黄家辉编写第七单元,张玲编写第八单元和第十三单元,刘素华编写第九单元,周怡乔编写第十单元,黄仲行编写第十一单元和第十四单元。在教材的编写过程中,我们得到了电子科技大学外国语学院冯斗教授、西南交通大学外国语学院副院长王维民副教授的大力支持和帮助。

西南财经大学出版社对本教材的编写和出版给予了极大的支持和关注,并提出了许多宝贵的意见,为本教材增色不少,在此表示诚挚的谢意。

西南财经大学经贸外语学院的孙林老师为该书做了大量的工作。每篇课文中的图片均由他设计、制作。在此,我们对他所做的工作表示感谢。

此书也配有光盘,以方便老师的教学与学生的学习。购买该光盘请咨询:028-87352210。

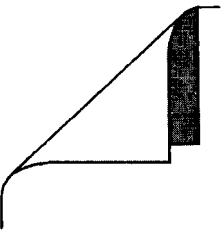
由于编者水平有限,本教材不足之处在所难免,敬请专家、学者、同行批评指正。希望广大使用者提出宝贵的建议和意见,以利今后再版改进,更好地满足广大读者的要求。

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# 目 录

## Unit One

- Text A Putting Definiteness of Purpose to Work ..... (1)  
Text B Positive Mental Attitude (PMA) ..... (10)

## Unit Two

- Text A To Live or to Die ..... (18)  
Text B Indoor Plants, a Magic ..... (28)

## Unit Three

- Text A Friendship ..... (36)  
Text B Love Conquers All ..... (45)

## Unit Four

- Text A The World of Robots ..... (53)  
Text B Computers ..... (63)

## Unit Five

- Text A Men and Women: Some Differences ..... (72)  
Text B The Door Swings Open ..... (83)

**Unit Six**

- Text A Would You Have Believed It? ..... (91)  
Text B Star Wars — and Einstein ..... (100)

**Unit Seven**

- Text A Learned Words and Popular Words ..... (108)  
Text B Some Things We Know about Language ..... (118)

**Unit Eight**

- Text A Education around the World ..... (125)  
Text B Language ..... (135)

**Unit Nine**

- Text A Christmas Day in the Morning ( I ) ..... (144)  
Text B Halloween ..... (154)

**Unit Ten**

- Text A Christmas Day in the Morning ( II ) ..... (166)  
Text B Easter ..... (176)

**Unit Eleven**

- Text A Leisure and Leadership ..... (186)  
Text B “Happy Birthday to You!” ..... (196)

**Unit Twelve**

- Text A The Midnight Visitor ..... (204)  
Text B Modern Spying ..... (216)

**Unit Thirteen**

- Text A People and Colors ..... (227)

Text B	How Colors Affect Your Moods and Health .....	(238)
--------	---	-------

## Unit Fourteen

Text A	Scientific Attitudes .....	(247)
--------	----------------------------	-------

Text B	Solving Problems Scientifically .....	(257)
--------	---------------------------------------	-------

## Unit Fifteen

Text A	Non-verbal Communication .....	(273)
--------	--------------------------------	-------

Text B	Body Talk .....	(282)
--------	-----------------	-------

## Unit Sixteen

Text A	The Importance of Being Kind and Polite .....	(291)
--------	---	-------

Text B	Why Don't Girls Think Like Boys? .....	(301)
--------	--	-------

Vocabulary .....	(310)
------------------	-------

参考文献 .....	(328)
------------	-------



# Unit

# One

## Text A

*If you are really doing the right thing, and playing by the rules, you're going to be able to do whatever you want to with your life.*

### **Putting Definiteness of Purpose to Work**

1 The first step from poverty to riches is the most difficult. The key is to realize that all the riches and all the material goods that you acquire through your own efforts begin with your having a clear picture of what you seek. When that picture grows to be an obsession with you, you will find that your every action leads you toward its acquisition.

2 Andrew Carnegie's life again provides an excellent example. Once he knew he wanted to make steel, he fed that desire until it was the driving force in his life. He then turned to a friend, similarly broke but smart enough to recognize that value of his idea. Because he was impressed by the power of Carnegie's obsession, the friend joined forces with

Carnegie. Their combined enthusiasm was sufficient to convince two others. These four people became the nucleus of Carnegie's empire. They formed a mastermind group. Together they were able to find the capital necessary to meet Carnegie's need, and each of them made vast fortune as a result.



3 It was not sheer hard work that made these men successful. You probably know several people who work as hard as you do at anything they try — perhaps even harder than you — and are never successful. Education isn't the reason either. Sam Walton never won a Rhodes scholarship, but he made more money than anyone who ever studied in Oxford.

4 Great success is the result of one's understanding and using a positive mental attitude. Your mental attitude gives power to everything you do. Having a positive mental attitude means that your actions and thoughts further your end; having negative mental attitude means that you are constantly underestimating your own efforts. The speed at which you acquire these will depend on the size of your needs and on the control you exercise to keep your mind free of fear, doubt, and self-imposed limitations.

5 If you need ten thousand dollars for your definite major purpose, you may be able to raise the money in a few days or even hours by impressing others with the quality of your enthusiasm and vision. If you require one million dollars, it's likely to take longer.

6 An important variable in this process is just exactly what it is you

offer in exchange for that ten thousand or one million dollars. The time required to deliver the service or the same value you intend to supply is also significant. You must be clear about what it is that you will give before you can expect to get in return.

## Vocabulary

- acquire [ə'kwaɪə] *v.* 获得  
 seek [si:k] *v.* 寻找  
 acquisition [ˌækwi'zɪʃən] *n.* 获得  
 similarly ['simɪləli] *ad.* 相似  
 broke [brəʊk] *a.* 身无分文的  
 impress [im'pres] *v.* 使……有印象  
 enthusiasm [in'θju:ziæzəm] *n.* 热情  
 vision ['vɪʒən] *n.* 洞察力, 远见  
 sufficient [sə'fɪʃənt] *a.* 足够的  
 convince [kən'vɪns] *v.* 说服  
 nucleus ['nju:kliəs] *n.* 核心  
 mastermind ['mɑ:stəmaɪnd] *n.* 智多星, 高智商的人  
 pursue [pə'sju:] *v.* 追求  
 fortune ['fɔ:tʃən] *n.* 财富  
 sheer [ʃiə] *ad.* 完全地  
 scholarship ['skɒləʃɪp] *n.* 奖学金  
 further ['fɜ:ðə] *v.* 促进, 推动  
 negative ['negətɪv] *a.* 消极的  
 constantly ['kɒnstəntli] *ad.* 经常  
 positive ['pɒzətɪv] *a.* 积极的  
 self-imposed ['selfɪm'pəʊzd] *a.* 自己主动承担的, 自愿接受的  
 limitation [ˌlɪmi'teɪʃən] *n.* 限制  
 raise [reɪz] *v.* 筹集  
 supply [sə'plai] *v.* 提供

## Phrases & Expressions

- turn to sb.      求助于某人  
 join forces with sb.      联合某人  
 form a mastermind group      组成智囊团  
 meet one's need      满足需要  
 as a result      结果  
 in exchange for      交换  
 intend to      打算  
 expect to do      想做……  
 in return      回报,作为……的交换

## Notes

1. Once he knew he wanted to make steel, he fed that desire until it was the driving force in his life.

fed that desire 中的 fed 是 feed “喂养”的不规则过去式,这里是比喻的说法,表示 pursued that desire。

2. Education isn't the reason either.

either 用于否定句中,表两者中任何一个“也……”,相当于肯定句中的 too。例如:I've lived in New York and Chicago, but I don't like either of them. 或者:I don't like New York and I don't like Chicago either.

3. The speed at which you acquire these will depend on the size of your needs and on the control you exercise to keep your mind free of fear, doubt, and self-imposed limitations.

这句话的主要结构是“The speed... depend on...”,句中 at which 引导了修饰 speed 的定语从句,因为 speed 习惯上与介词 at 搭配,所以用 at 和 which 引导。

合成词 self-imposed 为名词 + 动词过去分词,从而构成形容词。又如 self-satisfied:自满的, self-taught:自学的, self-willed:任性的,等等。

4. If you require one million dollars, it's likely to take longer.

It is likely to do 表可能性。likely 的主语是形式主语 it,真正的主语是

后面的不定式。也可以说 It is likely that…… 真正的主语是 that 从句。另外,还可以说 sb./sth. is likely to do sth.

这里的 it 并非形式主语,而是表示时间。时间、天气在英语中习惯用 it 表示。It takes long 表示所花费的时间长。

## Exercises to the text

### 1. Comprehension of the text

From the answer A, B, C, and D, choose the one that best completes the following statements.

- (1) If you want to become rich, the most important thing is to \_\_\_\_\_.
  - A. have a clear plan in your mind
  - B. have enough money to start your business
  - C. have to be aided by your friends
  - D. have rich parents
- (2) According to the text, the story of Andrew Carnegie implies \_\_\_\_\_.
  - A. the importance of communication
  - B. the importance of a clear plan
  - C. the importance of education
  - D. the importance of hard work
- (3) Great success lies in \_\_\_\_\_.
  - A. one's fortune
  - B. one's understanding
  - C. one's failure
  - D. one's understanding and using a positive mental attitude
- (4) Concerning the speed at which you acquire resources, which statement is TRUE?
  - A. It lies in the size of what you desire.
  - B. It lies in your ability to keep your mind free of fear.
  - C. It depends on your ability to keep your mind free of doubt.
  - D. All the above.

(5) According to the text, PMA is the shortened for \_\_\_\_\_.

- A. positive mental ability
- B. positive mental activity
- C. positive mental action
- D. positive mental attitude

## 2. Vocabulary

I. Fill in the blanks with the words or expressions given below. Change the form where necessary.

seek	acquisition	similar	broke	impress
convince	fortune	constantly	positive	supply

- (1) The area was \_\_\_\_\_ hit by drought.
- (2) I am \_\_\_\_\_ that I gave you his address.
- (3) That company \_\_\_\_\_ paper to the printers.
- (4) By \_\_\_\_\_ me that no good could come of staying, he persuaded me to leave.
- (5) We spent a \_\_\_\_\_ on the new car.
- (6) My new dress is \_\_\_\_\_ to the one you have.
- (7) He wanted to \_\_\_\_\_ his employees by paying them an extra amount of money.
- (8) Attractive woman, 27, \_\_\_\_\_ male, 25 ~ 35, for fun and friendship.
- (9) This motor-scooter is my latest \_\_\_\_\_.
- (10) I'm fed up with being \_\_\_\_\_ all the time.

II. Fill in the blanks with the proper form of the words given at the beginning.

- (1) likely      alike      likeness
  - a. I can see the family \_\_\_\_\_.
  - b. My mother and I are \_\_\_\_\_ in many ways.
  - c. One \_\_\_\_\_ source of energy is windpower.
- (2) raise      arouse      arise      rise
  - a. They are \_\_\_\_\_ funds to help needy youngsters.

- b. The divorce rate has \_\_\_\_\_ steadily since the 1950s.  
 c. Matt's behavior was \_\_\_\_\_ the interest of the neighbors.  
 d. A crisis has \_\_\_\_\_ in the Foreign Office.

(3) fortune      fortunate      unfortunate      misfortune

- a. When we entered the room, the teacher was yelling at some \_\_\_\_\_ student.  
 b. I was \_\_\_\_\_ enough to obtain a research studentship at Stanford.  
 c. My first painting sold for \$ 25, a small \_\_\_\_\_ than for an art student.  
 d. The French soldiers had the \_\_\_\_\_ to be caught in the crossfire.

### 3. Structure

Rewrite the following sentences after the model.

*Model I* : Together they were able to find the capital necessary to meet Carnegie's need, and each of them made vast fortune as a result.

→ As a result of their finding the capital necessary to meet Carnegie's need, each of them made vast fortune.

- (1) Many students lose marks in the exam simply because they do not read the questions properly.  
 (2) All flights have had to be cancelled, because of the pilots' strike.  
 (3) Owing to a lack of funds, the project will not continue next year.

*Model II* : It's likely to take longer.

→ It's likely that it will take longer.

- (1) Children who live in the country's rural areas are very likely to be poor.  
 (2) The weather is likely to improve over the next few days.  
 (3) The thieves are likely to be caught.

### 4. Cloze

Choose the best words to fill in the blanks.

Many students find the experience of attending university lectures to be a confusing and frustrating experience. The lecturer speaks for one or two hours, perhaps (1) the talk with slides, writing up important information on the blackboard, (2) reading material and giving out (3). The new student

sees the other students continuously writing on notebooks and (4) what to write. Very often the student leaves the lecture (5) notes which do not catch the main points and (6) become hard even for the (7) to understand.

Most institutions provide courses which (8) new students to develop the skills they need to be (9) listeners and note-takers. (10) these are unavailable, there are many useful study-skills guides which (11) learners to practice these skills (12).

In all cases it is important to (13) the problem (14) actually starting your studies.

It is important to (15) that most students have difficulty in acquiring the language skills (16) in college study. One way of (17) these difficulties is to attend the language and study-skills classes which most institutions provide throughout the (18) year. Another basic (19) is to find a study partner (20) it is possible to identify difficulties, exchange ideas and provide support.

- |                    |                 |
|--------------------|-----------------|
| (1) A. extending   | B. illustrating |
| C. performing      | D. conducting   |
| (2) A. attributing | B. contributing |
| C. distributing    | D. explaining   |
| (3) A. assignments | B. information  |
| C. content         | D. definition   |
| (4) A. suspects    | B. understands  |
| C. wonders         | D. convinces    |
| (5) A. without     | B. with         |
| C. on              | D. except       |
| (6) A. what        | B. those        |
| C. as              | D. which        |
| (7) A. teachers    | B. classmates   |
| C. partners        | D. students     |
| (8) A. prevent     | B. require      |



- |                       |                 |
|-----------------------|-----------------|
| C. assist             | D. forbid       |
| (9) A. effective      | B. passive      |
| C. relative           | D. expressive   |
| (10) A. Because       | B. Though       |
| C. Whether            | D. If           |
| (11) A. enable        | B. stimulate    |
| C. advocate           | D. prevent      |
| (12) A. independently | B. repeatedly   |
| C. logically          | D. generally    |
| (13) A. evaluate      | B. acquaint     |
| C. tackle             | D. formulate    |
| (14) A. before        | B. after        |
| C. while              | D. for          |
| (15) A. predict       | B. acknowledge  |
| C. argue              | D. ignore       |
| (16) A. to require    | B. required     |
| C. requiring          | D. are required |
| (17) A. preventing    | B. withstanding |
| C. sustaining         | D. overcoming   |
| (18) A. average       | B. ordinary     |
| C. normal             | D. academic     |
| (19) A. statement     | B. strategy     |
| C. situation          | D. suggestion   |
| (20) A. in that       | B. for which    |
| C. with whom          | D. such as      |

### 5. Translation

- (1) 我打算在午饭后尽快赶到那里。(intend to)
- (2) 他给我一个苹果,换一块蛋糕。(in exchange for)
- (3) 我不知道可以求助于谁。(turn to)
- (4) 公司在那方面已尽了最大的努力来满足我们的要求。(meet)
- (5) 因此,美国家庭中常常会出现麻烦事。(result)