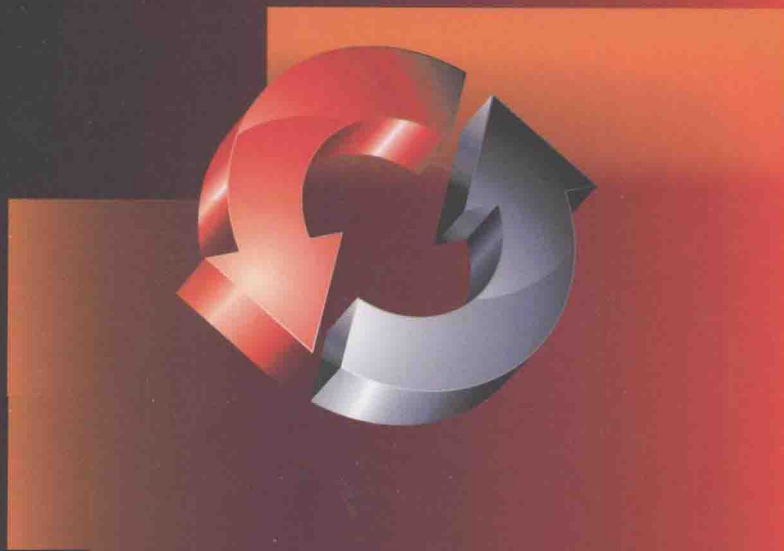


CHENGRIN (WANGLUO) JIAOYU XILIE GUTIHUA JIAOCAI

新思路英语 (本科上)

NEW IDEA ENGLISH

副主编 饶嫣红 谢娟 李曦 陈如馨

西南财经大学出版社
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成人(网络)教育系列规划教材

CHENGREN (WANGLUO) JIAOYU XILIE GUIHUA JIAOCAI



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总序

随着全民终生学习型社会的不断建设和完善,业余成人(网络)学历教育学生对教材的质量要求越来越高。为了进一步提高成人(网络)教育的人才培养质量,帮助学生更好地学习,依据西南财经大学成人(网络)教育人才培养目标、成人学习的特点及规律,西南财经大学成人(网络)教育学院和西南财经大学出版社共同规划,依托学校各专业学院的骨干教师资源,致力于开发适合成人(网络)学历教育学生的高质量优秀系列规划教材。

西南财经大学成人(网络)教育学院和西南财经大学出版社按照成人(网络)教育人才培养方案,编写了专科及专升本公共基础课、专业基础课、专业主干课和部分选修课教材,以完善成人(网络)教育教材体系。

本系列教材的读者是在职人员,他们具有一定的社会实践经验和理论知识,个性化学习诉求突出,学习针对性强,学习目的明确。因此,本系列教材的编写突出了基础性、职业性、实践性及综合性。教材体系和内容结构具有新颖、实用、简明、易懂等特点;对重点、难点问题的阐述深入浅出、形象直观,对定理和概念的论述简明扼要。

为了编好本套系列规划教材,在学校领导、出版社和其他学院的大力支持下,成立了由学校副校长、博士生导师丁任重教授任主任,成人(网络)教育学院院长唐旭辉研究员和出版社社长、博士生导师冯建教授任副主任,其他部分学院领导参加的编审委员会。在编审委员会的协调、组织下,经过广泛深入的调查研究,制定了我校成人(网络)教育教材建设规划,明确了建设目标,计划用两年时间分期分批建设。为了保证教材的编写质量,在编审委员会的协调下,组织各学院具有丰富成人(网络)教育教学经验并有教授或副教授职称的教师担任主编,由各书主编组织成立教材编写团队,确定教材编写大纲、实施计划及人员分工等,经编审委员会审核每门教材的编写大纲后再编写。

经过多方努力,本系列规划教材终于与读者见面了。在此之际,我们对各学院领导的大力支持、各位作者的辛勤劳动以及西南财经大学出版社的鼎力相助表示衷心的感谢!在今后教材的使用过程中,我们将听取各方面的意见,不断修订、完善教材,使之发挥更大的作用。

西南财经大学成人(网络)教育学院

2009年6月

前言

《新思路英语》（本科·上册）是一本为高等学校网络教育而编写的英语教材，也可作为成人教育、夜大、函大、高等专科院校和高等职业院校英语教材使用，还可作为英语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在深入学习课文的基础上，从听、说、读、写、译等方面进行语言操练，使学生具备一定的听说能力、较强的阅读能力、良好的写作和翻译能力。本教材还有助于学习者应对成人自考、国家英语统考等。

本册共有六个单元。具体设计安排如下：

（1）课文——每单元由 Text A 和 Text B 组成，课文以说明文和议论文为主，题材广泛，涉及社会、文化、科普等领域。文章通俗易懂，充满趣味性，是较好的英语学习材料。

（2）词汇表——每单元课文后附有词汇表，除给出课文中出现的词义外，还加了一二个其他常用词义。课后的词汇都是国家英语统考以及大学英语二、三级常考词汇。

（3）短语和词句——列出课文中重要的短语和词句及其中文意思，加深学生对英语固定搭配的学习和应用，夯实英语基础知识。

（4）注释——就文中出现的典型句子，加以解释说明，并举出相应例句；同时，就一些相对复杂的句子加以注释，以帮助学生更好地理解句意。

（5）语法——按照教学大纲要求，各单元的语法一定程度上都在文中出现过，语法项目的编排科学、解释简练、应用确切。

（6）练习——每单元后附有相应的配套练习，包括课文理解、词汇、语法、翻译和日常英语应用等，旨在帮助学生巩固课文中所学过的单词和短语、句法和句型，加深学生对所学语法项目的理解和对词汇的记忆，训练学

生的口语、翻译能力等，提高学生综合应用英语的能力。

本教材的编者大多是长期从事大学英语教学及培训的一线教师，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，能对学习者的英语学习有较大的帮助，并提高学习者的学习效率。

本教材由西南财经大学邹勇教授设计并担任主编，饶嫣红、谢娟、李曦、陈如馨任副主编。参与本册编写的教师有西南财经大学的邹勇、饶嫣红、谢娟、余春梅、王娜敏、王福朋、邓方春，成都电子机械高等专科学校的教师李曦、薛菲及李跃，成都中医药大学的教师陈如馨、焦骄。其中，陈如馨编写第一单元，谢娟编写第二单元及第三单元，李曦编写第四单元，薛菲编写第五单元，李跃编写第六单元，王娜敏、余春梅编写语法部分，王福朋编写模拟题。在教材的编写过程中，我们得到了西南交通大学外国语学院副院长王维民副教授、电子科技大学外国语学院冯斗教授的大力支持和帮助。同时，西南财经大学成人（网络）教育学院教学部主任杨国富老师也对教材的编写提出了许多宝贵的意见。在此，我们表示衷心感谢。

由于编者水平有限，本教材不足之处在所难免，敬请专家、学者和同行不吝赐教，批评指正。希望广大使用者提出宝贵的建议和意见，以期今后再版时改进，更好地满足广大学习者的要求。

编者

2010年5月于成都

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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 richness 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 that 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 [ækwi'ziʃən] *n.* 获得
- similarly [ˈsimɪləli] *ad.* 相似
- broke [brəuk] *a.* 身无分文的
- enthusiasm [in'θju:ziæzəm] *n.* 热情
- vision [ˈviʒən] *n.* 洞察力, 远见
- sufficient [sə'fɪʃənt] *a.* 足够的
- convince [kən'vɪns] *v.* 说服
- nucleus [ˈnju:kliəs] *n.* 核心
- mastermind [ˈmɑ:stəmaɪnd] *n.* 智多星, 高智商的人
- pursue [pə'sju:] *v.* 追求
- fortune [ˈfɔ:tʃən] *n.* 财富
- sheer [ʃiə] *ad.* 完全地
- scholarship [ˈskɒləʃɪp] *n.* 奖学金
- further [ˈfə:ðə] *v.* 促进, 推动

- negative [ˈnegətɪv] *a.* 消极的
 constantly [ˈkɒnstəntli] *ad.* 经常
 positive [ˈpɒzətɪv] *a.* 积极的
 self-imposed [ˈselfɪmˈpəʊzd] *a.* 自己主动承担的, 自愿接受的
 limitation [ˌlɪmɪˈteɪʃən] *n.* 限制
 raise [reɪz] *v.* 筹集
 supply [səˈplaɪ] *v.* 提供
 variable [ˈvɛəriəbl] *n.* 变量

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 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 given words.

- (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 _____ students.
- 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.

I *Model*: 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.

II *Model*: 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) ____ in 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 |