

外教社——麦克米伦中学双语教材系列

生物

BIOLOGY 2B

学生用书

Student's Edition

Sarah Rigby (吴珊丽)

李富种 (Eric Lee Fu Chung)



上海外语教育出版社



SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目 (CIP) 数据

生物. 2B: 学生用书 / 吴珊丽, 李富种编. —上海: 上海外语教育出版社, 2004
(外教社—麦克米伦中学双语教材系列)

ISBN 7-81080-979-2

I. 生… II. ①吴…②李… III. 生物课—双语教学—高中—教材—英文

IV. G634.911

中国版本图书馆CIP数据核字 (2003) 第071728号

图字: 09-2003-258号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 35051812 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 孙 静

印 刷: 深圳中华商务联合印刷有限公司
经 销: 新华书店上海发行所
开 本: 850×1168 1/16 印张 10.75 字数 313 千字
版 次: 2004 年 3 月 第 1 版 2004 年 3 月 第 1 次印刷
印 数: 5 000 册

书 号: ISBN 7-81080-979-2 / Q · 003
定 价: 21.00 元

本版图书如有印装质量问题, 可向本社调换

外教社——麦克米伦中学双语教材系列

生物

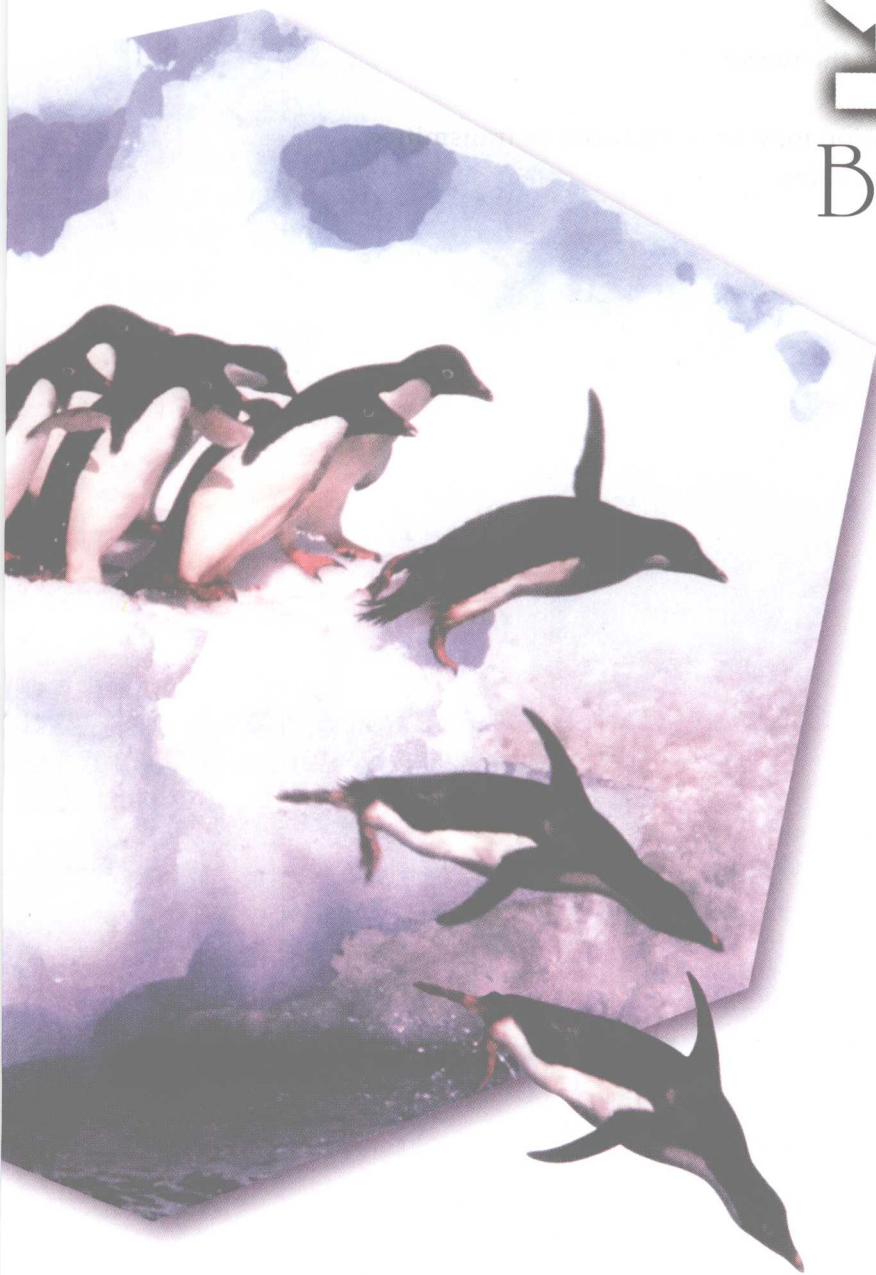
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MACMILLAN

© 1997, Macmillan Publishers (China) Limited

Unit 1812, 18/F, Paul Y. Centre

51 Hung To Road

Kwun Tong, Kowloon

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First published 1993

Reprinted 1994

Second edition 1997

Reprinted with minor amendments 1998

© Macmillan Publishers Ltd 2002

Published by arrangement with Macmillan Publishers (China) Limited.

This edition is for sale in the People's Republic of China only and may not be purchased for export therefrom.

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出版前言

双语教育以外语作为学科的教学语言,直接进行学科知识的教学。这种新的教学尝试引起了教育主管部门、教育工作者、外语专家以及成千上万学子和家长的关注。随着对外开放的不断深入以及成功加入WTO,我国在经济、科技、教育等领域全面步入国际舞台,在更大范围内和更深层次上参与国际竞争,这对我们人才培养的规模和规格提出了崭新的要求。为了培养能够熟练运用外语吸收先进科技知识、参与国际交流的人才,基础教育的改革势在必行。双语教育对教师、学生、教育研究人员以及教育服务机构都是一种新的挑战。这种新的教学方法要取得成功,需要大胆而又科学的摸索与实践,也需要教师、学生、教育研究人员和教育服务机构各方的协同努力。

作为外语教育出版领域的专业出版社,外教社秉承一贯“全心致力中国外语教育事业的发展”的宗旨,为更好地推动双语教育,抓住时机,经过精心策划,从众多的双语教材中选择了原由麦克米伦出版社出版、在我国香港地区广泛使用的教材,供大陆地区进行双语教育试验的学校使用。本套《外教社—麦克米伦中学双语教材系列》主要有以下特点:

1. 英语语言纯正流畅,适合中学生水平,学生可以比较轻松地掌握学科知识,并在学习的过程中不知不觉地提高英语应用能力。
2. 教学内容丰富,编写体系完整,例证贴近生活,注重跨学科教育。
3. 版式活泼,插图精美,表格详细,各种知识的表现更加直观易懂,从而提高学生兴趣,增强教学效果。
4. 注意现代化教学手段的运用。页边空白处列出与授课内容相关的网址,为学生了解更多相关知识提供了有益的参考。

尽管本套教材可能在编写体系、知识结构、学科内容等方面与大陆地区传统学科教学稍有不同之处,我们相信其纯正地道的英语、丰富的课程资源以及全新的教学理念会对大陆地区的双语教育产生良好的推动作用。

本套教材可供有较好英语基础的双语学校、国际学校、外国语学校以及重点中学进行双语教学使用。

本教材承蒙上海外国语大学双语学校的李秀萍、胡敏老师仔细审读,在此表示衷心的感谢。同时也欢迎使用本套教材的师生向我们提出宝贵意见。

上海外语教育出版社
2003年5月

Preface

Biology – A Process Approach was first published in 1993 and since then we have been lucky enough to receive a number of comments and suggestions from those Biology teachers using the course. It is these invaluable comments and suggestions that have formed the backbone of changes and which hopefully have resulted in a Second Edition that is even more in tune with the expectations and requirements of both teachers and students.

As we worked on the Second Edition, we took a careful look at the contents and approach of every chapter and reviewed the 'usefulness' of every feature of the book. The Second Edition is just as direct and informative in style and, if anything, is more concise as any parts of the book that fell outside the syllabus have been removed or clearly delineated in the section called 'Understanding more'. Many of the illustrations have been redrawn and relabelled, and the photographs have been more extensively labelled to aid comprehension.

The exercises have been enriched to include both recall and higher level processing types. We have also introduced a section called 'Misconception analysis' where students can do a self-check to ensure that they do not hold any wrong concepts.

To show students that Biology really is relevant to everyday life, we have also included even more of the social, environmental and technological aspects of Biology. These are covered in the 'Understanding more' sections, in the 'Talking point' sections and also in the questions.

In short, we think we have managed to build on all the welcomed features of the First Edition to create a truly improved Second Edition. We would like to thank all those teachers who were kind enough to contribute and look forward to receiving any further comments.

Sarah Rigby
Eric Lee Fu Chung

Summary of the important features of this course

Simple text

- The writing style is direct and informative.
- Text is kept to an absolute minimum and is often presented in clear, numbered points. Paragraphs are short.
- Important words appear in bold.
- Chinese translations are provided where necessary.
- Photographs appear next to relevant diagrams to aid understanding and encourage interest.

Process diagrams

- Process diagrams explain in a step-by-step way the important processes encountered in Biology.
- They aid learning by avoiding convoluted and wordy explanations.
- They show students what is happening and where.

Experiments

- All experiments recommended by the CDC and HKCEE Syllabuses are included.
- Experiments are accompanied by detailed step-by-step illustrations.
- The experiments include questions and, in addition, students are encouraged to design control experiments.

Prevention of misconceptions

- Each chapter contains a set of multiple-choice questions that test for common misconceptions and mistakes. This 'Misconception analysis' allows students to identify their misconceptions early in the learning process and provides a sound foundation for future learning.
- Most chapters also contain an exercise that asks students to identify sentences that contain misconceptions and rewrite them accurately.

Everyday Biology

- Students' interest in Biology is aroused by a feature called 'Talking point'. These focus on everyday issues and encourage students to think about the everyday relevance of Biology. This feature also prompts students to apply what they have learnt to new situations.
- Every chapter begins with a small cartoon of everyday life that encourages students to think about what they might already know about a subject or what they can expect to learn.

Skill Building

- At various points throughout the text, 'Skill Pages' identify skills that may need further reinforcement, for example, drawing diagrams, drawing graphs, analysing a genetics problem, and exam skills.
- 'Important words to learn and spell' are listed at the back of each chapter. Poor spelling is a common weakness and this feature ensures that students address the problem as they learn.
- Word building helps students to learn difficult words by explaining how words are constructed. This feature is introduced in the margin next to the word and will help spelling and also give clues to the meaning of new, unknown terms.

Extension

- 'Understanding more' introduces extension material. The extension material is designed to help students *understand* more about a topic and does not burden them with excessive new structures and terms.

Glossary

- The glossary contains all the words in the 'Important words to learn and spell' together with a definition and a Chinese translation. It also contains a range of biological terms that students will encounter both in this textbook and in their wider reading.

Acknowledgements

The author and publishers would like to thank the following for permission to reproduce photographs:

Australasian Nature Transparencies

Biofotos

Biophoto Associates

Bruce Coleman Limited

China Light and Power Company Limited

Mr Chung Wing Keung

Documentary Photographs

Mr Eric Lee

Environmental Protection Department

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Far East Landfill Technologies Limited

Government Information Services

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Horizon International Creative Images Limited

Ms Melissa MacDonald

Mr Ng Ho Lun

Oxford Scientific Films Limited

Picturepoint Photo Agency

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The authors and publishers would also like to thank the Hong Kong Examination Authority for their kind permission to reproduce questions from the Hong Kong Certificate of Education examination.

The authors and publishers would also like to thank the Midland Examining Group and the London Examinations, a division of Edexcel Foundation for their kind permission to reproduce questions from the General Certificate of Secondary Education examination.

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策划编辑 韩天霖

责任编辑 孙 静



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《外教社—麦克米伦中学双语教材系列 生物》由香港资深教材作者编写，经我社根据教学实际改编，用于中生物双语教学。本教材有如下特色：

- 服务全新的双语教学理念
使用纯正的英语教学语言
- 提供合理的双语教学解决方案
展示丰富的国外课程教学资源
- 地道的英文，讲述更明了
精美的图片，理解更清晰
- 必要的提示，记忆更牢固
丰富的常识，运用更灵活

学科教育的启迪 外语教学的典范 双语教育的探索

ISBN 7-81080-979-2



9 787810 809795 >

定价：21.00 元