

经全国中小学教材审定委员会2004年初审通过

普通高中课程标准实验教科书

ENGLISH

英语

选修 I

6

SENIOR ENGLISH 高二上学期用



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主 编：胡壮麟

副主编：孔宪倬 程朝翔 刘世生

本册执行主编：杨永林 孔宪倬 燕 翎

本册编写人员：

杨永林 孔宪倬 燕 翎 孙迎晖

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责任校对 刘永玲
责任印制 曲凤玲

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传真: 010-64891796

网址: <http://www.esph.com.cn>

电子邮箱: gzyy@esph.com.cn

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亲爱的朋友们：

高中这段时光，常被喻为人生的花季，也是同学们学习和成长过程中的一个重要转折点，对外语学习而言尤其如此。高中阶段的三年是学好英语最为关键的一段时间，我们希望这套普通高中《英语》教材能够为同学们学好英语提供指导和帮助。

本教材根据教育部2003年4月颁布的《普通高中英语课程标准（实验）》编写。课程标准的特色是强调语言运用能力的培养，并把这种能力看作是“语言知识”、“语言技能”、“学习策略”、“情感态度”和“文化意识”等综合素养的体现。这一特点对英语教学提出了相应的新要求。首先，我们必须彻底告别原来那种以单词、语法等单纯语言知识为中心的教学模式。事实上，即便是一个最简单的英语单词，在你完全掌握了它的拼写、读音、词义和词性等知识之后，可能仍然达不到课标对“综合语言运用能力”的要求。比如，在下面的例子中你很可能就听不清 her 这个词：

1. I'm waiting for her.

2. Fill her up.

3. — I adore her.

— Dora indeed!

不错，her 就在那里，在每句话中。但是，如果请你的老师或外国朋友用日常交谈的正常语速说出这三句话，恐怕就难觅“她”的芳踪了。我们知道 her 读作 /hɜ:(r)/，但这只是 her 在孤立状态下的一种理想读音。在正常的语句环境中，代词 her 因为很少重读，常常被弱化为 /hɜr/、/ər/ 或 /ə/，并可能通过连读，以同一读音的不同变体形式隐身于连续的语流当中^{*}。“众里寻她千百度，蓦然回首，那人却在灯火阑珊处”，幼安词的意境，正是语言学习中这种彷徨状态的写照。不过，对于英语学习而言，要想真正掌握一个单词，单凭“蓦然回首”的机缘是远远不够的，我们还必须在听。说这两种“语言技能”上多下功夫，通过实际语言交流去体会句子的语音、语调、重音和节奏规律，特别要注意对弱化、同化和连读等语音过程的把握。

再进一步，就词义的理解而言，her 又是什么意思？问这样一个问题，决不是有意小视各位同学的智力水平。事实上，我们通常认为符号意义的理解就是一个由书写符号到语音符号，再由语音符号到意义的解码过程。对于语言符号的这种理解尽管与我们的常识一致，而且还可能有着某种深厚的哲学和文化传统的支持，但是，对于“综合语言运用能力”的培养来说，这种看法则可能是有害的。过度依赖符号的声音和视觉特征，容易使我们忽略对社会、文化

* 在真实的日常谈话的正常语流中，这三句话的读音可能分别是：

I'm waiting for her. — /aɪm 'weɪtɪŋ fəə/

Fill her up. — /fɪl ə'ʌp/

I adore her. — /aɪə 'dɔ:(r)/

等其他方面信息的有效利用。在“Fill her up.”这句话中，her 是谁？“她”可能是一辆车！在加油站你常常听到有人这样吩咐工作人员：Fill her up. — 加满油！英美人通常是用 she 或 her 等作为对爱车的昵称。同样，例3的两句对话源于英国小说家狄更斯的名著《大卫·科波菲尔》。小说主人公在和姨婆谈到其女友 Dora 时，情不自禁地感叹道，I adore her (with my whole soul)！由于弱化和连读的关系，I adore her 听起来就成了 I a Dora，招来姨婆善意的嘲讽：Dora indeed — 真是句句不离 Dora 呀！这里你不得不叹服作家的机智和他对其母语得心应手的运用。以上两个例子似乎能够说明，“文化意识”作为“综合语言运用能力”要素的重要性。了解有关目的语文化的知识以及对他民族优秀文化的认同这些非语言因素，不仅有助于提高我们自身的人文素质和思想修养，也是构成我们语言运用能力的有机组成部分。

当然，你的情感、态度——学习的兴趣和动机、遭遇困难时应有的意志力和自信心——在“综合语言运用能力”的培养过程中也起着重要的作用，在此不做赘述。最后，我想问一句，你是否经常上网？在互联网以及多媒体技术迅猛发展的今天，网上的英语学习资源相当丰富，有效选择、利用这些资源是学好英语的一个重要途径，你所采取的学习策略——与人交往的愿望、策略，对于学习资源的运用等——同样是综合语言运用能力的一个表现。

本套教材力图从形式和内容两个方面来反映课程标准的要求。每模块突出一个中心主题，课文的选材涵盖了学校生活、社会文化、自然地理、科学技术和文学艺术等多方面的内容，鼓励同学将自身文化知识、人文素养的提高与英语学习有机地联系起来。每单元为同学们设计了热身、阅读、听说、讨论、轻松一刻、自我评估以及任务型的作业练习等栏目。课文和大多数栏目都配备了录音材料，以便使同学们能够在真实的语流中去学习、体会每一个单词。

希望我们所能给予同学和老师们的，不仅是一套新的教材，而且还有新的教学理念和教学模式、新的学习方法和学习策略。当然，教材能否达到这样的要求，同学和老师将是最终的裁判，我们期待着你们宝贵的批评意见。

朋友们，你们有机会在普通高中学习，是你们自己选择和努力的结果。这其中有关父母的支持，同时也离不开整个社会的付出，包括我们周围许多不能上学的同龄人的付出。因此，希望同学们能够珍惜这个机会，在愉快、健康成长的同时，努力学习，顺利完成高中阶段的学业！

编者

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ANIMAL LEARNERS

WARM-UP

Discuss the following questions in groups.

- (1) Do you agree that human beings are the only intelligent species on the Earth? Why or why not?
- (2) Look at the pictures of some animals. People believe that these animals are more clever than other animals. Do you know any interesting stories that show their intelligence?



Parrots



Monkeys



Chimpanzees



Dogs



Horses

- (3) Can you name some other animals that you think are smart?

READING



What Clever Learners!

Dolphins are believed to have a surprising level of intelligence. Scientists have noticed that dolphins are good at learning and solving complex problems. People have found that dolphins are highly social and are capable of "talking" among themselves using a wide range of sounds. For instance, Japanese scientists have examined the communication patterns of dolphins. It turns out

that dolphins can produce a group of seven sounds to "talk" with each other. What is more impressive is that these clever creatures also know how to use creatively other phonetic skills such as pronunciation, length, and interval to express different meanings. In fact, dolphins are



such skilled talkers that through training they can learn to communicate with human beings. For this reason, some scientists have even tried to "talk" with dolphins in their own "language".

Dolphins are friendly to human beings and are easy to train. That is why we find that so many dolphins have become well-known performers in many aquariums all over the world. More fascinatingly, these unique animals are capable of doing many things that only intelligent creatures can do. Here is a good example. A group of American scientists tried to teach animals how to turn on an electric switch. They found out that in this test dolphins are even better learners than monkeys, one of the smartest animals on land. It only takes a dozen times for dolphins to learn this skill, while monkeys normally need to try 200 ~ 300 times before they can do the same thing.

Fascinated by dolphins' high intelligence and amazing ability to learn new things, scientists from different countries have been interested in training these clever animals to do various things. Some scientists teach them how to save people drowning in the sea. Others train them to follow enemy submarines or take pictures far underwater. Psychologists have developed a "dolphin-assisted therapy", in which deaf children or children suffering from autism have contact with, learn about, and safely swim with dolphins in a supportive and loving atmosphere. This is supposed to help improve the mental, physical, and social-emotional behaviors of those children.



Although they can swim swiftly and gracefully in the sea, dolphins are not fish at all. They must breathe air and keep a high body temperature. Because of these features, they are considered mammals.

People have long known that dolphins are good swimmers and divers. Their normal "cruising speed" is about 23 to 25 miles per hour. They normally come to the surface to breathe about every two minutes, and each breath consists of a short noisy breathing in, followed by a longer breathing out. They can also hold their breath for up to several minutes and are capable of rapid and deep dives of more than 1,000 feet.

We believe that there will be more things dolphins can do for us in the days to come if we learn more about them.

COMPREHENSION

Without looking at the text, match the answers in Column B with the questions in Column A according to your understanding of the text.

A		B	
1.	What is the evidence for the claim that dolphins are "highly social"?	a.	Pronunciation, length and interval.
2.	What did Japanese scientists find about the communication patterns of dolphins?	b.	They found that dolphins can produce a group of seven sounds to "talk" with each other.
3.	What are some of the phonetic features dolphins use when talking to each other?	c.	They are capable of talking among themselves with a wide range of sounds.
4.	Why do people think that dolphins are ready to be trained?	d.	They must breathe air and keep a high body temperature.
5.	Name some important things dolphins can help us do.	e.	Their normal "cruising speed" is about 23 to 25 miles per hour. They can also hold their breath for up to several minutes and are capable of rapid and deep dives of more than 1,000 feet.
6.	Give at least two features to support the claim that dolphins are mammals.	f.	Because dolphins are skilled talkers and are friendly to human beings. They are well-known performers in many aquariums. They learn to turn on an electric switch much more quickly than monkeys.
7.	Give examples to show that dolphins are good at swimming and diving.	g.	To save people drowning in the sea; to follow enemy submarines or take pictures far underwater; to help deaf/autistic children in "dolphin-assisted therapy".

DISCUSSION

Dolphins are friendly and helpful to human beings. Do you have any suggestions for better protection of these social and smart creatures?



EXPRESSIONS

1. Find in the text the expressions below. Some more examples are given to show how they are used.

be capable of be considered (to be) +n./adj. such ... that ... up to

- (1) We all believe that he *is capable of* winning the game.
- (2) He *is hardly capable of* making a correct sentence in English.
- (3) These people *are considered firm believers* in environmental protection.
- (4) Working-hard *has always been considered essential* to success.
- (5) It was *such* a memorable experience *that* I can still remember every detail of it.
- (6) They are *such* lovely animals *that* once you have had contact with them, you would never think of hurting them.
- (7) This theater can hold *up to* 5,000 people for one show.
- (8) *Up to* last year when he retired, he had worked in this company for 20 years.

2. Rewrite the following sentences, using the above expressions you have just learned.

(1) I doubt if he can complete this difficult task, for he doesn't have any experience.

(2) We think a sound command of English is important for communication across cultures.

(3) The production has grown as much as 20% as compared with that of last year. It is an amazing increase.

(4) Tibet attracts visitors from all over the world, because it is such a mysterious place.

GRAMMAR

Step-by-step grammar: verb classes: transitive, intransitive, and copular verbs

1. Many verbs normally have an object. These verbs are called "transitive" verbs.

e.g.

- (1) Dolphins can *produce* a group of seven sounds.
- (2) Did you *see* the rainbow?
- (3) She *reported* the accident to the police.

Many other verbs do not normally have an object. They are called "intransitive" verbs.

e.g.

- (4) An awful thing *has happened*.
- (5) They can *swim* swiftly and gracefully in the sea.
- (6) I *waited* all afternoon.

Many verbs have more than one meaning, and are transitive in one meaning and intransitive in another.

e.g.

- (7) I never meant to *hurt* his feelings.
- (8) My right foot *hurts* badly.

Mark the following sentences "T" (transitive) or "I" (intransitive). In the sentences that have a transitive verb, underline the object. And explain the meaning of the verb in each sentence.

- (1) I've never deliberately *hurt* anyone. ☐

My leg was beginning to *hurt* a lot. ☐

- (2) She *moved* gracefully. ☐

The whole incident *moved* her profoundly. ☐

- (3) We *are running* a course for English teachers. ☐

I *can't run* as fast as I used to. ☐

- (4) She *is studying* for a law degree. ☐

He *had studied* chemistry at university. ☐

(5) He *turned* to Joan and began to explain. ☐

He *turned* the handle and pushed the door open. ☐

(6) I don't think we've *met* before, have we? ☐

Dan came to the airport to *meet* me. ☐

(7) He's young and he's *learning* fast. ☐

What *did* you *learn* at school today? ☐

(8) *Could* you *stop* the car, please? I want to get off. ☐

Could you *stop* in front of the post office? ☐

2. Often, the people you are talking to know what the object is because of the situation, or because it has already been mentioned. In this case you can omit the object, even though the verb is transitive.

e.g.

(1) I don't own a car. I *can't drive*.

(2) I asked a question and George *answered*.

(3) Both dresses are beautiful. It's difficult to *choose*.

Complete the following sentences with the correct forms of the verbs in the box.

accept choose forget know leave phone remember watch

(1) He offered me a drink and I _____.

(2) I don't mind which one we have. You _____.

(3) He asked me for an answer but I just didn't _____.

(4) I didn't have time to write a letter so I decided to _____.

(5) No matter how I tried to _____, I just couldn't think of his name.

(6) I kept thinking of the tragic accident, no matter how much I wanted to _____.

(7) We wanted to get home early so at half past two we decided it was time to _____.

(8) It looked as if it would be an exciting game so we stayed to _____.

3. A small but important group of verbs are followed by a complement rather than an object. The complement tells you more about the subject. Verbs that take complements are called "copular" verbs or "link" verbs.

e.g.

(1) Dolphins *are* friendly to human beings and *are* easy to train.

(2) She *was* getting too old to play tennis.

(3) They *looked* all right to me.

Now list as many copular verbs as you know. Compare your list with your partner's.
And then complete the following sentences with the copular verbs below.

feel get go turn look smell sound taste

(1) What's the matter with Chris? He _____ very upset.

(2) Why is he shouting? He _____ very angry.

(3) If you keep milk for too long, it _____ sour.

(4) Jane says she _____ hungry.

(5) It _____ very hot in summer.

(6) Are you sure this fish is all right? It certainly _____ a bit funny.

(7) This cake is a bit old, but it still _____ pretty good.

(8) Grass _____ yellow as fall comes.

LISTENING AND SPEAKING



1. Listening.

(1) Listen and then fill in the following blanks with the words you have heard.

Dolphins And Humans



Dolphins have been good friends to human beings. During the _____ century dolphins acted as underwater messengers for _____ and the US Navies. In _____ 2000, Russia retired most of their dolphins. These Russian navy dolphins now swim with disabled _____ to help them improve their communicative _____. Recent studies have shown that dolphins have remarkable curing powers, especially with small children.

Dolphins are also known to be guides and _____ of people. There are many stories throughout history that tell of ancient mariners who were guided to _____ by dolphins.

A dolphin is also said to have fallen in _____ with a boy and taken him far out to sea for dolphin _____. It is also reported that a small boy _____ off the coast of Italy was rescued by a dolphin.

(2) Listen to another passage and then work in groups on the following questions. Try to ask more questions.

- 1) Why does the speaker begin with how dolphins breathe?
- 2) Briefly explain in your own words how dolphins breathe.
- 3) How long does it take a dolphin mother to labor (to give birth)?
- 4) Does a dolphin mother stay on the surface of the water while in labor?
- 5) How does the mother help her baby take its first breath? What if the baby fails to breathe?

2. Speaking.

Work in groups and tell stories about dolphins as good friends to human beings.

TASK

1. Find more information about dolphins from magazines and books or on the Internet. Write down your findings and report to class. Your report may include any or all of the following points.

- (1) dolphins' way of getting food
- (2) their way of communicating with each other
- (3) their way of escaping from danger
- (4) how their environment is being influenced by human beings

2. Write a story about pet keeping. Below are some suggested topics.

My Favorite Pet

How I Wish I Had a Pet

An Interesting Story about a Cat /Dog/Fish/Bird ...



SUMMARY OF READING

1. Retell what you have learned about dolphins from the text by using the following expressions.

Para. 1 a surprising level of intelligence, good at, highly social, capable of "talking", more impressive, through training, communicate with

Para. 2 friendly, are easy to train, well-known performers, capable of doing, intelligent creatures, turn on an electric switch, a dozen times, 200~300 times

Para. 3 high intelligence and amazing ability, interested in training, teach them how to, train them to, "dolphin-assisted therapy", children suffering from autism, in a supportive and loving atmosphere, to help improve ... behaviors of those children

2. Write a report on what you have learned from the text. Try to give your own impressions and ideas about dolphins as intelligent animals.

SELF-ASSESSMENT

1. Score your performance in this unit.

★★★★ "Excellent!"

★★★ "Very good!"

★★ "I need some improvement!"

Language Skill	Section	Stars
Listening	Listening and Speaking	
Speaking	Warm-up	
	Retelling	
	Listening and Speaking	
Reading	Comprehension	
Writing	Task	
	Report	

2. Write down in the section below what you need to do to improve your future study. You may ask your partner for help.

What I will do to improve

My partner's suggestions

FUN TIME

1. Joke.

Teacher: Mary, can you name four animals of the cat family?

Mary: Mother cat, father cat, and two kittens.



2. Sayings about Cats.

- In a cat's eye, all things belong to cats.
- The real measure of a day's heat is the length of a sleeping cat.
- God made the cat in order to give man the pleasure of petting the tiger.
- The cat loves fish but does not wish to wet its feet.
- Like a graceful vase, a cat, even when motionless, seems to flow.
- The cat has nine lives; three for playing, three for straying, and three for staying.



BONUS READING

The Smartest Animals On The Planet

Beyond her beloved chimps, Jane Goodall finds amazing intelligence in the animal world.

—Steve Dale

Jane Goodall first opened the door to the world of chimpanzees back in 1960 in Tanzania. She took a personal approach, even giving her chimpanzee subjects names like Freud, Fifi and Frodo.

Today, her methods of observing animals in the wild are the norm.

To Goodall, these chimpanzees are friends. Chimps are, after all, our closest living relatives, sharing at least 98% of our genes. It was Goodall who discovered chimps use tools (sticks to “fish” for ants) and even fashion crude weapons by hurling objects.

Before Goodall's discovery, tool use was considered the gold standard to define intelligence, something — it was thought — only humans could do. Goodall admits that people have brainpower far exceeding that of other animals. After all, chimps don't build rockets to go to Mars. Still, “We're arrogant if we believe we're the only animals with thoughtful intelligence and an ability to solve problems. Intelligence also includes feelings, doesn't it?”

Here's Jane Goodall's list of the five smartest animals on the planet.

Great Apes

Language once was thought to be limited to people. “Great apes in captivity have learned American Sign Language,” Goodall says. “What's more, each kind of ape has taught ASL to others of their own kind.”

“Great apes can use computers,” she says. “There's a chimpanzee in Japan who's hooked on her computer like kids are hooked on video games.”

“Maybe chimps are a little too much like us; look at them, and we look into a mirror. The reflection isn't always flattering. They live in a society where power is rewarding for its own sake. They also have wars over territory.”

