

经全国中小学教材审定委员会
2004年初审通过

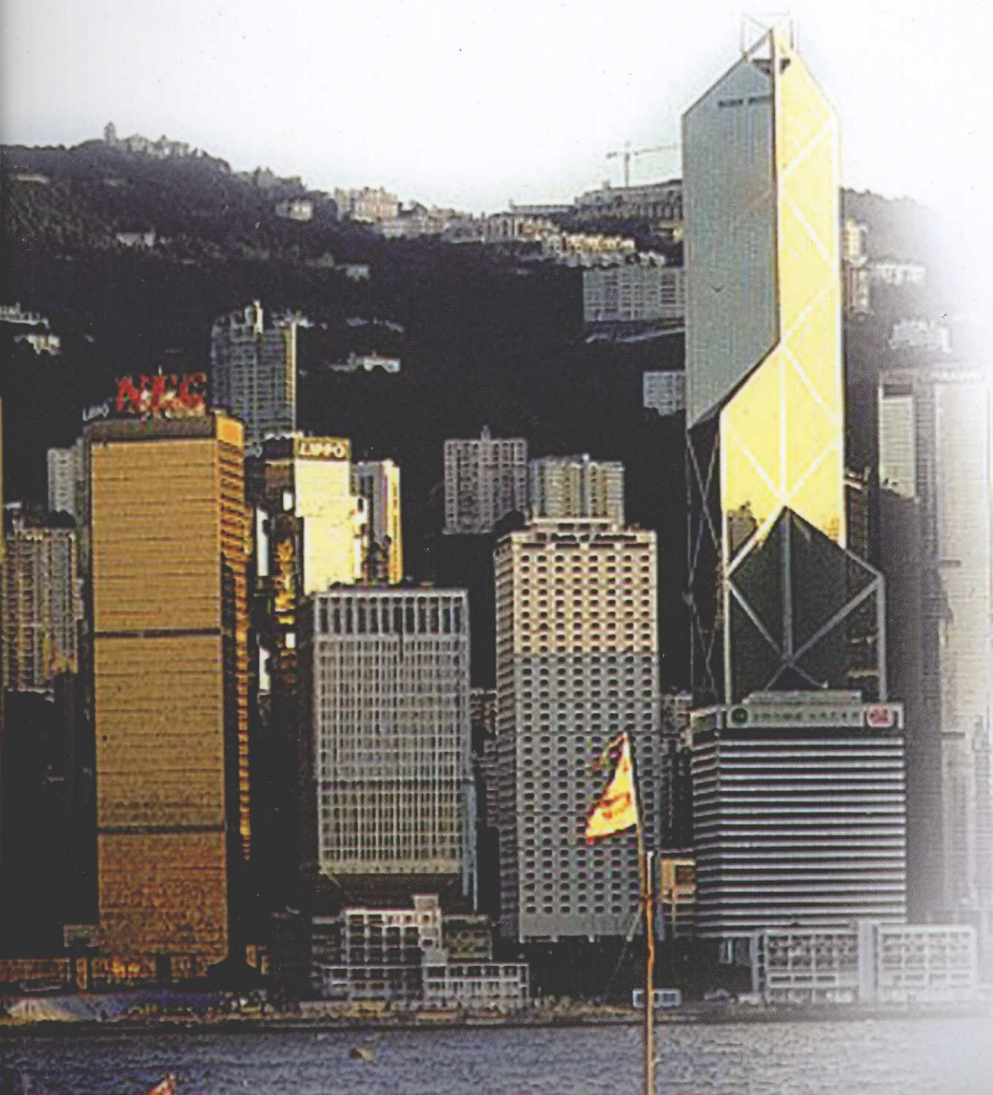
普通高中课程标准实验教科书

英语 2

必修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 2

人民教育出版社 课程教材研究所 编著
英语课程教材研究开发中心



人民教育出版社

普通高中课程标准实验教科书

英语 2

必修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 2

人民教育出版社 课程教材研究所 编著
英语课程教材研究开发中心



人民教育出版社

普通高中课程标准实验教科书

英语 2

必修

人民教育出版社 课程教材研究所
英语课程教材研究开发中心 编著

*

人民教育出版社 出版发行

网址: <http://www.pep.com.cn>

山东新华印刷厂德州厂印装 全国新华书店经销

*

开本: 890 毫米×1 240 毫米 1/16 印张: 7 字数: 160 000

2007 年 4 月第 2 版 2007 年 6 月第 7 次印刷

ISBN 978-7-107-19935-6 定价: 8.20 元
G·12985 (课)

著作权所有·请勿擅用本书制作各类出版物·违者必究

如发现印、装质量问题,影响阅读,请与本社出版科联系调换。

(联系地址:北京市海淀区中关村南大街 17 号院 1 号楼 邮编: 100081)

主 编 刘道义

副 主 编 龚亚夫 郑旺全

编 者 Dodie Brooks Rick Sjoquist Sandra L. Richley

责 任 编 辑 马晓蕾 辜翔宇

绘 画 王国栋

版 式 设 计 刘 昀

封 面 设 计 林荣桓

平 面 制 作 北京人教聚珍图文制作有限公司

CONTENTS

Unit	Topics	Functional items
1 Cultural relics P1	Cultural relics protection Famous cultural relics in China and abroad	Asking for opinions Giving opinions
2 The Olympic Games P9	Ancient and modern Olympic Games Olympic spirit	Talking about interests and hobbies
3 Computers P17	Information technology History and basic knowledge of computers Robots	Making decisions Reasoning
4 Wildlife protection P25	The importance of wildlife protection	Intentions and purposes
5 Music P33	Music Different types of music	Making suggestions Talking about preference
<i>Appendices</i>	Notes to the texts Grammar Words and expressions in each unit Vocabulary	P76 P85 P89 P94

Structures	Reading	Writing	Workbook
The Restrictive and Non-Restrictive Attributive Clause	In search of the Amber Room A fact or an opinion? Big Feng to the rescue	Report writing: class debate	P41
The Future Passive Voice	An interview The story of Atlanta Three inspiring stories about the Olympic Games	Descriptive writing: favourite sport	P48
The Present Perfect Passive Voice	Who am I? Andy – the android The sporting robot	Imaginative writing: describing an android	P55
The Present Progressive Passive Voice	How Daisy learned to help wildlife Animal extinction The return of the Milu deer	Persuasive writing: letter of advice	P62
The Attributive Clause (<i>prep + which/whom</i>)	The band that wasn't Freddy the frog (II) Cat's in the cradle	Practical writing: asking for advice	P69

Irregular verbs

P100

Changes in international phonetic symbols for English

P103

Unit 1

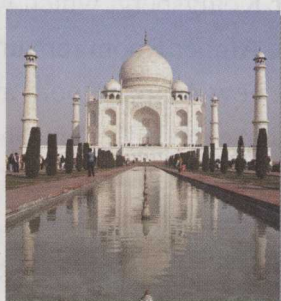
Cultural relics

Warming Up

- 1 Do you know what a cultural relic is?
- 2 Does a cultural relic always have to be **rare** and **valuable**? Is it enough to have **survived** for a long time?
- 3 Are cultural relics only objects like **vases** or can they be buildings too? Look at the pictures below and discuss what they are and whether they are cultural relics or not.



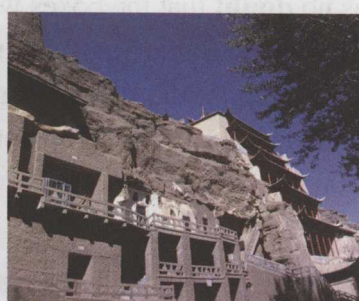
Ming Dynasty vase



Taj Mahal



ivory dragon boat



Mogao Caves

Pre-reading

- 1 Have you ever seen a piece of amber? What do you know about it?
- 2 Look at the title and the picture of the reading passage and predict what it is about. Then skim it quickly and see if you were right.



Reading



IN SEARCH OF THE AMBER ROOM

Frederick William I, the King of Prussia, could never have imagined that his greatest gift to the Russian people would have such an **amazing** history. This gift was the Amber Room, which was given this name because several tons of amber were used to make it. The amber which was **selected** had a beautiful yellow-brown colour like **honey**. The **design** of the room was in the **fancy style** popular in those days. It was also a treasure **decorated** with gold and **jewels**, which took the country's **best artists** about ten years to make.

In fact, the room was not made to be a gift. It was designed for the palace of Frederick I. However,



the next King of Prussia, Frederick William I, **to** whom the amber room **belonged**, decided not to keep it. In 1716 he gave it to Peter the Great. **In return**, the Czar sent him a **troop** of his best soldiers. 10 So the Amber Room became part of the Czar's winter palace in St Petersburg. About four metres long, the room served as a small **reception** hall for important visitors.

Later, Catherine II had the Amber Room moved to a palace outside St Petersburg where she spent her summers. She told her artists to add more details to it. In 1770 the room was completed the way 15 she wanted. Almost six hundred candles lit the room, and its mirrors and pictures shone like gold. Sadly, although the Amber Room was considered one of the wonders of the world, it is now missing.

In September 1941, the Nazi army was near St Petersburg. This was a time when the two countries were **at war**. Before the Nazis could get to the summer palace, the Russians were able to **remove** some furniture and small art objects from the Amber Room. However, some of the Nazis secretly stole the 20 room itself. In **less than** two days 100,000 pieces were put inside twenty-seven **wooden** boxes. There is no **doubt** that the boxes were then put on a train for Königsberg, which was at that time a German city on the Baltic Sea. After that, what happened to the Amber Room remains a mystery.

Recently, the Russians and Germans have built a new Amber Room at the summer palace. By studying old photos of the **former** Amber Room, they have made the new one look like the old one. In 25 2003 it was ready for the people of St Petersburg when they celebrated the 300th birthday of their city.

Comprehending

1 Join the correct parts of the sentences together.

- | | |
|----------------------------|--|
| 1 Frederick I | A stole the Amber Room. |
| 2 Frederick William I | B sent a troop of his best soldiers to the King of Prussia. |
| 3 Peter the Great | C had the Amber Room made. |
| 4 Catherine II | D had it moved outside St Petersburg. |
| 5 The Nazi army | E gave it to the Czar as a gift. |
| 6 The Russians and Germans | F built a new Amber Room after studying pictures of the old one. |

2 The following five questions summarize the main idea of the five paragraphs in the passage. Put the paragraph numbers in the boxes. Then answer the questions.

☐ How did the Amber Room become one of the wonders of the world?

☐ How was a new Amber Room built?

☐ How did the Amber Room get lost?

☐ How was the Amber Room made?

☐ Why did the King of Prussia give the Amber Room to the Czar of Russia as a gift?

3 In groups discuss: Is it **worth** rebuilding lost cultural relics such as the Amber Room or Yuan Ming Yuan in Beijing? Give your reasons.

Learning about Language

Discovering useful words and expressions

1 Find the word or expression for each of the following meanings from the text.

- | | |
|---|--|
| 1 _____ to choose carefully | 2 _____ not seen or found very often |
| 3 _____ welcome area in a hotel | 4 _____ to surprise somebody very much |
| 5 _____ no more than | 6 _____ made of wood |
| 7 _____ trying to find something; looking carefully for something | |
| 8 _____ to manage to live or continue in difficulties | |
| 9 _____ to take something away | |
| 10 _____ person who creates things which can be considered works of art | |
| 11 _____ of an earlier period or time; happening before | |
| 12 _____ in a situation in which two sides fight each other | |

2 Complete the passage with the words below.

rare	designed	decorated	style	doubt
fancy	dynasties	amazing	worth	jewels

Chen Lei studied art history and the early _____ of China in a university. He was able to recognize the _____ of different cultural relics from former times, especially the Tang and Song dynasties. One day he was looking in a second-hand furniture shop when he saw an _____ object among the many different vases and _____. It was a mirror _____ in the Song Dynasty and _____ in the _____ style of that time. He recognized that it was a _____ cultural relic, but at a price he could afford, so he bought it at once. Later he gave it to his **local** museum. The people there were very happy and without _____ consider it one of the treasures of their collection. To them, it was _____ much more than Chen Lei paid.

3 Look at the dictionary entry for the phrasal verb *belong to*, and match the meanings with the sentences in the right box.

belong to *phr v* [T] 1 to be the property of: *That coat belongs to me.* 2 to be a part of; be connected with: *That top belongs to this box.* 3 to be a member of: *He belongs to a large family.*

⚠ Warning: belong is not used in the continuous tense or the passive voice.

The computer is belonging to my sister. ×

The computer is belonged to my sister. ×

The computer belongs to my sister. ✓

- A Do you belong to the UN peace-keeping force?
- B Which computer does this mouse belong to?
- C This strange vegetable belongs to the potato family.
- D I don't doubt that the gold ring belongs to her.

Discovering useful structures

- 1 Read the passage again and underline all the sentences with attributive clauses.
- 2 Look at sentences that you found and notice the use of commas. What are the differences between them? Try to define non-restrictive clauses in your own words.
- 3 Join the pairs of sentences using attributive clauses (restrictive or non-restrictive).

- 1 Here are the farmers. They discovered the underground city last month.
- 2 Hangzhou is a famous city in China. Many people come to buy tea in that city.
- 3 She got so angry. I don't know the reason.
- 4 The old man saw some Germans **taking apart** the Amber Room and removing it. You are talking to an old man.
- 5 The woman remembered the day. She saw Nazis burying something near her home.
- 6 St Petersburg is a very beautiful city. It was once called Leningrad.
- 7 I remember the soldier. He told me not to tell anyone what I had seen.
- 8 The soldiers moved the boxes to a mine. They wanted to hide them.
- 9 Xi'an is one of the few cities with city walls. Its walls remain as good as before.
- 10 Shaanxi Province is a place with many cultural relics. They are well looked after.

- 4 In groups of four, look at the sentences below. Complete them by adding the restrictive or non-restrictive attributive clauses.

EXAMPLE: The king had many beautiful art objects.

The king *whose palace was decorated in gold and jewels* had many beautiful art objects.

- 1 The mother _____ was very proud.
- 2 The man _____ was a farmer.
- 3 The wooden box _____ was made a long time ago.
- 4 Celia loves to go to museums _____.
- 5 The **painting** _____ was very valuable.
- 6 Every year a large number of tourists come to visit the State Apartments of Windsor **Castle** _____.
- 7 There are times _____.
- 8 He said something else _____.
- 9 It's one of the few places _____.
- 10 The last time I went to Hainan was in March _____.

Using Language

Reading and listening



- 1 Read this passage and think about the difference between a fact and an opinion.

A fact or an opinion?

A FACT OR AN OPINION?

What is a fact? Is it something that people believe? No. A fact is anything that can be proved. For example, it can be proved that China has more people than any other country in the world. This is a fact.

Then what is an opinion? An opinion is what someone believes is true but has not been proved. So an opinion is not good evidence in a trial. For example, it is an opinion if you say "Cats are better pets than dogs". It may be true, but it is difficult to prove. Some people may not agree with this opinion but they also cannot prove that they are right.

In a **trial**, a judge must decide which eyewitnesses to believe and which not to believe. The judge does not consider what each eyewitness looks like or where that person lives or works. He/She only cares about whether the eyewitness has given true information, which must be facts rather than opinions. This kind of information is called **evidence**.

- 2 Now read a man's story about what happened to the Amber Room quickly. Do you think it is a fact or an opinion? Give your reasons.

Hello, I'm Jan Hasek, an old miner from the Czech Republic. In April 1945 I heard something **explode** at midnight. I got up and ran outside. The sound came from a mine that hadn't been used for a long time. Suddenly I saw some German soldiers by the light of the moon. They were taking wooden boxes from trucks and putting them in the mine.

A week later I decided to go and see for myself. To my surprise the **entrance** to the mine was closed. Some people say that the Amber Room and some gold were buried in the mine. I think it might be so, as the Amber Room has never been found.

- 3 Read the story again and fill in the table.

Name		Job	
Place		Time	
What he heard			
What he saw	1		
	2		
What he believes			

- 4 Now you are going to hear another two people talk about what happened to the Amber Room.

- Listen to Part A and write down where the Amber Room was lost. _____
- Listen to Part B and write down how the Amber Room was lost. _____

5 Listen to the tape again. Stop after each part and fill in the blanks.

Part A

Name	Hans Braun	Job	a sailor	Place	Königsberg
One night during the war	He was told to _____ put some _____ onto the ship.				
	The soldiers said that the heavy boxes _____.				
	The ship _____. On the voyage, the ship _____ and sank . Almost _____. He had to swim three kilometres before _____.				

Part B

Name	Anna Petrov	Job	a maid	Place	Königsberg
One night in 1941	_____ came to the castle with _____.				
	_____ took the boxes into the castle.				
	She heard that a special _____ in the castle was shown to _____.				
At the end of August, 1944	She heard _____, and she saw _____.				
	She found some melted pieces of something that looked like _____.				
	The soldiers told her that the melted pieces could have come from _____.				

Speaking

1 Discuss in pairs which person gave the best evidence, using the information in the former section. The following expressions may help you.

Do / Don't you think that ...? Would you consider ...? Why / Why not ...?

Do you have any idea about ...? How do you know that?

Are you sure that he/she was telling the truth?

What do you think? What do you think of ...? What's your idea/opinion of ...?

What would you say ...? How do you feel about ...? Who do you think was ...?

What are your reasons for saying that?

I think / don't think that Sorry, I agree / don't agree with you. In my opinion

It can be proved. That can't be true. I don't believe ... because

I think ... is telling the truth because

2 Write down the reasons for your choice.

EXAMPLE: It can be proved that _____ gave the best evidence because _____.

3 Share your ideas with another group and choose the one with the best reasons. Present your discussion to the class.

Reading and writing

- 1 Read this letter from a German newspaper. The writer gives his opinion about what should be done with a cultural relic.
- 2 With a partner decide whether you agree with him. Discuss each question in turn and think of some reasons for your ideas.

Dear Editor,

I'm a student at a high school in Berlin. I **think highly of** those who are searching for the Amber Room.

I don't agree that they should return the treasure to Russia if they find it. Nor do I think they should give it to any government. The search has cost them a lot of time and money. So I think that those who find the Amber Room should decide what to do with it.

Yours,

Johann Weber

Questions for the discussion

- 1 Who do you think the Amber Room belongs to?
- 2 What should you do with things you have found even if the search cost you time and money?
- 3 Do you agree with Johann?

- 3 Read the following tips for organizing an informal class debate. Then have a class debate and take notes of the main ideas of the two sides and their reasons. At the end take a class vote.

Tips for an **informal** class **debate**

- There must be a question with two possible answers.
- There must be a chairperson.
- There must be two sides in the class: "for" or "against" the question.
- Each side takes turns to debate and gives reasons for their opinion.
- At the end there should be a class vote.
- The chairperson says which side wins and why.

- 4 Write a report on your debate, using the following guidance.

Paragraph 1: State the question.

Paragraph 2: Give the ideas that agree with the question and the reasons.

Paragraph 3: Give the ideas that disagree with the question and the reasons.

Paragraph 4: Give your opinion and the result of the class vote.

SUMMING UP

Write down what you have learned about cultural relics.

From this unit you have also learned

- useful verbs: _____
- phrasal verbs: _____
- other expressions: _____
- new grammar items: _____

LEARNING TIP

Go to a museum and look at some real cultural relics. Read the information that is provided for the visitors. Learn as much as you can about the history of your hometown or city. Then if you have time you can work as a guide for visitors to the museum. You can also help foreign visitors by explaining things in English. To do this well, you need to learn more English. It will not only give you a chance of practising your English but also of developing an interest in local history at the same time.

* READING FOR FUN

Thoughts on the Coliseum

An excerpt adapted from *Childe Harold's Pilgrimage* by Lord Byron

"While stands the Coliseum, Rome shall stand;
When falls the Coliseum, Rome shall fall;
And when Rome falls — the World." From our own land
Visitors spoke in this way about those mighty walls;
In Saxon times, which we like to call
Ancient; this mighty building was still
On its foundations, and unchanged;
Rome's greatness was past and gone but
The World is still the same — full of thieves.



Unit 2

The Olympic Games

Warming Up

Work in pairs and ask each other the following questions.

Questions	Answers
1 Where did the ancient Olympic Games start?	
2 How many countries competed in the ancient Olympic Games?	
3 Who could not take part in the ancient Olympic Games?	
4 When and where did the modern Olympic Games start?	
5 Who was China's first gold medal winner and for what event?	
6 What are the three words that show the spirit of the Olympic Games?	
7 What do the five rings on the Olympic flag stand for ?	
8 What are the official mascots for the Beijing Olympics?	

Pre-reading

- 1 Do you know any differences between the ancient and modern Olympic Games? List two of them.
- 2 When and where will the next Olympic Games be held?
- 3 Look at the title and the pictures and predict the content. Then read it quickly and see if you were right.

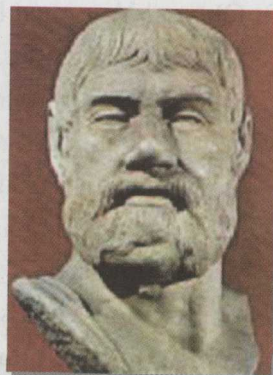
Reading



AN INTERVIEW

Pausanias, who was a **Greek** writer about 2,000 years ago, has come on a **magical** journey on March 18th, 2007 to find out about the present-day Olympic Games. He is now interviewing Li Yan, a **volunteer** for the 2008 Olympic Games.

P: My name is Pausanias. I lived in what you call "Ancient **Greece**" and I used to write about the Olympic Games a long time ago. I've come to *your* time to find out about the present-day Olympic Games because I know that in 2004 they were held in my **homeland**. May I ask you some questions about the modern Olympics?



L: Good heavens! Have you really come from so long ago? But of course you can ask any questions 10
you like. What would you like to know?

P: How often do you hold your Games?

L: Every four years. There are two main sets of Games – the Winter and the Summer Olympics, and
both are held every four years on a **regular basis**. The Winter Olympics are usually held two
years before the Summer Games. Only **athletes** who have reached the agreed standard for their 15
event will be **admitted** as competitors. They may come from anywhere in the world.



P: Winter Games? How can the runners enjoy competing
in winter? And what about the horses?

L: Oh no! There are no running races or horse riding
events. Instead there are competitions like skiing and 20
ice skating which need snow and ice. That's why they're
called the Winter Olympics. It's in the Summer
Olympics that you have the running races, together
with swimming, sailing and all the team sports.

P: I see. Earlier you said that athletes are invited from 25

all over the world. Do you mean the Greek world? Our Greek cities used to compete against
each other just for the honour of winning. No other countries could join in, nor could **slaves** or
women!

L: **Nowadays** any country can take part if their athletes are good enough. There are over 250 sports
and each one has its own standard. Women are not only allowed, but play a very important role in 30
gymnastics, athletics, team sports and ...

P: Please wait a minute! All those events, all those countries and even women taking part! Where
are all the athletes housed?

L: For each Olympics, a special village is built for them to live in, a main reception building, several
stadiums for competitions, and a **gymnasium as well**. 35

P: That sounds very expensive. Does anyone want to **host** the Olympic Games?

L: As a matter of fact, every country wants the
opportunity. It's a great **responsibility** but
also a great honour to be chosen. There's as
much competition among countries to host
the Olympics as to win Olympic medals.
The 2008 Olympics will be held in Beijing,
China. Did you know that?

P: Oh yes! You must be very proud.

L: Certainly. And after that the 2012 Olympics
will be held in London. They have already
started planning for it. A new village for the athletes and all the stadiums will be built to the east of
London. New medals will be designed of course and ...



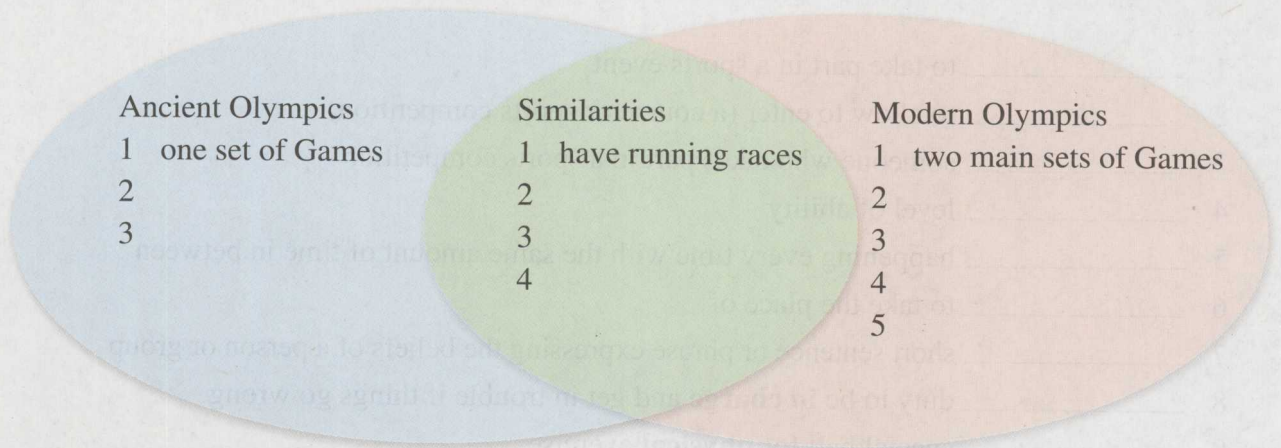
P: Did you say medals? So even the olive wreath has been **replaced**! Oh dear! Do you compete for
prize money too? 40

L: No, we don't. It's still all about being able to run faster, jump higher and throw further. That's the
motto of the Olympics, you know – "**Swifter, Higher and Stronger**." 45

P: Well, that's good news. How interesting! Thank you so much for your time.

Comprehending

- 1** Scan the passage to find out the characteristics and similarities of the ancient and modern Olympics.

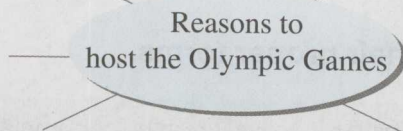


- 2** Read the passage carefully and answer the following questions.

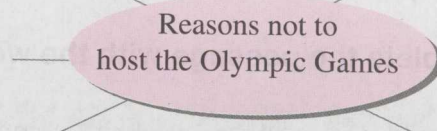
- 1 What amazes Pausanias about the Olympic Games?
- 2 Why does he think Athens and Beijing should feel proud?
- 3 Why does he think people may be competing for money in the modern Olympic Games?

- 3** Discuss this question in groups: Why do many countries want to host the Olympic Games while others do not? Use the mind map below to help you. Then prepare for a class discussion. Put forward your ideas and give reasons for your choices.

a great honour



too expensive



- * 4** In pairs prepare to act part of the dialogue from “Nowadays any country can take part ...” to the end. Before you begin, listen to the tape and mark the sentence stress. Pay attention to the intonation, as that can change the meaning. Then act the interview.

EXAMPLE:

Did you 'know that?

Did 'you know that?

Did you know 'that?