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普通高中课程标准实验教科书

# 英语

选修8

NEW SENIOR ENGLISH FOR CHINA

STUDENT'S BOOK 8

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



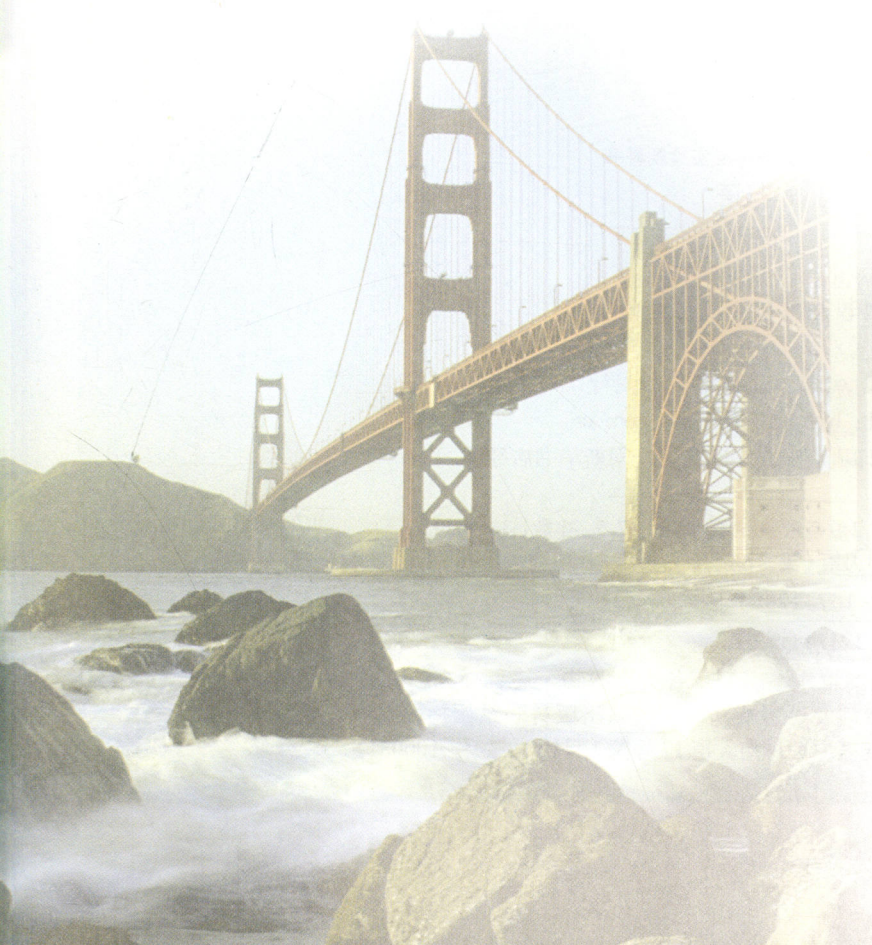
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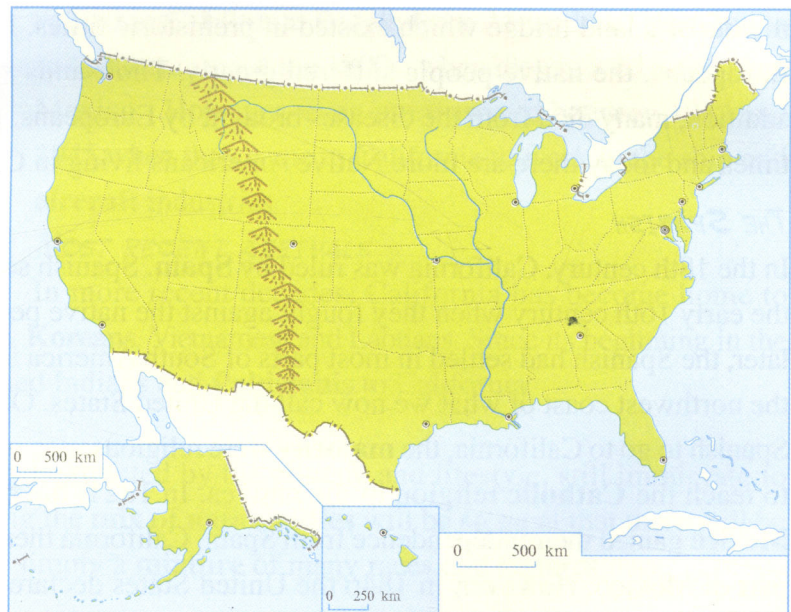
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## Warming Up

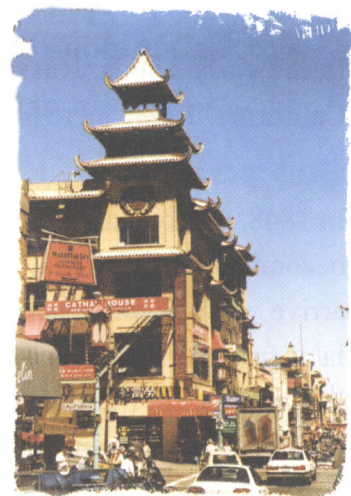
Look at the map of the USA with your group. Write on the map the names of as many of the following as you can. Compare your answers with other groups.

- ocean on the east coast
- ocean on the west coast
- country to the north of USA
- country to the south of USA
- California
- mountain range in the west
- Great Lakes
- longest river in the USA
- some important cities



## Pre-reading

Look at the pictures on this page and in the reading passage. Each illustrates something about California. Discuss in groups what each picture means to you.





## Reading



## CALIFORNIA

California is the third largest state in the USA but has the largest population (over 30 million people). It is also the most multicultural state in the US. This is not surprising when you know the history of California, which, at various times, has attracted people from nearly every country in the world.

## NATIVE AMERICANS

Exactly when the first people arrived in what we now know as California, no one really knows. However, it is likely that Native Americans were living in California at least fifteen thousand years ago. Scientists believe that these first settlers crossed the Bering **Strait** from Asia to Alaska **by means of** a land bridge which existed in prehistoric times. In the 16th century, after the arrival of Europeans, the native people suffered greatly. Thousands were killed or forced into **slavery**. In addition, many died from the diseases brought by Europeans. However, some survived these terrible times and today there are more Native Americans living in California than in any other state.

## THE SPANISH

In the 18th century, California was ruled by **Spain**. Spanish soldiers first arrived in South America in the early 16th century when they fought against the native people and took their land. Two centuries later, the Spanish had settled in most parts of South America and along the northwest coast of what we now call the United States. Of the first Spanish to go to California, the **majority** were religious men who came to teach the **Catholic** religion to the natives. In 1821, the people of **Mexico** gained their independence from Spain. California then became part of Mexico. However, in 1846 the United States declared war on Mexico and after it lost the war, Mexico had to give California to the United States. However, there is still a strong Spanish influence in the state. This is why today over 40% of Californians speak Spanish as a first or second language.



## RUSSIANS

In the early 1800s, Russian fur trappers, who had originally gone to Alaska, began settling in California. Today there are about 25,000 Russian-Americans living in and around San Francisco.

## GOLD MINERS

In 1848, not long after the American-Mexican war, gold was discovered in California. The dream of becoming rich quickly attracted people from all over the world. The nearest, and therefore the first to arrive, were South Americans, and people from the United States. Adventurers from Europe, then later from Asia and even **the Pacific Islands**, soon followed. In fact, few achieved their dream of becoming rich. Many died or returned home, but most remained in California to **make a life** for themselves in the new towns or on farms. By the time California became the thirty-first state of the United States of America in 1850, it was already a multicultural society.



### LATER ARRIVALS

Although Chinese immigrants began to arrive during the Gold Rush Period, it was the building of the railway from the west to the east coast that brought even larger numbers to California in the 1860s. Today, Chinese-Americans live in all parts of California, although a large **percentage** have chosen to stay in the “Chinatowns” of Los Angeles and San Francisco.

Italians, mainly fishermen but also some wine makers, arrived in California in the late 19th century. In 1911 immigrants from **Denmark** established a town of their own, which today still keeps up its **Danish** culture. By the 1920s the film industry was well established in Hollywood, California. The industry attracted Europeans, including many Jewish people. Today, California has the second largest Jewish population in the United States. Japanese farmers began arriving in California at the beginning



of the 20th century and since the 1980s a lot more have settled in California. People from Africa have been living in California since the 1800s, when they moved north from Mexico. However, even more arrived between 1942 and 1945 when they came to California to work in the ship and **aircraft** industries.

### MOST RECENT ARRIVALS

In more recent decades, California has become home to people from Asia, including Cambodians, **Koreans**, Vietnamese and Laotians. Since its beginning in the 1970s, the computer industry has attracted Indians and **Pakistanis** to California.

### THE FUTURE

People from different parts of the world, attracted by the climate and lifestyle, still immigrate to California. It is believed that before long the **mix** of **nationalities** will be so great that there will be no major **racial** or cultural groups, but simply a **mixture** of many races and cultures.

## Comprehending

- 1 Work with a partner. Now that you have read the text, you know a lot more about the pictures on pages 1-3. Discuss how each picture is relevant to the history of California.
- 2 Beside each date note down an important event in Californian history.

15,000 years ago

16th century

1821

1850

1848

1846



**3** Beside each cultural group, write the period in which they first came to California in large numbers.

Russians _____	Jewish _____	Danish _____
Chinese _____	Japanese _____	Pakistanis _____
Africans _____	Cambodians _____	
Italians _____	Koreans _____	

**4** Why is California in the 21st century such a multicultural community? Explain in your own words. Write three or four sentences. Compare your answer with others in your class.

## Learning about Language

### Discovering useful words and expressions

**1** Complete the following charts with proper words. Find more examples of word formation after studying the whole unit.

Adjective	Noun	Verb	Adjective	Noun
major		apply		
national		race		
simple		mix		
curious		illustrate		

**2** Choose the words below to fill in the blanks, changing their forms if necessary.

Catholic slavery Spanish mixture make a life nationality majority immigrant

My first holiday to Spain was a delight. The architecture and food there were exciting and the \_\_\_\_\_ of peoples was very interesting. I found out more about that when I met Carlos. He is from a (an) \_\_\_\_\_ family originally from South America and speaks excellent \_\_\_\_\_. Like the \_\_\_\_\_ of the Spanish, he is a \_\_\_\_\_ and goes to church every Sunday. He told me how his ancestors were forced into \_\_\_\_\_ by the Spanish conquerors of South America. They had to deny their king, their \_\_\_\_\_ and their gods when the Spanish arrived. The invaders were so cruel to the local population that eventually Carlos' ancestors fled to Spain to \_\_\_\_\_ there. Now he and his family form part of the interesting mixture of peoples that make up the Spanish population.



**Revising useful structures**

**1 Study the underlined noun clauses in these sentences. In your opinion, what role do these clauses play in the sentences?**

What attracts people to California is its pleasant climate and relaxed lifestyle. This is why each year a great number of people from all over the world try to immigrate to California. However, most **applicants** know that they have very little chance of getting a visa.

**2 Underline the noun clauses in these sentences. What types of noun clauses are they? Then look through the reading passage again and underline all the noun clauses.**

- Whether Native Americans arrived in California 15,000 years ago or 14,000 years ago is not important.
- The fact that they arrived a long time before Europeans is what matters.
- I believe that the Native Americans were treated badly when the first Europeans came.

**3 Join the two parts to make sentences containing noun clauses.**

- |  |   |
|--|---|
| 1 She pretended                        | is what I want to know.                           |
| 2 It is not surprising                 | that you get a visa before you travel to the USA. |
| 3 Why she didn't tell you herself      | why he lied to me.                                |
| 4 I wonder                             | that so many people love California.              |
| 5 The trouble was                      | is what I can't explain.                          |
| 6 It is essential                      | that she was a <b>socialist</b> .                 |
| 7 What George discovered in California | that she had lost his passport.                   |
| 8 Where they got all that money        | was different from what he saw in the movies.     |

**4 Complete the dialogue with the sentences below.**

JUDY: Have you decided yet where to go for your holiday?

ALICE: \_\_\_\_\_

JUDY: What do you mean?

ALICE: \_\_\_\_\_

JUDY: Full? In New York?

ALICE: \_\_\_\_\_

JUDY: There must be a room somewhere. I suggest you try another travel agency.

ALICE: \_\_\_\_\_

Well, what I wanted to do was to go to New York. But I've found out that all the hotels are full. I suppose it's worth trying.

Not really. The problem is that it's too late to do what I really wanted to.

Yes. It didn't **occur to** me that there'd be a big festival on at the same time as my holiday.



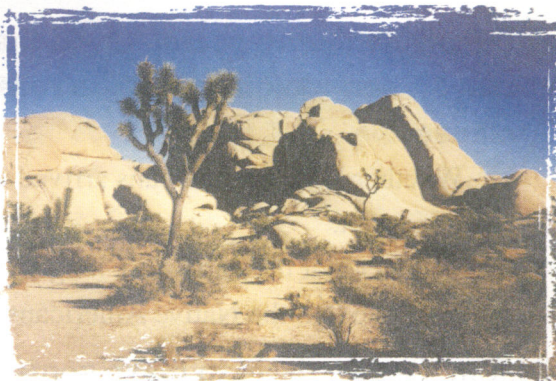
## Using Language

## Listening and speaking



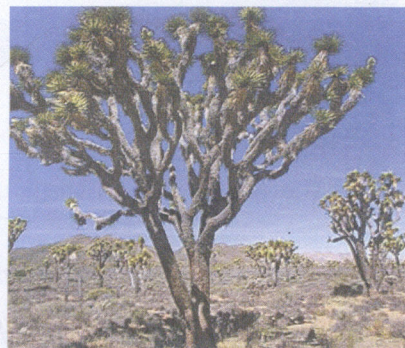
- 1 George is on holiday in the United States. He is touring around California. Listen to him phoning home to talk to his friend Christie. Number the things they talk about to show the order in which you hear them.

- geographic areas of California
- where George's tour started
- California not as George expected
- where George is now
- Californian people



- 2 Listen again and complete the postcard George wrote.

Dear Sam,  
 I'm here in Joshua Tree National Park, in the \_\_\_\_\_  
 part of California. Have been travelling around the state of  
 \_\_\_\_\_ for three weeks now. Very different from  
 what I have seen in \_\_\_\_\_. Not everyone is  
 \_\_\_\_\_ and not everyone lives near the  
 \_\_\_\_\_. First travelled southeast through rich  
 farmland then to the **central** part. They grow everything here  
 including \_\_\_\_\_ and fruit. **Cattle** too. Then travelled  
 further \_\_\_\_\_ into mountains and \_\_\_\_\_.  
 Californians are very friendly, and they are from many different  
 \_\_\_\_\_ and cultures. Every culture has its own  
 \_\_\_\_\_, \_\_\_\_\_, food and art. Most interesting.  
 Wish you were here. Give my love to Paula.  
 George



- 3 Listen to the tape and discuss these questions with others in your class.

- 1 What surprised George about California?
- 2 Why did George have the wrong impression of California before he went there?
- 3 Why is there such a huge variety of different types of music, food and art in California?



**4** Listen to the tape and then write some of the things Christie says. Compare your answers with a partner.

Christie's questions	Christie's comments
Where are you?	That's interesting.

**5** Discuss with others in your class:

- 1 In this conversation, what is the function of Christie's comments and questions?
- 2 Why is it important in a telephone conversation to **indicate** that you are paying attention to what the other person is saying?
- 3 In what other ways can you show you are listening?

**6** With a partner hold a telephone conversation about a place you have visited recently.

- 1 Sit back to back with your partner so you can't see each other.
- 2 Partner A: Talk about where the place is, what the climate is like, what you thought about the people, and any other interesting things you saw or did.  
Partner B: Encourage your partner to talk by asking questions and making comments.
- 3 **Swap** roles. Partner B tells Partner A about his / her visit.

**Reading and writing**



**1** Look at George's photos below. Then quickly read George's diary. He wrote this part of his diary when he was in San Francisco. Write the day he saw these things under the photos.



1 \_\_\_\_\_



2 \_\_\_\_\_



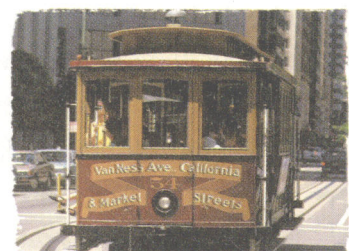
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



## GEORGE'S DIARY 12-14 JUNE

## Monday 12th, June

Arrived early this morning by bus. Went straight to hotel and dropped my **luggage**, then went exploring. First thing was a ride on a cable car. From top of the hill got a spectacular view of San Francisco Bay and the city. Built in 1873, the cable car system was invented by Andrew Hallidie, who wanted to find a better form of transport than horse-drawn **trams**. Apparently he'd been shocked when he saw a terrible accident in which a tram **slipped** down the hill dragging the horses with it.

Had a late lunch at Fisherman's Wharf. This is the district where Italian fishermen first came in the late 19th century and began the fishing industry. Now it's a tourist area with lots of shops, seafood restaurants and **bakeries**. It's also the place to catch the **ferry** to Alcatraz Island and other places in the Bay.

Did so much exploring at Fisherman's Wharf, am exhausted and don't feel like doing anything else. Early night tonight!

## Tuesday 13th, June

**Teamed up with** a couple from my hotel (Peter and Terri) and **hired** a car. Spent all day driving around city. There's a great drive **marked out** for tourists. It has blue and white signs with **seagulls** on them to show way to go. It's a 79km round-trip that **takes in** all the famous tourist spots. Stopped many times to admire the view and take photographs. Now have really good idea of what the city's like.

In evening, went to Chinatown with Peter and Terri. Chinese immigrants settled in this area in the 1850s. The fronts of the buildings are decorated to look like old buildings in southern China. Some interesting temples here, a number of markets and **a great many** restaurants. Also art galleries and a museum containing documents, photographs and all sorts of objects about the history of Chinese **immigration**, but it's closed in the evening. Will go back during the day. Had a delicious meal and then walked back down the hill to our hotel.

## Wednesday 14th, June

In morning, took ferry to Alcatraz Island in the middle of San Francisco Bay. On the way had a good view of Golden Gate Bridge. From 1934 to 1963 there was a famous prison on the island where all the most dangerous prisoners were kept. The conditions in the prison were terrible. The cells were very small, cold and damp; some didn't even have light. Prisoners were not allowed to read the newspaper or even talk to each other. The water around the island is swift and freezing cold. Only 36 prisoners ever attempted to escape. Some were shot, but most were pulled out of the water by the guards. Five disappeared, probably drowned. No one is known to have escaped.



**2 Read George's diary more slowly and answer the questions.**

- 1 Why did Andrew Hallidie invent the cable car system?
- 2 Where did George eat lunch on his first day in San Francisco?
- 3 Why did George hire a car? Why do you think he joined up with Terri and Peter?
- 4 Name three things that visitors can do in Chinatown.
- 5 What is Alcatraz Island famous for?

**3 Read George's diary again. Put the mark " ^ " in the places where George has left out some words. Discuss with others in your class:**

Why did George leave out some words when he wrote his diary?

**4 Rewrite the diary entry for Tuesday inserting all the missing words.****5 Imagine you are on holiday somewhere. Write an email or a postcard to a friend telling them about it. You can write about the places mentioned in the *Listening and Speaking* earlier in the unit or you can choose a different place.****SUMMING UP**

<b>Content</b>	I enjoyed learning about _____ I'd like to know more about _____
<b>Words and expressions</b>	I found these words useful: _____ I found these expressions useful: _____
<b>Structures</b>	I have learned about _____ Some examples: _____

**LEARNING TIP**

A conversation is a two-way activity. The other person in the conversation is just as important as you are. When the other person is talking, you can show you are listening by:

- making comments about what they are saying;
- asking questions;
- making replies, such as *yes, not really? uh, huh, mmm;*
- using body language (eg looking at the speaker, nodding to show you understand).

When it is your turn to talk, you can show respect by making sure the listener understands what you are saying and is interested. You can do this by:

- watching the expression on the listener's face (eg do they look puzzled or bored?);
- noticing how the listener **reacts** and, if necessary, changing your way of speaking to suit the listener.



# Unit 2 Cloning

## Warming Up



Dolly the sheep



A strawberry plant



Growing new plants

In pairs, look at these pictures and discuss which ones are natural clones and which ones are man-made. Explain how they differ.



Twins



Identical dogs

## Pre-reading

In pairs discuss what you understand about cloning. Then list the questions you want to find out. Share your lists with one another.

Questions about cloning	
1	What is a clone?
2	How is a clone produced?
3	What benefits can humans gain from cloning?
4	What problems may arise when humans are cloned?
5	
6	



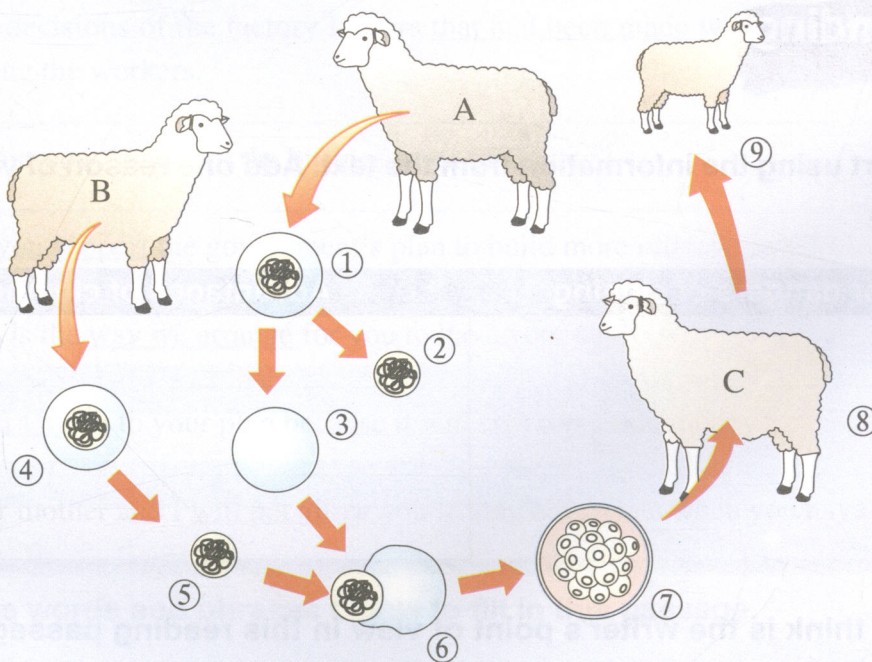
## Reading



## CLONING: WHERE IS IT LEADING US?

Cloning has always been with us and is here to stay. It is a way of making an **exact** copy of another animal and plant. This happens in plants when gardeners take cuttings from growing plants to make new ones, and when small parts of a plant are taken and grown in a laboratory. It also happens in animals when twins identical in sex and appearance are produced from the same original egg. The fact is that they are natural clones of each other.

Cloning has two major uses. Firstly, gardeners use it all the time to produce **commercial** quantities of plants. Secondly, it is valuable for research on new plant species and for medical research on animals. Cloning plants is **straightforward** but the cloning of animals is more complicated. The **procedure** is difficult to **undertake**, of course. At first it was not accurate enough and many attempts to clone mammals failed. But at last the determination and patience of the scientists was rewarded in 1996 with a **breakthrough** — the cloning of Dolly the sheep. The procedure works like this:



- 1 Female sheep A provides an egg cell.
- 2 The nucleus is removed from the egg cell.
- 3 The egg cell is ready for a new nucleus.
- 4 Female sheep B provides a somatic cell for the clone. The nucleus of this cell contains all the genes needed to produce a new sheep.
- 5 The nucleus is taken out of the somatic cell.
- 6 The nucleus from sheep B and the egg cell from sheep A are joined using electricity.
- 7 The cell divides and grows into an embryo.
- 8 The embryo is put into female sheep C.
- 9 The lamb is the clone of the donated cell from Sheep B which provided the nucleus.