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普通高中课程标准实验教科书

# 英语 5

必修

NEW SENIOR ENGLISH FOR CHINA  
STUDENT'S BOOK 5

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



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人民教育出版社出版  
网址: <http://www.pep.com.cn>  
吉林出版集团教材出版公司重印  
吉林省新华书店发行  
长春新华印刷集团有限公司印装

\*

开本: 890 毫米×1 240 毫米 1/16 印张: 7.25 字数: 160 000

2007 年 4 月第 2 版 2012 年 6 月吉林第 5 次印刷

ISBN 978-7-107-17704-0 定价: 8.46 元  
G·10793 (课)

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印厂地址:长春市浦东路4199号 邮编:130033 电话:0431-86059099

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绘 画 姜吉维 李思东  
地 图 绘 制 博 涛  
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
<b>1</b> Great scientists P1	How to organize scientific research Contributions of scientists	Talking about scientific jobs Describing people (appearance, characteristics and qualities)
<b>2</b> The United Kingdom P9	Countries of the United Kingdom Union Jack Famous sites in London	Language difficulties in communication Space: position, direction and distance
<b>3</b> Life in the future P17	Prediction of the good and bad changes in the future Life in the future	Making predictions
<b>4</b> Making the news P25	The basic procedure of making the news Newspapers and TV programmes	Making appointments
<b>5</b> First aid P33	First aid Safety in the home Medicine Medication	Giving instructions
<b>Appendices</b>	Notes to the texts Grammar Words and expressions in each unit Vocabulary	P76 P88 P91 P97

<b>Structures</b>	<b>Reading</b>	<b>Writing</b>	<b>Workbook</b>
The Past Participle (1) as the Attribute and Predicative	John Snow defeats "King Cholera" Copernicus' revolutionary theory Finding the solution	Persuasive writing: letter	<b>P41</b>
The Past Participle (2) as the Object Complement	Puzzles in geography Sightseeing in London A particular British celebration	Non-chronological report: tourist guide	<b>P48</b>
The Past Participle (3) as the Adverbial and Attribute	First impressions I have seen amazing things Rising to a challenge	Imaginative writing: life in the future	<b>P55</b>
Inversion	My first work assignment Getting the "scoop" Searching for the truth	Non-chronological writing: newspaper article	<b>P62</b>
Ellipsis	First aid for burns Heroic teenager receives award Is your home safe?	Instructional writing: first aid instructions for particular injuries	<b>P69</b>

**Irregular verbs**

**P104**

**Changes in international phonetic symbols for English**

**P108**

## Warming Up

What do you know about great scientists?  
Try this quiz and find out who knows the most.



Questions	Answers
1 Which scientist discovered that objects in water are lifted up by a force that helps them float?	
2 Who wrote a book explaining how animals and plants developed as the environment changed?	
3 Who invented the first steam engine?	
4 Who used peas to show how physical <b>characteristics</b> are passed from parents to their children?	
5 Who discovered <b>radium</b> ?	
6 Who invented the way of giving electricity to everybody in large cities?	
7 Who was the <b>painter</b> that studied dead bodies to improve his painting of people?	
8 Who invented a lamp to keep miners safe underground?	
9 Who invented the earliest instrument to tell people where earthquakes happened?	
10 Who <b>put forward</b> a theory about black holes?	

## Pre-reading

- Do you know how to prove a new idea in **scientific** research? Discuss in small groups the stages in setting out a new scientific idea. What order would you put them in?

**Draw a conclusion**

Find a problem

Think of a method

**Analyse** the results

Collect results

Find supporting evidence

Make a question

After reading the following passage, put the correct stages into the reading about research into a disease.

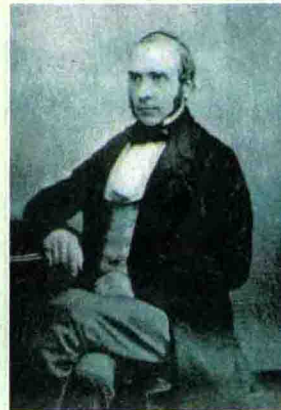
- What do you know about infectious diseases? What do you know about cholera?
- Look at the picture, the map and the title and predict the content of the reading passage. Then skim it quickly to see if you were right.

## Reading



## JOHN SNOW DEFEATS "KING CHOLERA"

John Snow was a famous doctor in London – so **expert**, indeed, that he **attended** Queen Victoria as her personal **physician**. But he became inspired when he thought about helping ordinary people **exposed to** cholera. This was the deadly disease of its day. Neither its cause nor its **cure** was understood. So many thousands of terrified people died every time there was an outbreak. John Snow wanted to face the **challenge** and solve this problem. He knew that cholera would never be controlled until its cause was found.



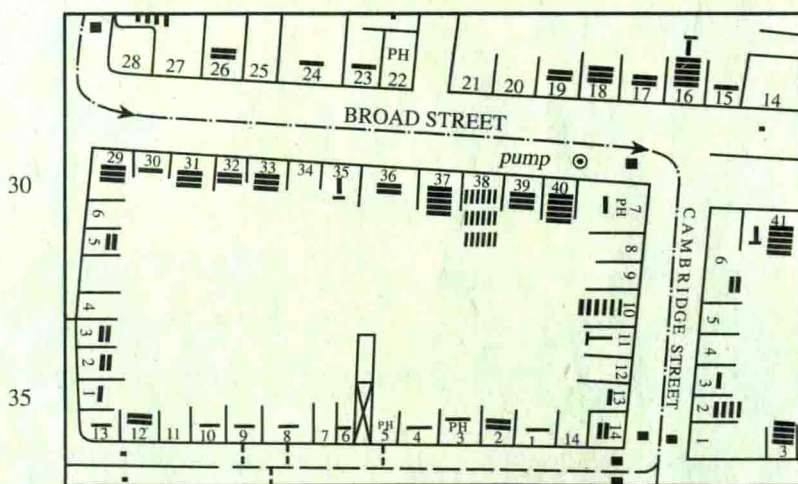
He became interested in two theories that possibly explained how cholera killed people. The first suggested that cholera multiplied in the air. A cloud of dangerous gas floated around until it found its **victims**. The second suggested that people **absorbed** this disease into their bodies with their meals. From the stomach the disease quickly attacked the body and soon the affected person died.

John Snow **suspected** that the second theory was correct but he needed evidence. So when another outbreak hit London in 1854, he was ready to begin his **enquiry**. As the disease spread quickly through poor **neighbourhoods**, he began to gather information. In two particular streets, the cholera outbreak was so **severe** that more than 500 people died in ten days. He was determined to find out why.

First he marked on a map the exact places where all the dead people had lived. This gave him a valuable clue about the cause of the disease. Many of the deaths were near the water **pump** in Broad Street (especially numbers 16, 37, 38 and 40). He also noticed that some houses (such as 20 and 21 Broad Street and 8 and 9 Cambridge Street) had had no deaths. He had not **foreseen** this, so he made further investigations. He discovered that these people worked in the pub at 7 Cambridge Street. They had been given free beer and so had not drunk the water from the pump. It seemed that

the water was to **blame**.

Next, John Snow looked into the source of the water for these two streets. He found that it came from the river **polluted** by the dirty water from London. He immediately told the astonished people in Broad Street to remove the **handle** from the pump so that it could not be used. Soon afterwards the disease slowed down. He had shown that cholera was spread by germs and not in a



Part of Snow's Cholera Map

Note: — : 1 death PH: public house 30, 31, ... : numbers of houses



40 cloud of gas.

In another part of London, he found supporting evidence from two other deaths that were **linked to** the Broad Street outbreak. A woman, who had moved away from Broad Street, liked the water from the pump so much that she had it delivered to her house every day. Both she and her daughter died of cholera after drinking the water. With this extra evidence John Snow was

45 able to **announce** with certainty that polluted water carried the virus.

To prevent this from happening again, John Snow suggested that the source of all the water supplies be examined. The water companies were **instructed** not to expose people to polluted water any more. Finally "King Cholera" was defeated.

## Comprehending

**1** Read the passage and number these events in the order that they happened.

- \_\_\_ John Snow began to test two theories.
- \_\_\_ An outbreak of cholera hit London in 1854.
- \_\_\_ John Snow marked the deaths on a map.
- \_\_\_ He announced that the water carried the disease.
- \_\_\_ John Snow investigated two streets where the outbreak was very severe.
- \_\_\_ King Cholera was defeated.
- \_\_\_ He found that most of the deaths were near a water pump.
- \_\_\_ He had the handle removed from the water pump.

**2** Read the passage again and answer these questions.

- 1 John Snow believed Idea 2 was right. How did he finally prove it?  
\_\_\_\_\_
- 2 Do you think John Snow would have solved this problem without the map? Give a reason.  
\_\_\_\_\_
- 3 Cholera was a 19th century disease. What disease do you think is similar to cholera today? Why?  
\_\_\_\_\_

**3** Using the stages for scientific research and Exercise 1, write a short summary of the reading passage.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** Choose one of the paragraphs of the passage. Read it aloud fluently to show that you understand it very well.

# Learning about Language

## Discovering useful words and expressions

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

- 1 \_\_\_\_\_ someone who suffers when something bad happens
- 2 \_\_\_\_\_ a doctor
- 3 \_\_\_\_\_ to examine and think about something carefully
- 4 \_\_\_\_\_ to win a victory over someone
- 5 \_\_\_\_\_ something that tests strength, skill or ability
- 6 \_\_\_\_\_ a question you ask to get information
- 7 \_\_\_\_\_ a machine for raising water
- 8 \_\_\_\_\_ to say or think that someone or something is responsible for something bad
- 9 \_\_\_\_\_ to take in
- 10 \_\_\_\_\_ to connect something with something else

### 2 Choose the words in their correct forms to complete this passage.

foresee      cure      severe      expert      attend  
 announce      suspect      conclude      expose

Simon Lee was a famous footballer but his career came to an end when he developed a \_\_\_\_\_ illness. His doctor \_\_\_\_\_ that Simon had been \_\_\_\_\_ to a new virus. All attempts by the \_\_\_\_\_ to \_\_\_\_\_ him failed. Simon \_\_\_\_\_ that he would not get better and \_\_\_\_\_ that he must leave football. Finally, he \_\_\_\_\_ that he would make a new career coaching young football players. At his last match all his fans \_\_\_\_\_ and praised him by singing the popular song "Thanks for the memory".

### 3 Sometimes in English we put the verb *make* with a noun instead of using a simple verb; for example, *make a mistake* instead of *to mistake*. Look at these simple verbs and make another **construction** using *make + a + noun*. Add one more of your own.

	to suggest		to decide
	to plan		to <b>contribute</b>
	to speak		to be noisy
	to change		to describe
	to investigate		

### 4 In English verbs like *make* are very active and useful. **Apart from** the construction mentioned above, you have also learned the following phrases. Can you make sentences with each of them?

make a face	make friends	make money
make one's way to	make dinner	make sure
make up one's mind	make the bed	make room for

## Discovering useful structures

- 1** Look at the following sentences where the past participle is used. Find two more examples in the reading passage of each usage.

EXAMPLES:

*So many thousands of terrified people died ...* (Attribute)

*He found that it came from the river polluted by the dirty water from London.* (Attribute)

*But he became inspired when he thought about helping ordinary people ...* (Predicative)

- 2** Complete the table with phrases that have the same meaning.

Past Participle as the Attribute (1)	Past Participle as the Attribute (2)
1 terrified people	1 people terrified of (cholera)
2 reserved seats	2
3 polluted water	3
4 a crowded room	4
5 a pleased winner	5
6	6 children astonished at/by ...
7	7 a vase broken by ...
8	8 a door closed by ...
9	9 the audience tired of ...
10	10 an animal trapped in/by ...

- 3** Complete the sentences using the past participle as the predicative.

- He got \_\_\_\_\_ about losing the money.
- The painter looked so \_\_\_\_\_ after working for a whole day.
- I was \_\_\_\_\_ with the film I saw last night. I had expected it to be better.
- Everybody was \_\_\_\_\_ to hear of the death of the famous film star.
- Everybody is really \_\_\_\_\_ about the new Olympic stadiums.
- His wound became \_\_\_\_\_ with a new virus.

- \* **4** In pairs play the game *What did you see/find at/when/after/during ...? Or How did you feel at/when/after/during ...?* Use the past participle as the attribute or the predicative.

EXAMPLE:

S<sub>1</sub>: *What did you see at the fireworks display?*

S<sub>2</sub>: *I saw many excited people. They were astonished at the beauty of the display.*

**Here are some possible situations, but you can think of some more of your own.**

- How did you feel when you won the school prize for the first time?
- What did you find when you were in the forest?
- How did the young people feel after the party?
- How did the children feel during the holidays?

excited    astonished    amazed    pleased    tired    worn out  
satisfied    shocked    bored    interested    surprised

## Using Language

## Listening and speaking

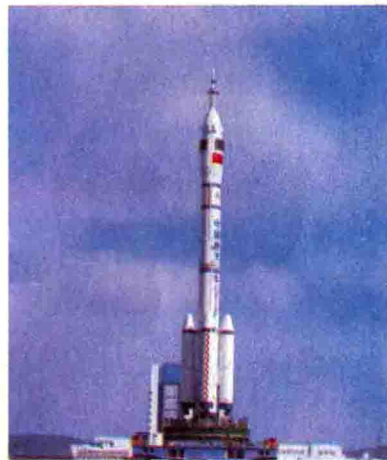


**1** What do you know about Qian Xuesen? Before you listen to the tape, look at the picture and the exercises and predict the content of the listening.

**2** Listen to Parts 1 and 2 of the tape for the first time and write down the main idea.

**3** Now listen to Part 1 again and answer these questions.

- 1 What did Qian Xuesen study first?
- 2 What experience did he get in America that was useful for China?
- 3 What was Qian Xuesen's main achievement when he returned to China?



**4** Listen to Part 2 and fill in the **chart** below.

China's achievements in space	Steve Smith's ambitions

**5** In groups discuss a scientific job you might choose in the future. These questions may help you:

What kind of scientific job do you want to do?  
 What personality will be needed?  
 What work experience would be useful?  
 Why are you so interested in this job?

What education will you need?  
 How long will the training take?  
 How will you prepare for this career?

**These expressions may help you:**

I always wanted to ... because ...  
 The experience I will need is ...  
 I need to practise ...  
 I think I'm good at ... so ...

I will need some training in ...  
 I might find it difficult to ...  
 My greatest problem will be to ...

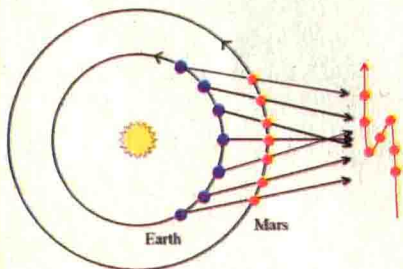
I will need to be/become  
 patient, creative, hard-working, co-operative, confident, brave,  
**positive**, pleasant, polite, determined, energetic, **strict with**, ...

## Reading and writing



## COPERNICUS' REVOLUTIONARY THEORY

Nicolaus Copernicus was frightened and his mind was confused. Although he had tried to ignore them, all his mathematical calculations led to the same conclusion: that the earth was not the centre of the solar system. Only if you put the sun there did the **movements** of the other planets in the sky **make sense**. Yet he could not tell anyone about his theory as the powerful Christian Church would have punished him for even suggesting such an idea. They believed God had made the world and for that reason the earth was special and must be the centre of the solar system.



The problem arose because astronomers had noticed that some planets in the sky seemed to stop, move **backward** and then go forward in a loop. Others appeared brighter at times and less bright at others. This was very strange if the earth was the centre of the solar system and all planets went round it.

Copernicus had thought long and hard about these problems and tried to find an answer. He had collected observations of the stars and used all his mathematical knowledge to explain them. But only his new theory could do that. So between 1510 and 1514 he worked on it, gradually improving his theory until he felt it was complete.

In 1514 he showed it privately to his friends. The changes he made to the old theory were revolutionary. He placed a fixed sun at the centre of the solar system with the planets going round it and only the moon still going round the earth. He also suggested that the earth was **spinning** as it went round the sun and this explained changes in the movement of the planets and in the brightness of the stars. His friends were **enthusiastic** and encouraged him to publish his ideas, but Copernicus was **cautious**. He did not want to be attacked by the Christian Church, so he only published it as he lay dying in 1543.

Certainly he was right to be careful. The Christian Church **rejected** his theory, saying it was against God's idea and people who supported it would be attacked. Yet Copernicus' theory is now the basis on which all our ideas of the **universe** are built. His theory replaced the Christian idea of gravity, which said things fell to earth because God created the earth as the centre of the universe. Copernicus showed this was obviously wrong. Now people can see that there is a direct link between his theory and the work of Isaac Newton, Albert Einstein and Stephen Hawking.

**1** Use the reading passage to help you draw the two theories of the universe.

Before Copernicus' theory

Showing Copernicus' theory

**2** If you were Nicolaus Copernicus, would you have hidden your theory for so many years? Give your reasons.

### 3 Now write a short letter asking Copernicus to publish his ideas so everyone can read them.

First, in pairs brainstorm some reasons why he should publish his theory. For example:

- there are problems with the present theory
- he has done many years of observations to prove his new theory is true
- science cannot develop unless people publish their ideas

Second, make a plan. For example:

Paragraph 1: Tell Copernicus who you are and why you want him to publish his ideas.

Paragraph 2: The first reason. (eg problems with the present theory)

Paragraph 3: The second reason. (eg science cannot develop unless people publish their ideas)

Conclusion: Ask him again to reconsider publishing his ideas.

## SUMMING UP

Write down what you have learned about great scientists from this unit.

From this unit you have also learned

- useful verbs: \_\_\_\_\_
- useful nouns: \_\_\_\_\_
- useful expressions: \_\_\_\_\_
- new grammar items: \_\_\_\_\_

## LEARNING TIP

Persuasive writing is about changing somebody else's point of view. When you are doing this kind of writing, you must always have some evidence to support your idea. To make this easier, you can hold discussions with your family and friends. Give your ideas and reasons to them whenever you are making choices. You may argue with them and try to persuade them. Then you will find it easier to do your persuasive writing.

However, when you are writing, do not forget to plan your work and put your ideas in a logical order.

## \* READING FOR FUN



The important thing is not to stop questioning.

-Albert Einstein

Genius is one percent inspiration and ninety-nine percent perspiration. Accordingly, a "genius" is often merely a talented person who has done all of his or her homework.

-Thomas Edison

If I have seen further, it is by standing on the shoulders of giants.

-Isaac Newton

# Unit 2

# The United Kingdom

## Warming Up

Work in pairs. Do this quiz and find out how much you know about the United Kingdom (UK).

- 1 How many countries does the UK **consist of**?  
A two                                      B three                                      C four
- 2 How long does it take to fly from Beijing to London Heathrow Airport?  
A about six hours                      B about ten hours                      C about sixteen hours
- 3 Who rules the UK: the Prime Minister or the Queen?  
A the Queen                              B the Prime Minister                      C both
- 4 What are the **provinces** called in England?  
A counties                              B departments                      C states
- 5 Which is the longest river in England?  
A the River Avon                      B the River Thames                      C the River Severn

How well did you do? If you got all five questions right, you know a lot already. Now, read on and find out more about the UK.

## Pre-reading

- 1 Can you name the capital cities of the countries of the UK? What do you know about any other cities or towns in the UK?
- 2 England can be **divided into** three main areas. Do you know what they are?
- 3 Look at the title and pictures in the reading passage and predict what it is about. Then skim it to see if you were right.

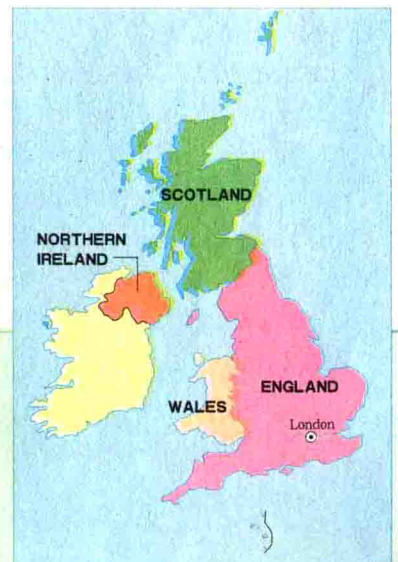
## Reading



### PUZZLES IN GEOGRAPHY

People may wonder why different words are used to describe these four countries: England, Wales, Scotland and Northern Ireland. You can **clarify** this question if you study British history.

First there was England. Wales was linked to it in the



5 thirteenth century. Now when people refer to England you find Wales included as well. Next  
 England and Wales were joined to Scotland in the seventeenth century and the name was changed  
 to "Great Britain". Happily this was **accomplished** without **conflict** when King James of Scotland  
 became King of England and Wales as well. Finally the English government tried in the early  
 10 twentieth century to form the United Kingdom by getting Ireland connected in the same peaceful  
 way. However, the southern part of Ireland was **unwilling** and **broke away** to form its own  
 government. So only Northern Ireland joined with England, Wales and Scotland to become the  
 United Kingdom and this was shown to the world in a new flag called the **Union Jack**.



Cross of St George (England)



Cross of St Andrew (Scotland)



Cross of St Patrick (Ireland)



Union Jack

**To their credit** the four countries do work together in some areas (eg, the **currency** and  
 international relations), but they still have very different **institutions**. For example, Northern  
 15 Ireland, England and Scotland have different educational and legal systems as well as different  
 football teams for competitions like the World Cup!

England is the largest of the four countries, and for **convenience** it is divided **roughly** into  
 three zones. The zone nearest France is called the South of England, the middle zone is called the  
 Midlands and the one nearest to Scotland is known as the North. You find most of the population  
 20 settled in the south, but most of the industrial cities in the Midlands and the North of England.  
 Although, **nationwide**, these cities are not as large as those in China, they have world-famous  
 football teams and some of them even have two! It is a pity that the industrial cities built in the  
 nineteenth century do not **attract** visitors. For historical **architecture** you have to go to older but  
 smaller towns built by the Romans. There you will find out more about British history and culture.

25 The greatest historical treasure of all is London with its museums, art **collections**, theatres,  
 parks and buildings. It is the centre of national government and its **administration**. It has the  
 oldest **port** built by the Romans in the first century AD, the oldest building begun by the Anglo-  
 Saxons in the 1060s and the oldest castle constructed  
 30 by later Norman rulers in 1066. There have been four  
 sets of invaders of England. The first invaders, the  
 Romans, left their towns and roads. The second, the  
 Anglo-Saxons, left their language and their  
 government. The third, the Vikings, influenced the  
 vocabulary and place-names of the North of England,  
 35 and the fourth, the Normans, left castles and introduced  
 new words for food.

If you look around the British **countryside** you will  
 find evidence of all these invaders. You must keep your  
 eyes open if you are going to make your trip to the  
 40 United Kingdom **enjoyable** and worthwhile.





## Comprehending

### 1 Read the passage and complete the sentences using the words in the box.

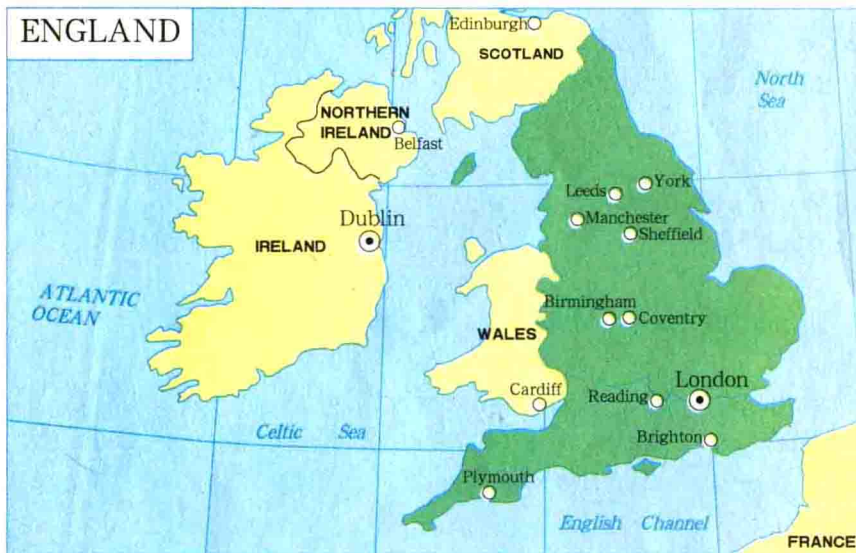
England    Wales    Scotland    Northern Ireland    Republic of Southern Ireland

- The countries that make up Great Britain are \_\_\_\_\_.
- If we speak of England we mean \_\_\_\_\_.
- The United Kingdom includes \_\_\_\_\_.
- The part of Ireland that separated from England is called \_\_\_\_\_.
- London is the capital city of \_\_\_\_\_.

### 2 Read the passage and answer the questions.

- The Union Jack flag unites the flags of three countries in the United Kingdom. Which country is **left out**? Why?
- What three countries does British Airways represent?
- Which group of invaders did not influence London?

### 3 Look at the map of England and Wales. Divide it into three parts. Draw lines across to show the zones of the South, Midlands and North of England. Now put each town or city into its correct zone.



North:

Midlands:

South:

### 4 Divide the passage into three parts and write down the main idea of each part.

- Part 1: \_\_\_\_\_
- Part 2: \_\_\_\_\_
- Part 3: \_\_\_\_\_

Use the information to write a short summary of the passage.

### 5 Discuss these questions in pairs and then compare your ideas with another pair. Be prepared to tell your ideas to the class.

- Can you work out why London is the capital of England, Great Britain and the UK?
- What geographical factors make it difficult to invade England successfully?