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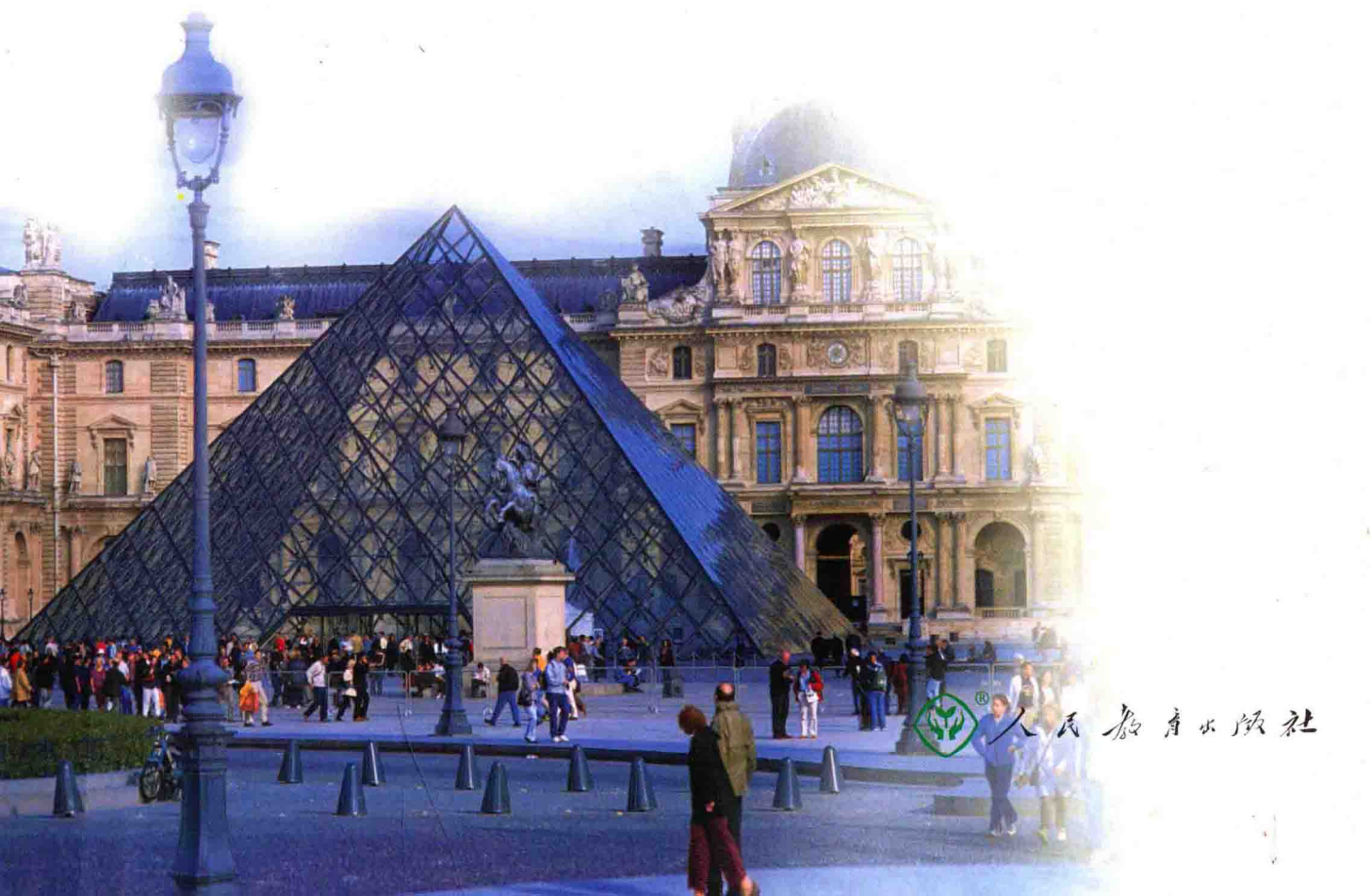
普通高中课程标准实验教科书

英语 6

选修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 6

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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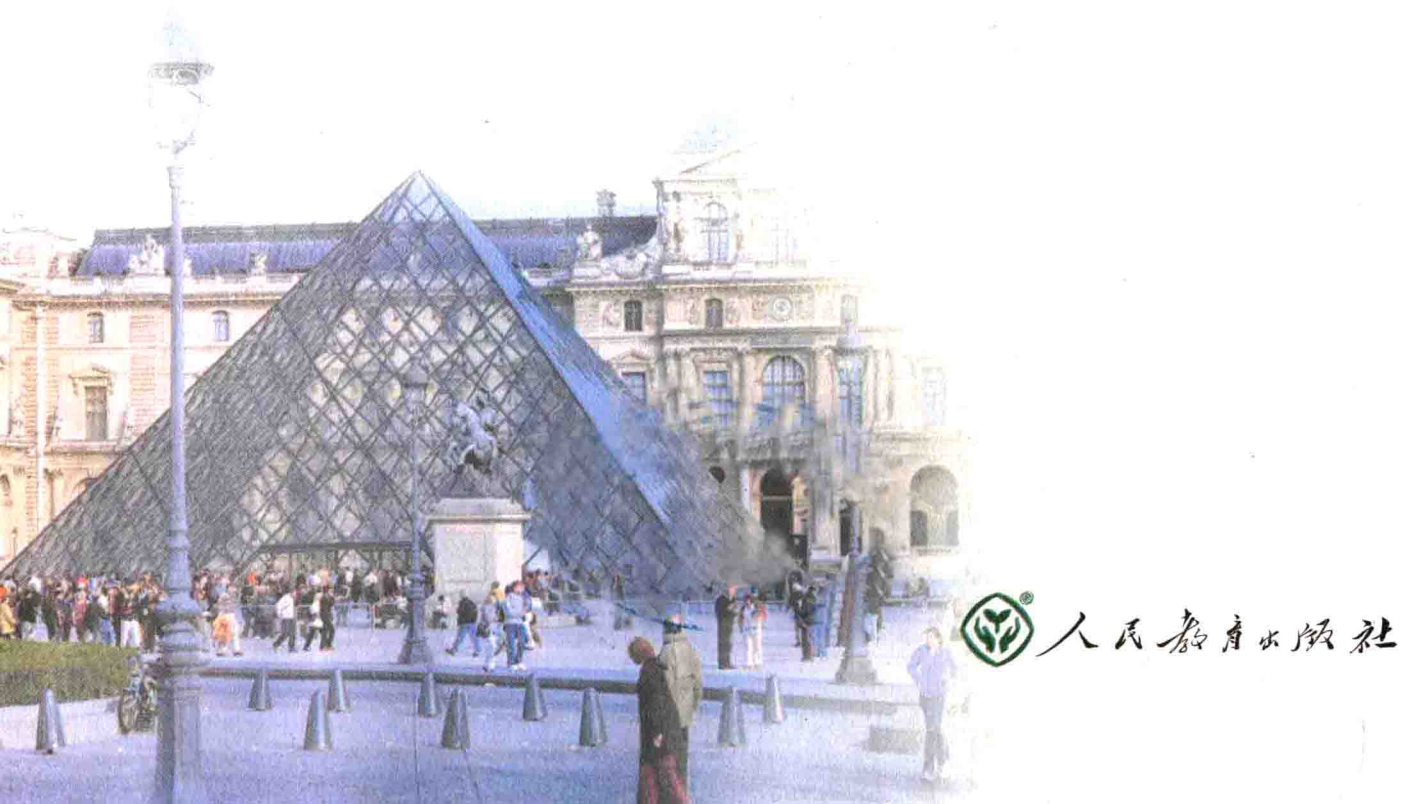
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Warming Up

Look at all the paintings in this unit including those in the Workbook. Discuss in groups:

- 1 If you could have three of these paintings on the walls of your classroom, which would you choose? Discuss your reasons. These words might help you in your discussion:

realistic **abstract** nature detailed traditional line
rich religious unfinished modern colour shape

- 2 Would you rather have Chinese or Western-style paintings in your home? Give your reasons.
- 3 Have you ever wished you could paint as well as a professional artist? If you were an artist, what kind of pictures would you paint?
- 4 What would you rather do – paint pictures, make **sculptures**, or design buildings? Why?

Pre-reading

- 1 Do you ever visit art **galleries**? What kind of paintings have you seen in galleries?
- 2 In pairs list some famous Western artists and paintings and be ready to introduce them to the class.
- 3 Look at the paintings in the reading passage and see if you can recognize them.

Reading



A SHORT HISTORY OF WESTERN PAINTING

Art is influenced by the customs and **faith** of a people. Styles in Western art have changed many times. As there are so many different styles of Western art, it would be impossible to describe all of them in such a short text. Consequently, this text will describe only the most important ones, starting from the sixth century AD.



The Middle Ages (5th to the 15th century AD)

During the Middle Ages, the main **aim** of painters was to represent religious themes. A **conventional** artist of this period was not interested in showing nature and people as they really were. A **typical** picture at this time was full of religious symbols, which created a feeling of respect and love for God. But it was **evident** that ideas

The Renaissance (15th to 16th century)

During the Renaissance, new ideas and values gradually replaced those held in the Middle Ages. People began to concentrate less on religious themes and **adopt** a more humanistic attitude to life. At the same time painters returned to classical Roman and Greek ideas about art. They tried to paint people and nature as they really were. Rich people wanted to **possess** their own paintings, so they could decorate their **superb** palaces and great houses. They paid famous artists to paint pictures of themselves, their houses and **possessions** as well as their activities and achievements.

One of the most important discoveries during this period was how to draw things in perspective. This **technique** was first used by Masaccio in 1428. When people first saw his paintings, they were convinced that they were looking through a hole in a wall at a real scene. If the rules of perspective had not been discovered, no one would have been able to paint such realistic pictures. **By coincidence**, oil paints were also developed at this time, which made the colours used in paintings look richer and deeper. Without the new paints and the new technique, we would not be able to see the many great masterpieces for which this period is famous.



Impressionism (late 19th to early 20th century)

In the late 19th century, Europe changed **a great deal**, from a mostly agricultural society to a mostly industrial one. Many people moved from the countryside to the new cities. There were many new inventions and social changes. Naturally, these changes also led to new painting styles. Among the painters who broke away from the traditional style of painting were the Impressionists, who lived and worked in Paris.



The Impressionists were the first painters to work outdoors. They were eager to show how light and **shadow** fell on objects at different times of day.

However, because natural light changes so quickly, the Impressionists had to paint quickly. Their paintings were not as detailed as those of earlier painters. At first, many people disliked this style of painting and became very angry about it. They said that the painters were careless and their paintings were **ridiculous**.



Modern Art (20th century to today)

At the time they were created, the Impressionist paintings were **controversial**, but today they are accepted as the beginning of what we call “modern art”. This is because the Impressionists encouraged artists to look at their environment in new ways. There are scores of modern art styles, but without the Impressionists, many of these painting styles might not exist. On the one hand, some modern art is abstract; that is, the painter does not **attempt** to paint objects as we see them with our eyes, but instead concentrates on certain qualities of the object, using colour, line and shape to represent them. **On the other hand**, some paintings of modern art are so realistic that they look like photographs. These styles are so different. Who can **predict** what painting styles there will be in the future?

Comprehending

1 Read the passage carefully and fill in the chart below.

Period	Middle Ages	Renaissance	Impressionism	Modern Art
Time				
Characteristics of the paintings				

2 Write down three new things you have learned from the passage about Western art.

3 Are these statements true or false? Tick the correct boxes. Give a reason if the answer is false.

- 1 Western art has changed very little over the last seventeen centuries.
- 2 Paintings in the Middle Ages did not use perspective.
- 3 Impressionists painted landscapes.
- 4 You cannot recognize any object in abstract modern art.
- 5 In the Renaissance most artists painted indoors.
- 6 Abstract art is still an art style today.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

4 Discuss these questions with your partner and be ready to tell the class.

- 1 Which art style would you rather see in your home? Give your reasons.
- 2 Which art style do you like least? 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 _____ excellent; splendid | 2 _____ purpose; intention |
| 3 _____ silly or unreasonable | 4 _____ trust; strong belief |
| 5 _____ easily noticed or understood | 6 _____ traditional |
| 7 _____ room or building for showing works of art | |
| 8 _____ based on general ideas rather than specific examples | |
| 9 _____ method of doing or performing something, especially in the arts or sciences | |
| 10 _____ the art of making figures , objects, etc out of stone, wood, clay , etc | |

2 Complete the passage below using the words in the box in the correct form.

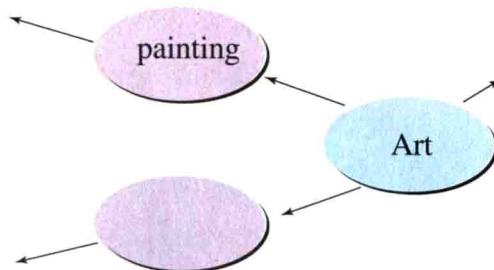
predict adopt attempt possess by coincidence a great deal on the other hand

ARE THOSE SUNFLOWERS A REAL PAINTING BY VAN GOGH?

The most popular art style in Western countries is Impressionism. Many people would love to _____ an Impressionist painting and spend _____ of money to own one. _____ there are a lot of painters who can _____ the art style of any famous Impressionist artist and produce unknown "masterpieces". One such painter, Otto Wacker, _____ to make a lot of money quickly and painted lots of "masterpieces" in the style of Van Gogh. Many were considered to be Van Gogh's own work by important art critics. On the one hand some of them were discovered. _____ some famous art critics wonder if there are many other "masterpieces" hanging on gallery walls. As a man looking after Van Gogh's paintings said: "I would not be surprised if the number (of "masterpieces") grows to more than 200." So who can _____ where and when the next "masterpiece" will be discovered?

3 In groups study these words and phrases concerning art. Add more if you can. Try to classify them into categories. Use the dictionary to help you if necessary. Discuss your categories and make a mind map to connect them.

paints clay wood detailed bronze **marble**
figure abstract brushes styles walls masterpieces
painter David Mona Lisa ceilings painting
Leonardo da Vinci human body paper **carve**
sculptor **delicate** Michelangelo canvas realistic
sculpture Masaccio artists Picasso



Then write a short paragraph or a few sentences based on your mind map and report it to the class.

Discovering useful structures

1 Look at these sentences that use subjunctive mood. Pay attention to the underlined parts.

If you could have three of these paintings on the walls of your classroom, which would you choose?

Have you ever wished you could paint as well as a professional artist?

Subjunctive mood is usually used to talk about situations that are not true or not likely to become true. Can you find more examples of the subjunctive mood from the text?

2 Read the following sentences carefully. Write F if the sentence refers to a factual situation, and write W if it refers to a wish.

- 1 He would come to the party if he did not have to work. ()
= He wants to come, but he cannot just because he has to work.
- 2 If he has time, he always walks into the **café** and asks for a cup of coffee. ()
= He always walks into the café and asks for a cup of coffee when he has time.
- 3 If I had enough money I would buy a new car. ()
- 4 I'll go with you to the gallery if it doesn't rain tomorrow. ()

Change the following statements into wishes.

- 5 He has no right to choose his holiday, so he can't go to Mexico.
- 6 I can't eat shellfish because I am **allergic** to them.
- 7 As the marble statue is too large for her garden, the housewife won't buy it.
- 8 We know very little about the disease, so we are not able to treat the patients very effectively.

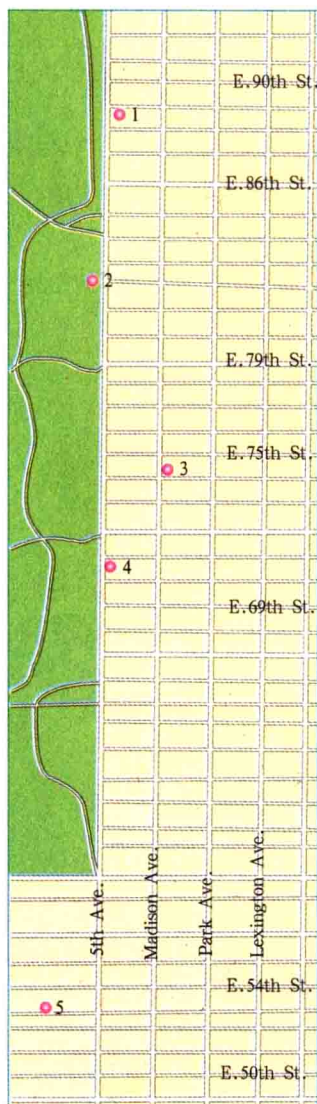
3 Complete the sentences with the correct form of the verbs in brackets.

- 1 David is not a sculptor. If he _____ (be), he _____ (make) a sculpture for the **exhibition**.
- 2 Sally is not an **aggressive** person. If she _____ (be), she _____ (be) a more successful business woman.
- 3 If Sam _____ (be) here, he _____ (be) so excited about meeting a famous **scholar in the flesh**.
- 4 If I _____ (can) paint, I _____ (paint) you an abstract painting in the style of Matisse.
- 5 Mr Ling isn't here. If he _____ (be), he _____ (help) you with your **geometry**.
- 6 It's Miss Liang's birthday today. I wish I _____ (take) her out to a superb restaurant for dinner.
- 7 We don't know her address. If we _____ (know) it, we _____ (send) her a big **bunch** of flowers.
- 8 People say that the art exhibition is worth seeing. I wish I _____ (can) go with you but I'm too busy these days.
- 9 If Masaccio _____ (be) alive, he _____ (be) amazed at how artists paint today.
- 10 If Peter _____ (come) to our school, he _____ (can) go to our art classes.

4 Play a game: "If I were a ..., I would ...". With your partner take turns to imagine what you would do if you could be somebody or do anything. Make your sentences as interesting and imaginative as you can. Write down the four best ones and share them with the class.

Using Language

Reading



THE BEST OF MANHATTAN'S ART GALLERIES

The Frick Collection (5th Avenue and E.70th Street)

Many art lovers would rather visit this small art gallery than any other in New York. Henry Clay Frick, a rich New Yorker, died in 1919, leaving his house, furniture and art collection to the American people. Frick had a **preference** for pre-twentieth century Western paintings, and these are well-represented in this excellent collection. You can also explore Frick's beautiful home and garden which are well worth a visit.

Guggenheim Museum (5th Avenue and 88th Street)

This museum owns 5,000 superb modern paintings, sculptures and drawings. These art works are not all displayed at the same time. The exhibition is always changing. It will **appeal to** those who love Impressionist and Post-Impressionist paintings. The Guggenheim Museum building is also world-famous. When you walk into the gallery, you feel as if you were inside a **fragile**, white seashell. The best way to see the paintings is to start from the top floor and walk down to the bottom. There are no stairs, just a circular path. The museum also has an excellent restaurant.

Metropolitan Museum of Art (5th Avenue and 82nd Street)

The **reputation** of this museum lies in the variety of its art collection. This covers more than 5,000 years of **civilization** from many parts of the world, including America, Europe, China, **Egypt**, other African countries and South America. The museum displays more than just the **visual** delights of art. It introduces you to ancient ways of living. You can visit an **Egyptian** temple, a **fragrant** Ming garden, a typical room in an 18th century French house and many other special exhibitions.

Museum of Modern Art (53rd Street, between 5th and 6th Avenues)

It is amazing that so many great works of art from the late 19th century to the 21st century are housed in the same museum. The collection of Western art includes paintings by such famous artists as Monet, Van Gogh, Picasso and Matisse. A few words of warning: the admission price is not cheap and the museum is often very crowded.

Whitney Museum of American Art (945 Madison Avenue, near 75th Street)

The Whitney holds an excellent collection of **contemporary** American painting and sculpture. There are no **permanent** displays in this museum and exhibitions change all the time. Every two years, the Whitney holds a special exhibition of new art by living artists. The museum also shows videos and films by contemporary video artists.

- Match the numbers on the map with the names of the museums.
- Complete the chart with the information from the reading passage.

Name	Address	Which centuries?	What countries?
Museum of Modern Art			America
Guggenheim Museum		From ancient to modern times	Western countries
The Frick Collection			Western countries

Listening and speaking



- Gao Yan, John and Susan are on holiday in New York. Listen to the three friends discussing the art galleries they would like to visit and answer these questions.
 - Who first suggested they visit art galleries?
 - Who does not like large museums?
 - Why is Gao Yan interested in visiting the Metropolitan Museum?
 - What is their plan for the first day?
 - What do they do to make Susan happy?
 - Why doesn't Susan want to go to the Museum of Modern Art?
 - Which two galleries do they decide to visit on Saturday?
- Listen again to Part 2 of the tape and in pairs discuss the characters of Gao Yan, John and Susan. What are their attitudes to modern art?
- You have only one day to visit art galleries in New York. In a small group read the guide book again and decide together which galleries you prefer and why. Use expressions about preference like the following ones in the box.

I'd prefer

I'd rather

I'd like

I want to

Would you rather ...?

Would you like ... or ...?

Which would you prefer, ...?

If it was up to me, I'd choose

We shouldn't miss

That's my first choice.

I'm not fond of

I don't like

What's your preference?

Writing

1 If you were asked to start a new art gallery for your district, what kind of art would you put in it and why? Think about:

- what kind of artworks people in your **district** produce and would like to display
- what kind of artworks they might like to learn about
- whether you would prefer to have local art in your gallery, art from all over China or art from all over the world
- whether you would prefer to have only modern art, only traditional art or both

Dear **Committee** members,

I wish to make a suggestion about

Our district is well-known for

At the moment these people do not have

The gallery would provide

If you were to ..., I believe

I do hope you will consider my suggestion.

Yours **faithfully**,

(your **signature**)

2 Write a letter to the art gallery committee giving your suggestions and reasons for starting this new art gallery. Use the framework of the letter above to help you.

SUMMING UP

Think about what you have read and practised in this unit. Then tick the boxes.

I have learned about:

- different kinds of Western art
- some art galleries in New York
- useful words and expressions
- how to use the subjunctive mood
- how to discuss preferences

**I have learned
this well**

**I need to
learn more**

LEARNING TIP

Before you read a difficult text, it is a good idea to skim it quickly to get the general idea. You should also think about what you already know about the topic and what new information you will find. If you take time to do this, the text will be much easier to understand.

Here are some other ways to help you get the main idea:

- read the title and any headings
- look at any pictures or diagrams
- read the first paragraph or the first sentence of each paragraph
- if the passage has a conclusion, read that
- think about the purpose of the writing

Unit 2 Poems

Warming Up

- 1 Do you remember any little poems or songs you learned when you were a child? These little poems and songs might have been some of the first poetry you learned.
- 2 Do you remember any poems you have read in high school, either in Chinese or in English? Can you recite any?
- 3 There are many reasons why people write poems. In small groups make a list of these reasons. The list has been started for you.

People write poems

to tell a story

to express feelings

to recall an enjoyable or unpleasant incident

...

Pre-reading

- 1 Do you have a favourite poem in Chinese or in English? Why is it your favourite poem?
- 2 Skim the poems on the following pages and **tick** the correct box(es) for each question.

Which poem	A	B	C	D	E	F	G	H
describes a person?								
tells a story?								
describes an aspect of a season?								
is about sport?								
is about things that don't make sense?								
is recited to a baby?								
describes a river scene?								
has rhyming words at the end of lines?								
repeats words or phrases?								

Reading



A FEW SIMPLE FORMS OF ENGLISH POEMS

There are various reasons why people write poetry. Some poems tell a story or describe something in a way that will give the reader a strong impression. Others try to **convey** certain emotions. Poets use many different forms of poetry to express themselves. In this text, however, we will look at a few of the simpler forms.

5 Some of the first poetry a young child learns in English is **nursery rhymes**. These rhymes like the one on the right (A) are still a common type of children's poetry. The language is **concrete** but imaginative, and they delight small children
10 because they rhyme, have strong rhythm and a lot of repetition. The poems may not make sense and even seem **contradictory**, but they are easy to learn and recite. By playing with the words in nursery rhymes, children learn about language.

A
Hush, little baby, don't say a word,
Papa's going to buy you a mockingbird.
If that mockingbird won't sing,
Papa's going to buy you a **diamond** ring.
If that diamond ring turns to brass,
Papa's going to buy you a looking-glass.
If that looking-glass gets broke,
Papa's going to buy you a billy-goat.
If that billy-goat runs away,
Papa's going to buy you another today.

15 One of the simplest kinds of poems are those like B and C that list things. List poems have a **flexible** line length and repeated phrases which give both a **pattern** and a rhythm to the poem. Some rhyme (like B) while others do not (like C).

B

I saw a fish-pond all on fire

I saw a fish-pond all on fire,

I saw a house bow to a squire,

I saw a person twelve-feet high,

I saw a **cottage** in the sky,

I saw a balloon made of lead,

I saw a coffin drop down dead,

I saw two **sparrows** run a race,

I saw two horses making lace,

I saw a girl just like a cat,

I saw a kitten wear a hat,

I saw a man who saw these too,

And said though strange they all were true.

C
Our first football match

We would have won ...

if Jack had scored that goal,

if we'd had just a few more minutes,

if we had trained harder,

if Ben had passed the ball to Joe,

if we'd had thousands of fans screaming,

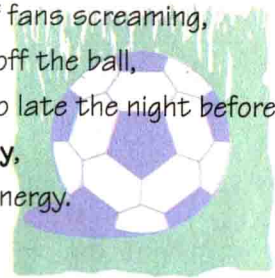
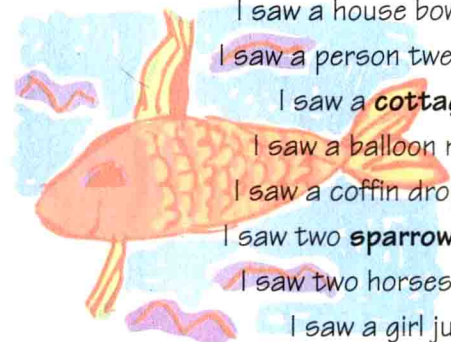
if I hadn't taken my eye off the ball,

if we hadn't stayed up so late the night before,

if we hadn't **taken it easy**,if we hadn't **run out of** energy.

We would have won ...

if we'd been better!



Another simple form of poem that students can easily write is the *cinquain*, a poem **made up of** five lines. With these, students can convey a strong picture in just a few words. Look at the examples (D and E) on the top of the next page.

D Brother
Beautiful, athletic
Teasing, shouting, laughing
Friend and enemy too
Mine




E Summer
Sleepy, **salty**
Drying, drooping, dreading
Week in, week out
Endless



F A fallen blossom
Is coming back to the **branch**. 35
Look, a butterfly!
(by Moritake)



G Snow having melted,
The whole village is brimful 40
Of happy children.
(by Issa)



Haiku is a Japanese form of poetry that is made up of 17 syllables. It is not a traditional form of English poetry, but is very popular with English writers. It is easy to write and, like the *cinquain*, can give a clear picture and create a special feeling using the **minimum** of words. The two *haiku* poems (F and G) above are **translations** from the Japanese. 45

H Where she awaits her husband
On and on the river flows.
Never looking back,
Transformed into stone.
Day by day upon the mountain top,
wind and rain revolve.
Should the traveller return,
this stone would utter speech.
(by Wang Jian)



Did you know that English speakers also enjoy other forms of Asian poetry – Tang poems from China **in particular**? A lot of Tang poetry has been translated into English. This Tang poem (H) is a translation from the Chinese. 50
With so many different forms of poetry to choose from, students may **eventually** want to write poems of their own. It is easier than you might think and certainly worth a try!

Comprehending

1 Read the passage and answer the following questions.

- 1 What is the main topic of the reading passage?
- 2 What five kinds of poems does the reading passage talk about?
- 3 What are the poems (A-H) about? Use your own words to explain them.
- 4 Which poem or poems give you a clear picture in your mind?
- 5 a) There are two poems that have a strong rhythm. Which ones are they? Listen to the tape and try to clap the beat.
b) Which two poems have rhyming lines? Circle the pairs of rhyming words.

2 Answer these questions about some of the poems in the reading passage.

- 1 Why didn't the players in poem C win? Write down three excuses that the author gives. Does the author really believe his or her excuses? How do you know?
- 2 What are poems D and E about? Do the authors like the subjects? Give your reasons.
- 3 What is the story that poem H tells? Tell the story in your own words.
- 4 What feelings below that you think the woman in poem H has? Give your reasons.

loneliness joy love anger hate sorrow

3 Read and listen to the poems in the passage. Which poem do you like best? Why?