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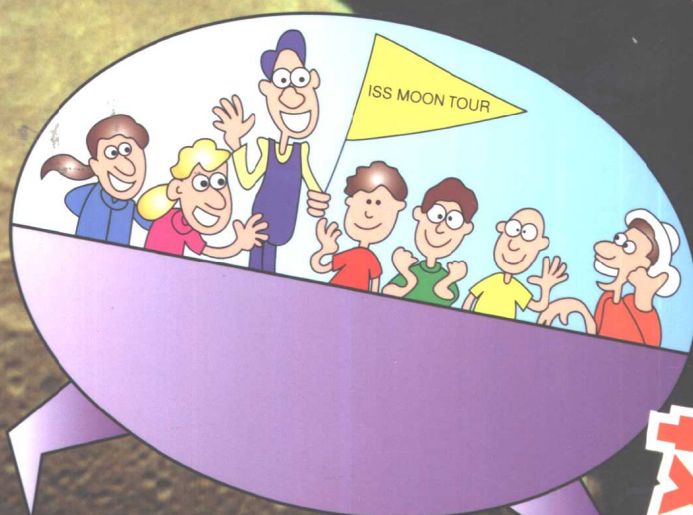
中学英语辅助系列



English Support Series

Chris Jacques (英), 王薇 合作编著

Senior
Two
高二



Grammar in context

语法



外语教学与研究出版社



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Chris Jacques (英) 王薇 合作编著

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朗文

English Support Series

Grammar in Context Senior 2 语法(高二)

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编者语

“中学英语辅助系列”(English Support Series)丛书由外研社与全球最大的跨国教育出版集团培生教育出版集团(Pearson Education)合作出版,聘请现行中学英语教材 *Senior English for China* 的主编 Chris Jacques 和北京外国语大学英语教师王薇为丛书主编;同时特邀现行中学英语教材 *Junior English for China* 的主编 Neville Grant 为丛书顾问;此外还吸收了富有实践经验的数十位中学教员参加审阅工作。

本系列丛书与中学英语教学同步,分初一到高三共6级,每级4种:《听说》(*Listening and Speaking*)、《语法》(*Grammar in Context*)、《阅读》(*Reading Skills*)、《写作》(*Reading to Writing*),分别针对听、说、读、写4种语言技能和语法,给学生提供练习活动。

我们决定出版本丛书,是有鉴于目前国内中学英语辅助教材的出版较乱较滥,质量参差不齐,往往未如人意。许多老师都迫切需要高素质的辅助材料。为此,我们不惜在人力、物力与财力上的重大投资,决心为中学编写出一套适合国内需要,符合国际水准的高质量辅助教材,以解老师们之难,也为同学们在中学阶段打好英语基础准备一套较好的丛书。

本丛书有以下特点:

1. 语言地道精确: 由国外从事教材编写的专业作者和国内有多年中师培训经验的教师联合编写,外国专家录音。语言、语音均地道精确。
2. 与课堂同步: 配合中学英语教学的单元进度,可以用作课堂同步练习。
3. 适度扩展知识: 在教材和教育部最新的基础教育阶段英语课程标准的基础上适度扩展词汇,增加文化背景介绍,尤其增加了一些生活中的常用词汇和用语。
4. 配合测验考试: 结合国内中考、高考,以及国际多种标准测试要求设计练习,实用性强。
5. 题型活泼多样: 在语境中学英语,内容活泼,形式多样,配合插图,趣味性强。
6. 全面训练提高: 听、说、读、写4种技能交互培训,从基础开始,全面提高学生的语用能力。

本丛书从开始策划到出版历经两年多时间,其间两家出版社进行了广泛细致的教学情况调查。外方主编和顾问几次专程来华,与中方主编共商编写计划和纲要,认真研究了教学大纲和教育部最新的基础教育阶段英语课程标准及各种考试要求,到不同层次的课堂听课,与老师和学生直接交流,广泛征求意见,了解最新的教学要求和考试的最新动向,以及老师和同学们的真正需要,使这套丛书既立足于现实的需要,又超出一般的水平,成为教师的好帮手,学生的好朋友。

在丛书的策划、编写过程中，我们得到了北京市一〇一中学、十一中学、八一中学、理工大学附中、交通大学附中、石油大学附中、科技大学附中、十九中、首都师范大学附属育新学校、知春里中学、六十七中等学校和海淀教师进修学校的大力支持和帮助，在此，特向这些学校的师生们表示衷心的感谢。其中要特别感谢的是以下为我们认真审阅书稿的咨询教师们：

初中部分：	朱振洪（北方交通大学附中）	回颖（北京市知春里中学）
	蒋静芳（北京市十九中学）	刘白玫（北京市六十七中）
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	刘雪清（北方交通大学附中）	尤丽丽（北京科技大学附中）
	段春英（北方交通大学附中）	邢淑琴（首都师范大学附属育新学校）

最后，欢迎广大师生在使用丛书的过程中向我们提出宝贵意见，以便我们及时改进。

Introduction to the Teacher

This book has been designed to help you develop your students' understanding and use of grammar. It follows the new revised syllabus of English and covers the general objectives and specific requirements for grammar which have been detailed by the Ministry of Education. The book progresses in difficulty at a very gentle pace. It does not introduce new structures or functions before these are introduced in the syllabus.

Grammar presentation

All units have a grammar heading to show you and your students which grammatical items are being practised. It lists the learning focuses on the tense, voice, word change, sentence structure and other aspects of the forms and functions of English. The grammar terminology is used with Chinese translations in the grammar heading. Full grammar presentation sections are not included as it is expected that this will be done by the teacher of the coursebook. This book provides grammar learning tasks and can be used as a support.

Grammar in context

What is "Grammar in context"? For many years, teachers and textbook-writers have linked grammatical structures to the situations in which they are likely to be found. For example, the verb "be" is often used to exchange personal information. In another example, the present indefinite tense is often used to describe routines and habits. This Grammar in Context series follows this approach. There are advantages in following this approach in the classroom in textbooks.

- The situation is likely to be memorable to the student.
- It is possible to focus on one grammar point, or related ones, at one time.
- It is possible to avoid other distracting structures or vocabulary which might take attention away from the focus of the exercise.
- The student is shown how to use the language in a social context.
- The students can practise grammar through activities which are related to language use.

New words

This book follows the wordlist of the coursebook, unit by unit. A few new words are

introduced earlier than they appear in the coursebook. In these cases, they are marked as new words in the text with a translation and in the list of new words at the back.

Self-study

Most of the exercises can be done by students as self-study. However, they should be done after the relevant structures, functions and vocabulary have been presented in class, not before. In some of the units, there are short notes to explain the grammar points in the exercises. There is an Answer Key at the back of this book.

前言 (1)

写给老师

本书旨在帮助各位老师提高学生们的理解和应用语法的技能。它配合中学英语教学的单元进度，依据教育部最新基础教育阶段英语课程标准编写而成。本书在难度上遵循循序渐进的原则，对句型的介绍一般不会早于课本的进度。

语法要点

每个单元的开始有一个语法要点陈述，其内容包含时态、语态、词形变化、各种句式等，涉及英语的形式及功能。其中的语法词汇中英文并用。本书作为辅助材料，并不对语法做具体解释，因为老师们会给予讲解，其主要功用是为教学提供针对相关语言点的活用练习。

在语境中学语法

什么是“在语境中学语法”呢？多年以来，教师和教科书编写者们就一直把语法结构和它们所处的情境联系在一起。例如，动词 be 经常用于交流个人信息。又如，一般现在时经常用来描述日常活动和习惯。本《语法》系列采用的就是这种方法。在课堂上和课本中采用这种方法有以下好处：

- 学生更容易记住语法所处的语言交流的环境；
- 有利于一次集中学习一个语法点，或者几个相关的语法点；
- 可避免其他不太相关的结构或词汇干扰学习重点；
- 学生得以了解怎样在一定的社交环境中运用这种语言；
- 学生可以在做语法练习的同时，也进行了语用练习。

新词

本书基本上不超出课本的词汇量。有些新词可能出现得比课本中要早，在这种情况下，我们会做出新词标记：在行文中会给中文译文；同时会在书后新词表中列出来。

自学

大部分练习都能作为自学材料由学生自己来做。但是，一般都应在课上学过相关的句型、语法功能和词汇之后做。有些单元中包含简短的语法注解，以指明练习所涉及的语法点。书后附有答案。

Introduction to the Student

You can use this book to practise English grammar while you are studying Senior English for China 2. Like the coursebook, the book progresses in difficulty at a very gentle pace. It does not introduce new structures or functions before these are introduced in the coursebook.

Grammar presentation

All units, and some exercises, have a grammar heading to show you which grammatical items are being practised. It lists the learning focuses on the English tense, voice, word change, sentence structure and other aspects of the forms and functions of the language. The grammar terminology is used with Chinese translations in the grammar heading. Full grammar presentation sections are not included as it is expected that this will be done by the teacher of the coursebook. This book functions as a support, which provides tasks for grammar learning in a realistic context.

New words

This book follows the wordlist of the coursebook, unit by unit. A few new words are introduced earlier than they appear in the coursebook. In these cases, they are marked as new words in the text with a translation and in the list of new words at the back.

Self-study

You can do all the exercises in this book as self-study. However, wait until you have studied the grammar and vocabulary of the coursebook unit before you do the writing exercises in this book. In some of the units, there are short grammar notes to explain the grammar points in the exercises. There is an Answer Key at the back of the book.

The best proof of your learning outcome isn't just the scores from exams and grammar contests. While these may be good ways to discover how much you've learned, the real test is actually the ability to use English in real life situations. The speaking and writing tasks in the grammar exercises should be done carefully, always keeping in mind the context of use. A good understanding of the use of English grammar will enable you to develop your language skills that are needed for any exams!

Good luck and wish you success!

前言 (2)

写给同学

这本书是为巩固你的语法知识而编写的,与高中英语课本第二册同步。与课本一样,本书在难度上遵循循序渐进的原则,对句型的介绍一般不会早于课本的进度。

语法要点

每个单元的开始和部分练习的开头有一个语法要点陈述,告诉你本部分所重点练习的语法项目,其内容包含时态、语态、词形变化、各种句式等,涉及英语的形式及功能。其中的语法词汇中英文并用。本书作为辅助材料,并不对语法做具体解释,因为老师们会给予讲解。其主要功用是为你提供语法活用练习。

新词

本书基本上不超出课本的词汇量。有些新词可能出现得比课本中要早,在这种情况下,我们会做出新词标记:在行文中会给中文译文;同时会在书后新词表中列出来。

自学

本书中大部分练习都可以供自学用。但是请在学习过课本中的语法和词汇之后再做这本书里的练习。有些单元中包含简短的语法注解,以指明练习所涉及的语法点。书后附有答案。

检查英语学习成绩的标准,并不单是考试或语法竞赛上取得的成绩。考试和竞赛是督促和检查学习成绩的有效办法;而真正学到英语,还要看你在与人交流时能不能正确运用这门外语!在做这一套语法练习时,同学们对说与写的练习都要认真对待,书面、口头答题都要准确,注意体会语境的含义。只有英语学习中打好语用基本功,才能切实掌握语言本身,这样同时也学到了应考的真本领。

好了,祝你在学这本书时一切顺利,学得开心!

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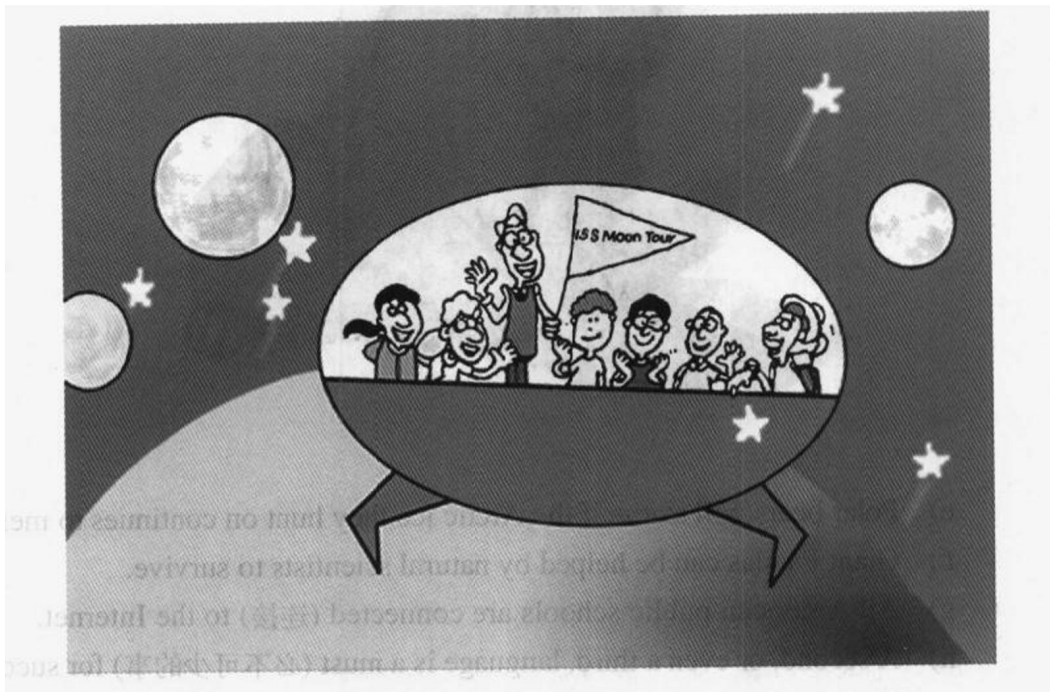
Unit 1

Grammar points 语法要点

- Noun clause (1): that-clause as direct object 名词性从句 (1): that 从句作直接宾语
 - a) Showing purposes and actions in communication 表示交流的目的和行为
 - b) Showing thinking and knowing 表达思维和认知
 - c) Expressing negation 表达否定含义
 - d) 3 patterns of use 三种语用句型

1. Write sentences with that-clause as direct object.

1.1 “Do you agree?” – Verbs for action.



- a) Miro: Tourists in space should be allowed.
- b) Bill: The television is a fascinating (迷人的, 醉人的) invention of our time.
- c) Paul: Global warming (变暖) is caused mainly by human activities.
- d) Dora: Cloning (克隆) humans should be banned at anytime anywhere.

If you agree, write: “I agree (with Miro) that ...”

If you disagree, write: “I cannot agree (with Miro) that ...”

If you are not sure, write: “I am not sure that ...”

Agree or disagree?

- A)
- B)
- C)
- D)

1.2 Do you believe it? – Verbs for thinking.



- e) Polar bears will starve if the Arctic ice they hunt on continues to melt.
- f) Giant Pandas can be helped by natural scientists to survive.
- g) All American public schools are connected (连接) to the Internet.
- h) A second, or even a third, language is a must (必不可少的事) for success in the 21st century.

If you believe it, write: "I believe that..."

If you don't believe it, write: "I cannot believe that ..."

If you are not sure but think it's likely, write: "I suppose that ..."

If you are not sure but think it's not likely, write: "I doubt that ..."

Do you believe it or not?

- E)
- F)
- G)
- H)

1.3 Two common uses of that-clause as direct object.

- Verbs for action: Underline those verbs that introduces that-clauses to show purposes and actions in communication, e.g. I **agree** that ...
- Verbs for thinking: Put in brackets those verbs that introduce that-clauses to show thinking and knowing, e.g. I (**believe**) that ...

I) I (had imagined) that this week's essay would be easy to write. I **told** my parents that I would finish it in about an hour after my birthday party. I surely didn't mean that I'd stay up till 2 in the morning! Now I only hope that it looks OK to Ms. Johnson for a decent grade.

J) I had planned that I would study history in college. I told my parents that I wanted to learn more about history because I found the subject fascinating. My mum agreed that I should follow my interest. But my dad offered no comments. I knew he was hoping I'd go into business.

K) Copernicus first wrote in 1513 that the Sun, not the Earth, is the centre of the Universe. Those who were against him suggested that he should face the facts "with both eyes open". In fact, they were only too surprised to see the facts that were shown to them!

L) Study I-K above and write your own paragraph.

First, write down an idea.

Then, describe something which was done about it.

Finally, report other's reactions or give your own comments.

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