

经全国中小学教材审定委员会 2005 年初审通过

普通高中课程标准实验教科书（必修）

# 英语 6

二年级

SENIOR ENGLISH FOR SCHOOLS  
STUDENT'S BOOK 6

主 编 杨晓钰

主 审 Gina Sebastian

SENIOR  
ENGLISH



SCHOOLS

重庆大学出版社

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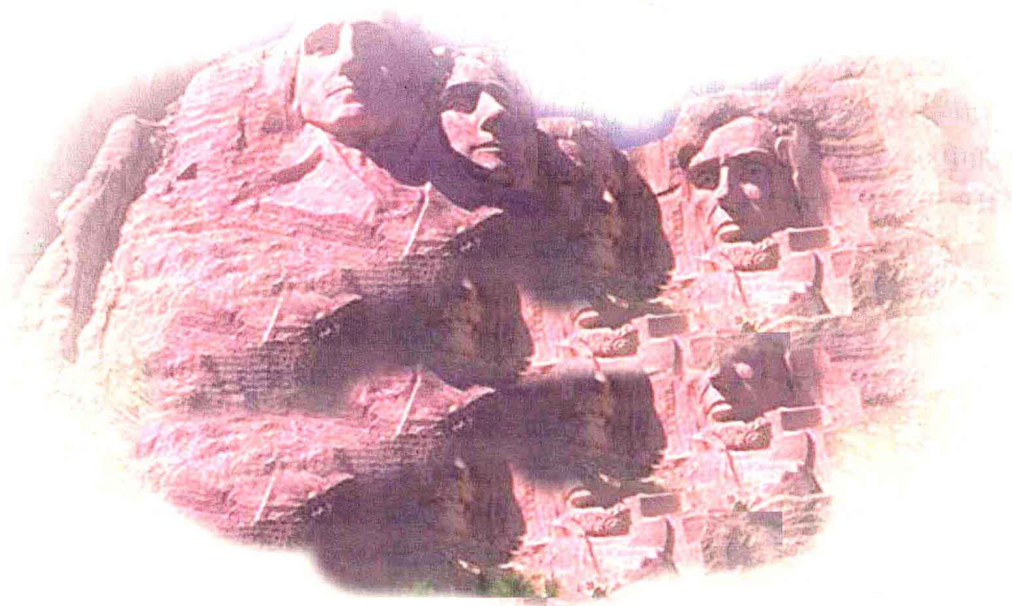
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## 英语 6

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亲爱的同学，欢迎你随本书一起开始新一轮的英语学习。我们希望你  
能喜欢书中所提供的学习材料、各种练习活动和学习方法。

高中英语课程是初中英语学习的延伸，这就要求你调整学习方式以适  
应新一阶段的英语学习，变被动的学习为主动的学习，变知识的机械记忆  
为积极应用，充分发挥自己的学习潜能。在这一阶段，你应注重在发展基  
本语言运用能力的同时，着重提高用英语获取信息、处理信息、分析和解  
决问题的能力；逐步提高用英语进行思维和表达的能力，以及跨文化交际  
的意识和基本的跨文化交际能力；逐步形成健全的情感、态度、价值观；把  
握有效的学习策略，提高自主学习的能力，形成具有个性的学习方法和风  
格，为自己将来进一步学习和发展创造必要的条件。

对英语学习和该教材的使用，我们有以下建议：

1. 上课前，请仔细阅读 Looking Ahead 部分，这是每课的教学目标所  
在。只有对此有了充分的了解，你才能在学习中处于主动地位，发挥主体  
作用，也才能使你的“学”与教师的“教”形成协调发展的合力，取得最  
佳的学习效果。

2. Getting Ready 这一板块，旨在最大限度地激活你已有的背景知识，  
激发你的学习兴趣和欲望，使你明确阅读的目的，为进入下一步学习做准  
备。因此，在这个阶段一定要勤于思考，积极参与，勇于表达。

3. 阅读是高中阶段应掌握的极其重要的语言技能，是语言输出的主要  
来源，是听、说、写、译的基础，也是你毕业后继续深造的基石。要想提  
高自己的阅读能力，只知道阅读的重要性还远远不够。阅读是一个积极的  
思考过程，是你调动已有的语言知识来理解所读文章的过程，是你与原文  
作者之间互相沟通与交流的过程。因此，除了掌握语言本身及其运用技巧  
外，你还应学习掌握因文化背景的不同所产生的不同思维方式和生活习俗，  
更应掌握有效的阅读技巧，这样才能真正提高阅读能力。

4. 在进行了大量的听说和阅读后，你一定记住了许多优美的句子、漂  
亮的段落，一定发现了英语的好文章与汉语的好文章在风格和组织结构上  
有所相同，也一定跃跃欲试地想用英语表达自己的所感所想。这的确是一  
件值得高兴的事！那么，请认真完成每课的写作练习。同时，还要学会坚

持写日记。与本书配套的《同步评价手册》中的 Accumulation, 会时时提醒你读一读、听一听、说一说、记一记一些好的句子和美文, 这样你的英文写作会不断进步, 逐渐走向“行文如流水, 落笔如有神”的境界。

5. “学而不思则罔, 思而不学则殆”是千古经验的总结。因此, 没有思考、缺乏创造性的学习收获甚少。为此, 我们在 Reading 的 Margin Notes 处, 为你准备了问题、图画、选择、填空等活动形式, 目的是帮助你扫清阅读障碍, 培养学习策略, 学会举一反三、触类旁通的本领。建议你在学习课文时, 一定认真阅读 Margin Notes, 积极思考, 这样你一定能逐步走向成功。

6. “学而时习之, 不亦说乎?” 古人告诉我们学习要采取积极的态度, 既要时时、处处、事事地学, 又要时时、处处、事事地习。于学中积累、丰富、提高; 于习中求巩固、受启发、得效益。争取日有所新, 日日新。这样你的内心就能充满掌握英语学习真谛的愉悦。

还有一点: 时常对自己的学习方式进行反思是你能不断进步的保障。在与本书配套的《同步评价手册》中, 我们为你提供了“自我评价表”, 在完成每单元的学习后, 要针对所学内容进行反思, 并将信息反馈给老师, 这会有助于教师了解你的学习状况, 并为你的英语学习提供帮助。相信不断的反思会帮助你不断进步, 不断走向成熟, 成为一个成功的语言学习者。

我们衷心希望通过本教材的学习, 激发你进一步学习英语的热情和用英语交流的欲望, 获取更有效的学习英语的方法, 能用英语“检阅”、利用 21 世纪人类的科学成就, 也能用英语介绍祖国的灿烂文化, 做一个文化传播的使者。

作为学习者, 获取知识是一种乐趣, 不断克服困难, 不断创新也是一种乐趣。记住永远对自己说: “I can do it!” 愿你快乐地度过每一阶段的英语学习, 享受克服困难的快乐, 享受创新的快乐, 享受成功的快乐!

编者

2004年2月



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# 1

## The Coqui in Hawaii

*Our Earth — Our Future — Just Save It!*

### Looking Ahead

- Get to know an environmental problem in Hawaii.
- Learn about the feature of euphemism.
- Talk about environmental protection.
- Know how to follow and give instructions.
- Learn to use the present perfect continuous.



### Getting Ready

1. How do you understand the proverb: *One man's trash is another man's treasure, or One's meat is another's poison?*

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2. Do you think frogs are harmful animals? In what way do you think they are harmful or not? Try to give some examples down here and then exchange ideas with your partner.

---

---

3. The coming article is about the coqui, a kind of frog. Read the following sentences and guess if they are true (T) or false (F) before you read the article.

- \_\_\_ 1) The coqui is a very big frog.
- \_\_\_ 2) The coqui is from Hawaii.
- \_\_\_ 3) The coqui is dangerous to the environment.
- \_\_\_ 4) The number of the coqui keeps increasing.
- \_\_\_ 5) The coqui can now only be caught by hand.

Now read the article to check your answer in Ex. 3.





## Reading

## The Coqui in Hawaii

A tiny frog with a sharp noise has **invaded** the Big Island and won't shut up.

— Associated Press

The **coqui** frog population has been increasing in Hawaii since 1988, but just recently exploded.

— Department of Agriculture, Hawaii

To *invade* is to enter by force.

*coqui* ['kəukwi] *n.*  
斧蛤

Hawaii—Experts say the American state of Hawaii has been invaded by a small frog called the coqui. There may be millions of the small frogs in Hawaii. However, they do not belong there.

They are normally found in the **Caribbean** island of **Puerto Rico** and in the south-eastern United States. The coqui frogs are harming Hawaii's environment. And the extremely loud noise they make is causing problems for Hawaiian citizens and visitors.

[ˌkæriˈbiən]

[ˌpʊəˈtəʊˈriːkəʊ]

The coqui **invaders** arrived in Hawaii about ten years ago. They are believed to have been brought in accidentally in shipments of plants from Puerto Rico or Florida. Their numbers have sharply increased. They have quickly spread around the Hawaiian Islands hidden in plants.

*invader* = invade + er

Guess its meaning here.

The coqui is a brown frog about five centimeters long. During the day, the frogs hide in wet protected areas, such as under plant leaves. At night, the frogs move onto trees to feed, or to call to females.

In their native Puerto Rico, local people celebrate coqui frogs. But in Hawaii, the foreign frog has been condemned as a harmful animal.

The coqui frogs are a major **threat** to Hawaii's environmental system.

Sb. or sth. is a *threat* if they are likely to harm or hurt you.



The frogs eat thousands of insects every night. These insects are important for the reproduction of plants. The insects also are important food for Hawaii's native, rare birds.

The frogs also are affecting the tourism industry in Hawaii.

Increasing numbers of hotels, visitors and local people have complained about the loud calls made by coqui frogs. At night, the noise often makes it difficult for people to sleep. The call of the male coqui sounds like: Ko-Kee! Ko-Kee! That is how they got their name.

The frogs do not have any natural enemies in Hawaii to reduce their population size. The warm weather permits them to lay eggs all year round. There are many efforts in Hawaii designed to stop the spread of the coqui. It is a crime to transport, sell or set the frogs free there.

The Hawaiian Department of Agriculture is trying to find an effective chemical that can be safely used to kill the frogs.

For now, the frogs may only be caught by hand. The Hawaiian Department of Agriculture says the greatest threat to the **economy** and environment of the state is from harmful **invasive** groups of animals, like the coqui.

*economy:* 经济

*invasive: adj.*  
of invade



## Comprehension

1. Read the article carefully to complete the following chart of the basic information about the coqui frogs.

<b>The Coqui Frogs</b>	
Features	The coqui is a _____ and _____ frog about _____ long. It hides _____ areas during the day and moves _____ at night. The calling of a male coqui sounds like _____.
Where and when	The coqui frogs are normally found in the _____ and in the South-eastern United States. They arrived in _____ about _____ ago.
Origin	They are originally from _____. They were brought in _____ and their numbers have sharply _____.
Threat to environment	They eat _____ every night. They are affecting _____ in Hawaii. The loud calls of the frogs make it difficult _____ at night. They have no natural enemies to reduce _____.
Efforts to stop the spread of them	In Hawaii, it is a crime to _____, _____ or _____. The Department of Agriculture is trying to find an _____. For now, the frogs may only be caught _____.



2. Read the following sentences taken from the article and decide which of the choices best explains each of the sentences.

- 1) They do not belong there.
  - A. They should not have appeared there.
  - B. It is not their hometown there.
  - C. They are suitable to be there.
- 2) They are normally found in the Caribbean island of Puerto Rico.
  - A. Ordinarily, they are found in the Caribbean island of Puerto Rico.
  - B. They are not easily found in the Caribbean island of Puerto Rico.
  - C. They can only be found in the Caribbean island of Puerto Rico.
- 3) They were believed to have been brought in accidentally in shipments of plants.
  - A. People believed that they had been brought in by ships in an accident.
  - B. People believed that they had been brought in while delivering plants.
  - C. People believed that they happened to be brought in while delivering plants.
- 4) In their native Puerto Rico, local people celebrate coqui frogs.
  - A. In their hometown in Puerto Rico, coqui frogs are praised.
  - B. In Puerto Rico, local people have celebrations for coqui frogs.
  - C. In their native Puerto Rico, people welcome coqui frogs.
- 5) The warm weather permits them to lay eggs all year round.
  - A. They are allowed to lay eggs for a whole year by the warm weather.
  - B. The warm weather makes it possible for them to lay eggs all the year round.
  - C. They would lay eggs only in warm weather.

3. Work in groups to discuss the following questions.

- 1) According to the author, why is it hard to reduce the population size of the coqui? List the possible reasons down here.

---



---

- 2) How do you analyze the sentence “They have quickly spread around the Hawaiian Islands hidden in plants.” in Paragraph 3? What is the component (成份) part of “hidden in plants”?

---



---

- 3) What do you think of the law “It is a crime to transport, sell or set the frogs free there.”? To what degree do you think can the law work?

---



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- 4) What suggestions can you offer to help control the spread of the coqui?

---



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## Language Focus

### ► Word Power

- Find words from the article that mean the following.
  - by accident, unexpectedly, unintentionally (Para. 3) \_\_\_\_\_
  - quickly and strongly (Para. 3) \_\_\_\_\_
  - to cover a large area or period of time (Para. 3) \_\_\_\_\_
  - to criticize, to disapprove of (Para. 5) \_\_\_\_\_
  - main, principle, chief (Para. 6) \_\_\_\_\_
  - to influence, to act on, to change (Para. 7) \_\_\_\_\_
  - to make smaller or cheaper (Para. 9) \_\_\_\_\_
  - to allow, to make it possible (Para. 9) \_\_\_\_\_
  - to move, carry, take (Para. 9) \_\_\_\_\_
  - useful, powerful, strong (Para. 10) \_\_\_\_\_
- Fill in the blanks in the following sentences with the proper forms of the words you've just got from Exercise 1.
  - His efforts to improve the school have been very \_\_\_\_\_.
  - I will come in June if my health \_\_\_\_\_.
  - The rain will \_\_\_\_\_ our plans for a picnic.
  - At that time women were \_\_\_\_\_ for wearing short skirts.
  - After the storm the temperature dropped \_\_\_\_\_.
  - Columbus discovered America \_\_\_\_\_.
  - The kids \_\_\_\_\_ their toys all over the room.
  - Health care is one of the \_\_\_\_\_ problems of our time.
  - We have \_\_\_\_\_ the price of the coat from \$100 to \$65.
  - It took all day to \_\_\_\_\_ the furniture to the new apartment.
- Choose the right word from the following groups of words to complete each of the following sentences. Change the form if necessary.
  - harm      harmful      harmless
    - The dog seems fierce, but he is \_\_\_\_\_.
    - You're \_\_\_\_\_ your eyes while reading in such dim light.
    - Follow the directions carefully, or this medicine may be \_\_\_\_\_.
  - ship (n.)      ship (v.)      shipment
    - He joined the army and was \_\_\_\_\_ off to a training camp.
    - A \_\_\_\_\_ is a large boat for carrying people or goods on the sea.
    - All his belongings were lost in \_\_\_\_\_.



3) protect      protective      protection

A. Use an umbrella to \_\_\_\_\_ yourself from the rain.

B. A policeman's chief duty is the \_\_\_\_\_ of the people.

C. As a mother she's too \_\_\_\_\_ towards her daughter; she should let her see more of the world.

4) environment      environmental

A. Those small factories are causing a lot of \_\_\_\_\_ pollution with all its noise and smoke.

B. A happy family provides a loving \_\_\_\_\_ for its children.

5) produce      production      reproduction

A. We studied the process of \_\_\_\_\_ in biology class.

B. The land used to \_\_\_\_\_ enough to feed us.

C. \_\_\_\_\_ of computers has been doubled in the last few weeks.

6) chemical      chemist      chemistry

A. He's trying to learn more about the \_\_\_\_\_ of the lead.

B. An effective \_\_\_\_\_ to kill the frogs is being searched for.

C. In a \_\_\_\_\_ shop you can buy medicines.

### ► Language Feature

#### Euphemism

Euphemism ([ 'ju:fə'mizəm] 委婉语) is a figure of speech, the definition of which is the use of pleasant, mild or indirect words or phrases in place of more accurate or direct ones. The main purpose of using euphemism is to avoid hurting other people's feelings.

For example:

On 25 October 1955, she went to sleep peacefully for the last time.

Here "went to sleep" is a euphemism for "died".

Some other examples are:

"A mentally retarded child" is said to be "a bit slow for his age".

"Second childhood" is a euphemism for "old age".

"A maid" is said to be "a domestic help" or "a day-help".

Now work with your partner to complete the following table.

Harsh or Direct Expression	Mild or Roundabout Expression (Euphemism)
	to go to sleep; to pass away; to fall asleep
a stupid pupil	
	rest-room; bath-room
	beautician
unemployed	
	hard up; out of pocket

Can you think of some other examples of euphemism? Have a try!

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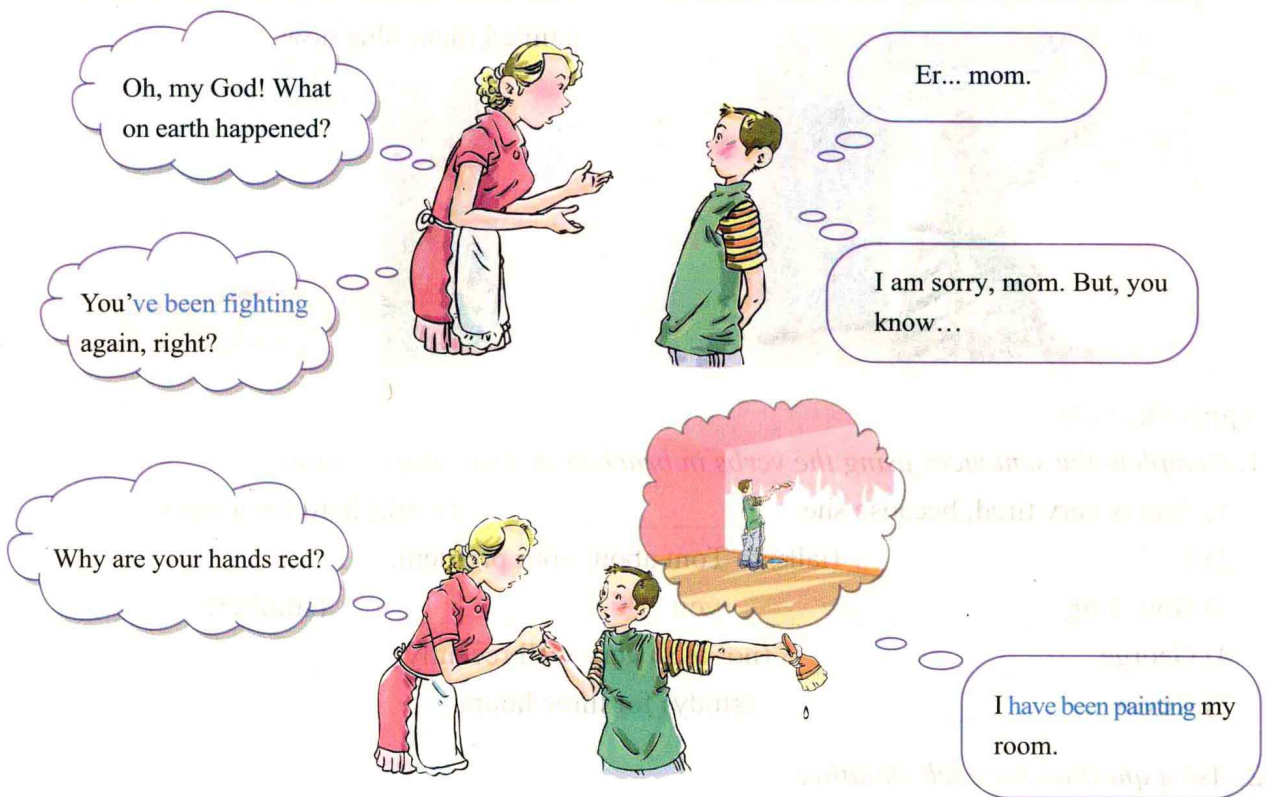
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► **Grammar**

**Present Perfect Continuous**

**Study the rule**

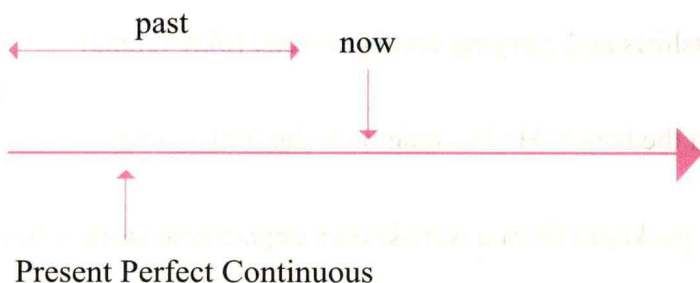
Look at the following pictures, paying special attention to the colored parts.



The colored parts in the conversation above are called **Present Perfect Continuous**.

**Find the rule**

**Present Perfect Continuous** is used when we talk about an activity that was happening in the recent past.



**TIPS**

To emphasize that the activity is recent, use **JUST!**



**Present Perfect Continuous**

**Basic Pattern**

have / has + been + v.-ing

**Examples**

- 1) The coqui frog population has been increasing in Hawaii since 1988, but just recently exploded.
- 2) She has been working at the factory since she left school.
- 3) We have been living in this flat since 1990.
- 4) It has been raining for 3 days.

Compare it with **Present Perfect**.

**Present Perfect Continuous**

Kate has been painting the walls for days.



**Present Perfect**

The walls used to be white, but Kate has painted them blue now.



**Apply the rule**

1. Complete the sentences using the verbs in brackets in their proper forms.

- 1) Ann is very tired, because she \_\_\_\_\_ (work) hard for a week.
- 2) I \_\_\_\_\_ (talk) to Tom about your problem.
- 3) How long \_\_\_\_\_ you \_\_\_\_\_ (smoke)?
- 4) George \_\_\_\_\_ (not feel) very well recently.
- 5) Kevin \_\_\_\_\_ (study) for three hours.

2. Ask a question for each situation.

- 1) You see a little boy. His eyes are red and watery. (cry)  
\_\_\_\_\_?
- 2) You have just arrived to meet your friend who is waiting for you. (wait long)  
\_\_\_\_\_?
- 3) Your friend comes in. His face and hands are very dirty. (do)  
\_\_\_\_\_?
- 4) You see Bob and Bill wearing sweatshirts and carrying tennis rackets. (play tennis)  
\_\_\_\_\_?
- 5) Your friend has just come back from the beach. He is suntanned. (lie in the sun)  
\_\_\_\_\_?
- 6) You see two girls carrying bags and packages from a well-known department store. (shop)  
\_\_\_\_\_?



## Listening and Speaking

1. Work in pairs to complete the mini-survey below to see how well you know about Hawaii, one of the American states now being invaded by the coqui frogs.

- 1) Hawaii is located \_\_\_\_\_.
- A. in the east of the Pacific Ocean      B. in the middle of the Atlantic Ocean  
C. in the middle of the Pacific Ocean      D. in the east of the Atlantic Ocean
- 2) \_\_\_\_\_ is the capital city of Hawaii.
- A. Kauai      B. Honolulu      C. Maui
- 3) As a tropical paradise for tourists, Hawaii is famous for its \_\_\_\_\_.
- A. palm trees      B. white sand beaches  
C. volcanoes      D. all of the three

2. Listen to a short passage about Hawaii twice, and complete the following chart.

Beauty of Hawaii	
First	_____, most of which are covered with _____ are hundreds of miles in length along the _____ islands of Hawaii.
Second	_____ remains around _____ on average throughout the year.
Third	In Hawaii, _____ covers different kinds of trees every month and _____ bloom nearly every day of the year.
Fourth	Since the earliest days, _____ living in Hawaii have been peace-loving.

3. Work out a travel guide of Hawaii, covering the following points: location, people, climate, landscape and customs. You may go to the school library or refer to the Internet for information available (for example, some vivid pictures as well as written descriptions).
4. Here is a brief introduction of the "Three Rs" campaign in Hawaii to protect the environment there. Read it carefully and then listen to the tape twice. Underline the word in each line of the introduction that is different from what you hear on the tape, and correct it. The first one has been done for you.

### Three Rs

Reduce — We can start first with increasing the amount of paper products that we use. This could be done in such a difficult way as using snail-mail instead of writing notes on paper. And we could reduce paper during holidays by receiving out e-mail greetings.

reducing

Reuse — We could reuse paper that is clear on one side for drafts, notes and even photos. We could reuse cardboard boxes. We could also reuse paper products by doing our research offline or at libraries



rather than buying lots of spoken materials. Sharing books or buying a firsthand textbook for school is another way of reusing.

Recycle — Recycle notebook paper, newspapers, cupboard, magazines and colorful paper. Buy paper towels, tissues, and toilet paper that have been made from recyclable products.

5. Every June 5 is set as the World Environment Day. Now work in pairs to match the themes of some years with their Chinese translations.

2004: Seas and Oceans, Dead or Alive	使地球充满生机
2003: Water — Two Billion People are Dying for It!	世间万物，生命之网
2002: Give Earth a Chance	为了地球上的生命——拯救我们的海洋
2001: Connect with the World Wide Web of Life	拯救地球就是拯救未来
2000: The Environment Millennium — Time to Act	水——20亿人生命之所系
1999: Our Earth — Our Future — Just Save It!	环境千年——行动起来吧!
1998: For Life on Earth — Save Our Seas!	海洋兴亡，匹夫有责

Now work with your partner to suggest a theme for the World Environment Day of this year!

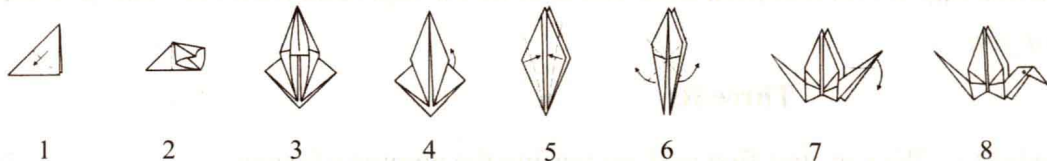


## Writing

### How to Write Instructions

Instructions are detailed directions telling us how to do something by following a sequence of actions. Follow the instructions below to make a paper crane of your own. Go to the pictures for help if necessary.

#### How to Fold a Paper Crane



1. Take a piece of square paper, fold it to a right-angled triangle and then fold it again. (Pic. 1)
2. Open the bottom by inserting (插入) your finger and fold the left and right points together. (Pic. 2)
3. Crease front left and right edges to the center, then back out and pull up bottom point to produce a shape (Pic. 3 and Pic. 4). Do the same for the back side.
4. This figure has two skinny legs; fold them over in the direction of the arrows. (Pic. 5)
5. Take the end of one of the points, and bend it down to make the head of the crane. Reverse (翻