

经全国中小学教材审定委员会2004年初审通过

普通高中课程标准实验教科书

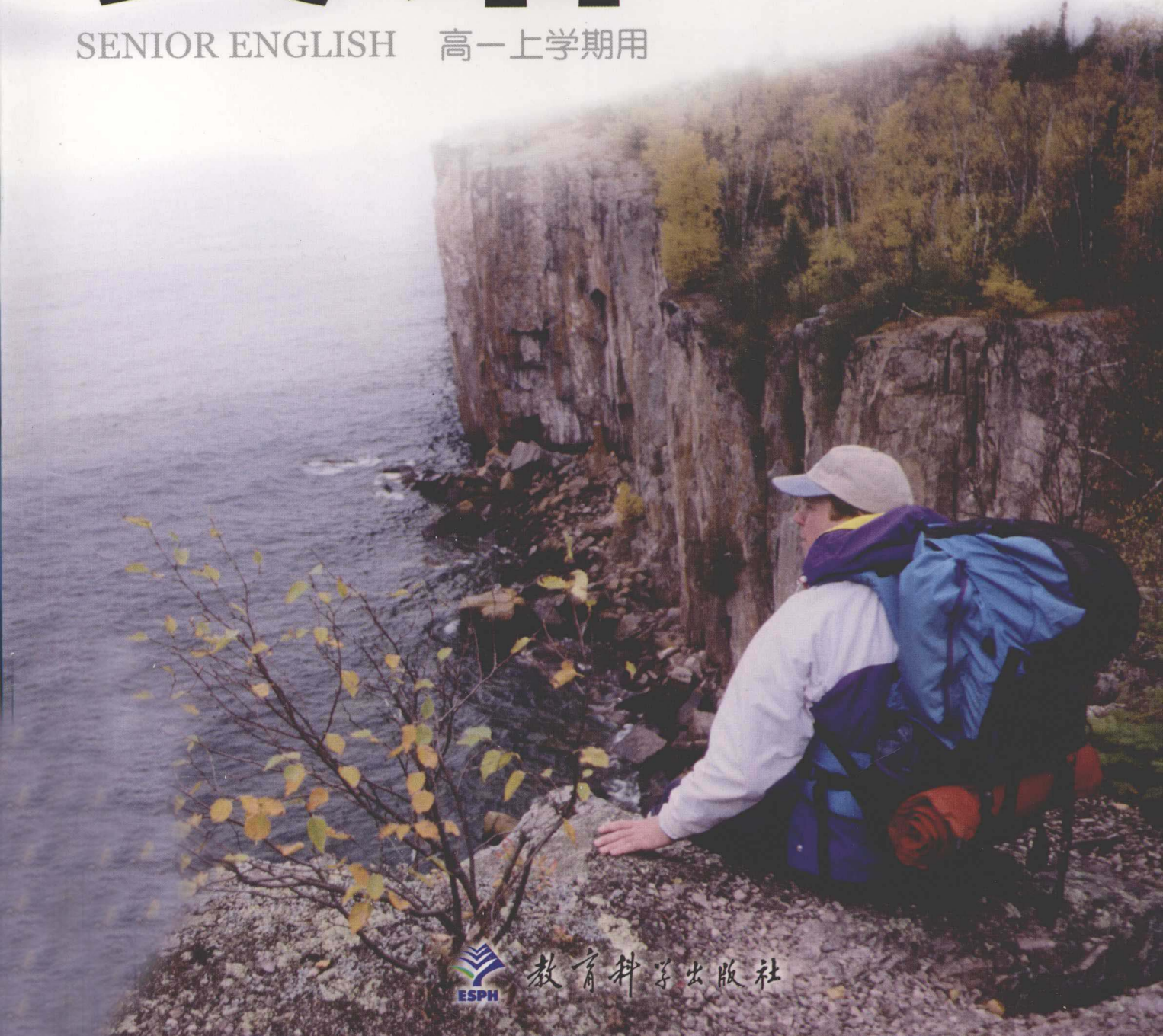
ENGLISH

英语

必修

2

SENIOR ENGLISH 高一上学期用



教育科学出版社

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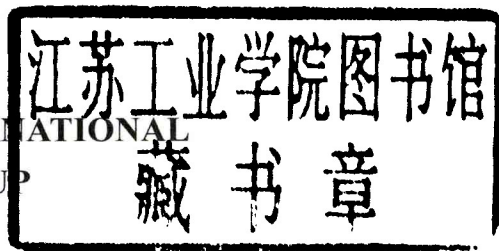
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· 北京 ·



致高中生朋友

亲爱的朋友们：

高中这段时光，常被喻为人生的花季，也是同学们学习和成长过程中的一个重要转折点，对外语学习而言尤其如此。高中阶段的三年是学好英语最为关键的一段时间，我们希望这套普通高中《英语》教材能够为同学们学好英语提供指导和帮助。

本教材根据教育部2003年4月颁布的《普通高中英语课程标准（实验）》编写。课程标准的特点是强调语言运用能力的培养，并把这种能力看作是“语言知识”、“语言技能”、“学习策略”、“情感态度”和“文化意识”等综合素养的体现。这一特点对英语教学提出了相应的新要求。首先，我们必须彻底告别原来那种以单词、语法等单纯语言知识为中心的教学模式。事实上，即便是一个最简单的英语单词，在你完全掌握了它的拼写、读音、词义和词性等知识之后，仍然可能达不到课标对“综合语言运用能力”的要求。比如，在下面的例子中你很可能就听不清 her 这个词：

1. I'm waiting for her.
2. Fill her up.
3. — I adore her.
— Dora indeed!

不错，her 就在那儿，在每句话中。但是，如果请你的老师或外国朋友用日常交谈的正常语速说出这三句话，恐怕就难觅“她”的芳踪了。我们知道 her 读作 /hɜ:(r)/，但这只是 her 在孤立状态下的一种理想读音。在正常的语句环境中，代词 her 因为很少重读，常常被弱化为 /hər/、/ə/ 或 /ə/，并可能通过连读，以同一读音的不同变体形式隐身于连续的语流当中*。“众里寻她千百度，蓦然回首，那人却在灯火阑珊处”，幼安词的意境，正是语言学习中这种彷徨状态的写照。不过，对于英语学习而言，要想真正掌握一个单词，单凭“蓦然回首”的机缘是远远不够的，我们还必须在听、说这两种“语言技能”上多下功夫，通过实际语言交流去体会句子的语音、语调、重音和节奏规律，特别要注意对弱化、同化和连读等语音过程的把握。

再进一步，就词义的理解而言，her 又是什么意思？问这样一个问题，决不是有意小视各位同学的智力水平。事实上，我们通常认为符号意义的理解就是一个由书写符号到语音符号，再由语音符号到意义的解码过程。对于语言符号的这种理解尽管与我们的常识一致，而且还可能有着某种深厚的哲学和文化传统的支持，但是，对于“综合语言运用能力”的培养来说，这种看法则可能是有害的。过度依赖符号的声音和视觉特征，容易使我们忽略对社会、文化

* 在真实的日常谈话的正常语流中，这三句话的读音可能分别是：

I'm waiting for her — /aɪm 'weɪtɪŋ fə're/

Fill her up — /'fɪlə'rʌp/

I adore her — /aɪə 'dɔ:rə/

等其他方面信息的有效利用。在“Fill her up.”这句话中，her是谁？“她”可能是一辆车！在加油站你常常听到有人这样吩咐工作人员：Fill her up. —加满油！英美人通常是用she或her等作为对爱车的昵称。同样，例3的两句对话源于英国小说家狄更斯的名著《大卫·科波菲尔》。小说主人公在和姨婆谈到其女友Dora时，情不自禁地感叹道：I adore her (with my whole soul)！由于弱化和连读的关系，I adore her听起来就成了I a Dora，招来姨婆善意的嘲讽：Dora indeed —真是句句不离Dora呀！这里你不得不佩服作家的机智和他对其母语得心应手的运用。以上两个例子似乎能够说明，“文化意识”作为“综合语言运用能力”要素的重要性。了解有关目的语文化的知识以及对其他民族优秀文化的认同这些非语言因素，不仅有助于提高我们自身的人文素质和思想修养，也是构成我们语言运用能力的有机组成部分。

当然，你的情感、态度——学习的兴趣和动机、遭遇困难时应有的意志力和自信心——在“综合语言运用能力”的培养过程中也起着重要的作用，在此不做赘述。最后，我想问一句，你是否经常上网？在互联网以及多媒体技术迅猛发展的今天，网上的英语学习资源相当丰富，有效选择、利用这些资源是学好英语的一个重要途径，你所采取的学习策略——与人交往的愿望、策略，对于学习资源的运用等——同样是综合语言运用能力的一个表现。

本套教材力图从形式和内容两个方面来反映课程标准的要求。每模块突出一个中心主题，课文的选材涵盖了学校生活、社会文化、自然地理、科学技术和文学艺术等多方面的内容，鼓励同学将自身文化知识、人文素养的提高与英语学习有机地联系起来。每单元为同学们设计了热身、阅读、听说、讨论、轻松一刻、自我评估以及任务型的作业练习等栏目。课文和大多数栏目都配备了录音材料，以便使同学们能够在真实的语流中去学习、体会每一个单词。

希望我们所能给予同学和老师们的，不仅是一套新的教材，而且还有新的教学理念和教学模式、新的学习方法和学习策略。当然，教材能否达到这样的要求，同学和老师们的将是最终的裁判，我们期待着你们宝贵的批评意见。

朋友们，你们有机会在普通高中学习，是你们自己选择和努力的结果。这其中父母的支持，同时也离不开整个社会的付出，包括我们周围许多不能上学的同龄人的付出。因此，希望同学们能够珍惜这个机会，在愉快、健康成长的同时，努力学习，顺利完成高中阶段的学业！

编者

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UNIT	TITLE	TOPIC	COMMUNICATIVE FUNCTION
1	HEALTHY FOOD DOES A BODY GOOD	Daily routines: breakfast; food and drink	Preferences and suggestions
2	HEALTH IN CRISIS	Health: accidents, doctors and hospitals	Seeing the doctor
3	THE SUPERMARKET	Shopping: products, paying	Time and space; Judgment and evaluation; Showing sympathy and anger
4	WHAT'S IN?	Ways of dressing; Customs and culture; Shopping: selecting	Likes and dislikes; Satisfaction
5	LEISURE TIME	Interests and hobbies: computer games	Likes; Satisfaction; Happiness
6	FREE TIME AT HOME	Interests and hobbies: reading	Description of space; Comparison
7	GOING ON VACATION	Travel: describing a journey	Reminding and warning; Inquiry
8	WHAT INTERESTS YOU?	Interests and hobbies: sports	Preference

Words and Expressions in Each Unit
Vocabulary

EXPRESSIONS	WORD STUDY	GRAMMAR	
break down, form, take in, compensate for, excuse	partitives	The present perfect tense	P1
keep doing, operate on, rush, frustrating, recover	words relating to health	The past perfect tense; The future perfect tense	P13
prove, ... but, including, focus	-er	The progressive tense; The perfect progressive tense	P25
wonder, symbol, formal, proper, give off, stand for, celebrate, attract, be likely to, be regarded as	-ity, -able, -y	Modal verbs(1)	P37
do sb. good/harm/a favor /justice/ the honor, rather	words relating to sports	Modal verbs(2)	P49
worsening, get through, be aware of, keep sb. occupied, bother, wholeheartedly, used to, plenty of	compound adjective	Modal verbs(3)	P61
have difficulty in (doing), set off, adjust to, world-famous, turn out to be, be worth it		Link verbs	P73
be fond of, catch sight of, all along, believe in	different adjectives	The passive voice	P85

P97

P105

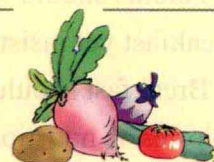
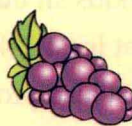
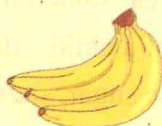
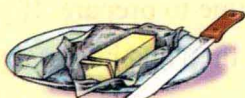
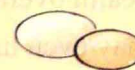
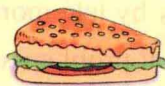
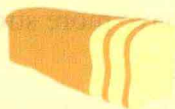
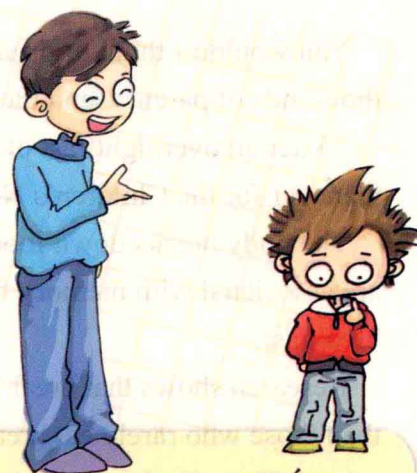
HEALTHY FOOD DOES A BODY GOOD

WARM-UP

Discuss the following questions in groups.

Have you eaten...

- (1) Have you had your breakfast? What did you have for breakfast this morning?
- (2) Do you think breakfast is the most important meal of the day?
- (3) Do you often leave home without eating breakfast? Why?



(4) Match the words in the box below with the appropriate pictures above. Then choose the most suitable foods from the pictures to form a healthy breakfast.

*toast white bread oatmeal hot dog hamburger cake coffee tea noodles banana
soup grapes fruit juice sandwich orange egg ice cream strawberry coke cheese
milk corn vegetable*

READING



Breakfast Is Brain Food for Growing Children

You wouldn't think of driving your car to work in the morning on an empty tank of gas, yet thousands of parents send their children off to school without any breakfast.

"After an overnight fast of eight to twelve hours, the brain needs fuel," said Joan Carter, manager for the Children's Nutrition Research Center in Houston.

The body breaks down food to produce this fuel in the form of glucose. Because glucose levels are associated with memory function, children can have difficulty concentrating when they skip breakfast.

Research shows that breakfast eaters tend to pay more attention to their teacher in class than those who rarely eat breakfast. They tend to be more creative and better performers in school. They display more energy by late morning, have more strength and endurance, concentrate better, and are better at problem-solving.

Children who are hungry can be slow or nervous during classroom activities or can appear disinterested when they have a difficult task to perform.

Researchers have also discovered that students who eat breakfast regularly tend to have better health overall. They take in more vitamins and minerals, consume less fat and cholesterol, and may even have less chance of becoming overweight than breakfast-skippers.

Without breakfast, it's difficult for children to get the nutrients they need throughout the day. Research shows that nutrients missed at breakfast aren't compensated for at other meals.

"Breakfast is the most important meal of the day and there's no excuse for not eating breakfast," Dr. Carter said. A piece of bread and a glass of milk take little time to prepare. If you are trying to lose weight, skipping breakfast is also a big mistake. You will be tired and hungry by mid-morning. Then you'll want to eat a snack that isn't healthy.

Parents should set a good example for children. "You can't run out the door without eating breakfast yet insist that your kids sit down and eat something," Dr. Carter said.

Breakfast should provide at least 1/4 to 1/3 of a child's daily needs for vitamins, minerals and calories. A nutritious breakfast also provides the sugar, starch, protein and fat they need because they are continuously growing and changing.

LISTENING AND SPEAKING



1. Listen to the tape of four people (Maria, Mike, Tracy, and David) talking about what they have for breakfast. Find out who does not eat breakfast in the morning.
2. Listen again and pick the food and drink each of them has for breakfast.

Name	Maria	Mike	Tracy	David
Food/Drink				
egg				
bacon				
toast				
butter				
marmalade				
sausage				
milk				
coffee				
fruit juice				

3. Listen and fill in the blanks.

Mike:

“For breakfast I have bacon with _____, a _____ of beans, three _____ of toast and marmalade, a _____ of oatmeal, or a _____ of milk. In the middle of the morning I have a _____ — a chicken sandwich and another _____ of milk.”

David:

“I prefer a traditional British breakfast: _____ eggs and bacon, two tomatoes, and _____ fried sausages. I also have some bread and butter and a _____ of fruit juice to go with the meal. I really enjoy a big breakfast.”

4. Discuss with your partner which type of breakfast is similar to yours. What foods are essential to your breakfast?
5. Which type of breakfast described in the listening do you prefer? Tell your reasons.

(5) There's no *excuse* for not eating breakfast.

There's no *excuse* for behaving like that.

Match expressions in Column A with the appropriate meanings in Column B.

Column A

break down

form

tend

take in

compensate for

excuse

Column B

usually do or be sth.

a reason that you give in order to explain yourself

to separate sth. into the substances which make it up

a particular type or variety of sth.

to understand what you see, hear, or read

to reduce the bad effect of sth.

2. Replace the underlined parts in the following sentences with words or phrases from the text.

(1) Children who don't have breakfast often don't concentrate as well as others.

(2) He is a big eater. He eats and drinks large quantities of food and drink.

(3) Because my left eye is so weak, my right eye has to work harder to make up for it.

(4) It is harmful to eat little or no food in order to lose weight.

(5) Protein, sugar, starch, and fat are all important things that provide what is needed for a person to grow.

WORD STUDY

Partitives

Match the food items with the partitives.

Mrs. Carter is going to do some shopping. She makes a list of the food items she often uses to make delicious breakfasts for her family and her pet dog. However, she forgets to write down how much she needs to buy. Read the list and decide for her the amount she will buy. The first one has been done for you.

a head of half a dozen two cans of three bottles of
a kilo of a jar of a bunch of two loaves of
one and a half gallons of a box of a packet of



two loaves of white bread

_____ lettuce	_____ potato chips
_____ tuna fish	_____ eggs
_____ bananas	_____ oranges
_____ ketchup	_____ marmalade
_____ skim milk	_____ chocolate
_____ cookies	



GRAMMAR

Step-by-step grammar: *the present perfect tense*

(1) Sandy, Sue, and Tom began a composition at the same time. How are they getting along with their compositions?



Sandy: *I have just finished my composition.*



Sue: *I finished my composition last night.*



Tom: *I haven't finished my composition yet.*

Who is the first to finish and who is the last?

(2) Compare the sentences in each pair and explain their differences.

Pair 1: Their popularity has spread across nations and cultures.
 Their popularity spread across nations and cultures in the 20th century.

Pair 2: Chinese food has long been favored by people in many other countries.
 Chinese food is favored by people in many other countries.

Pair 3: For more than a century, this place has attracted visitors from all over the world with its beautiful landscape.
 This place quickly attracted visitors from all over the world with its beautiful landscape.

Pair 4: She has drawn several hundred pictures over the past five years.
 She drew several pictures when she stayed there in the countryside.

LISTENING AND SPEAKING



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3. Listen and fill in the blanks.

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4. Discuss with your partner which type of breakfast is similar to yours. What foods are essential to your breakfast?
5. Which type of breakfast described in the listening do you prefer? Tell your reasons.

TASK 1

1. Find out from your classmates who usually have breakfast and who do not. What kinds of food do you have for breakfast? You should talk with at least four people and fill in the table with relevant information.

Name	Do you have breakfast? Yes./No.(Give your reason if you say“no”.)	The food you have for breakfast...

Try to find a solution to breakfast-skipping.

2. Design in groups your ideal breakfast menu and an appropriate morning schedule based on what you have learned. When the plan is ready, have a representative from your group to explain your plan to the class and persuade them to support your idea.

MENU

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

You may make your points following the examples below.

- *I prefer the type of breakfast Mike has because* it sounds delicious and nutritious. I believe breakfast is the best way to start the day, so we should have a pleasant and abundant breakfast.
- *In my opinion, it is more important that the breakfast* should be simple and quick because...
- *I would like to have fruit and milk because...*

If you agree with another speaker's opinion, you may say,

- *Yes, I agree with you* (that breakfast is more important to young people because...).
- *Yes, I think so.*

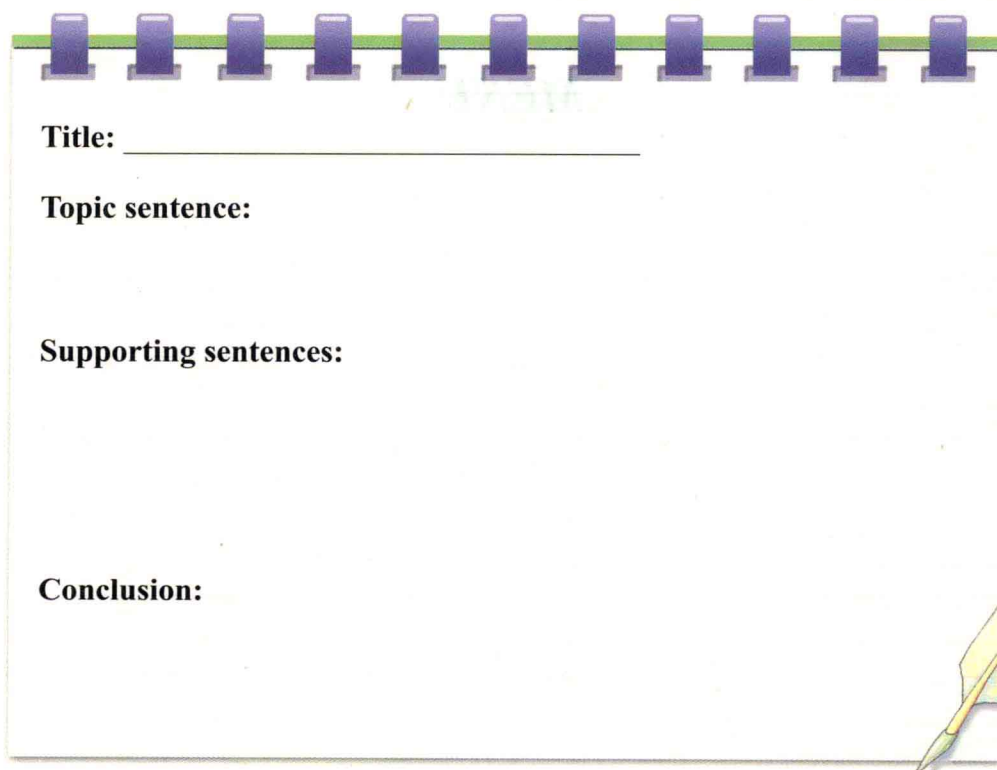
If you do not agree with another speaker's opinion, you may say,

- *I'm afraid I don't agree with you.*
- *No, I don't think so.*
- *Well, you may be right but...*

Vote for the best breakfast menu of the class.

TASK 2

Prepare a speech with the information from Task 1 to persuade other students to choose the breakfast you recommend. Make an outline of your speech. You may fill in as many details as you like.

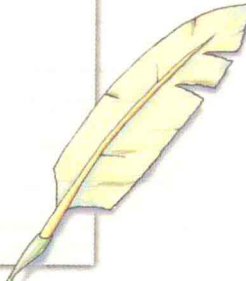


Title: _____

Topic sentence:





Supporting sentences:

Conclusion:



SELF-ASSESSMENT

1. Fill in the table and evaluate your own study of this unit up to now.

Evaluation Survey Name:	Very good	Quite good	Not very good	Poor
How do you feel about:				
1. listening and speaking?				
2. reading comprehension?				
3. vocabulary?				
4. structure and grammar?				
...				
How do you feel about your progress this week?				
Please list the three activities YOU found most helpful in this unit.				
1.				
2.				
3.				

2. Write your own learning diary to check your study every day.

Today:				
I learned	I read	I practiced	I used English in these places	I spoke English with these people
One thing I said very well	One mistake I made	My difficulties	I would like to know	My learning and practicing plans for tomorrow

Food Proverbs

1. Match the two lists to complete the proverbs.

An apple a day keeps...

Too many cooks spoil...

There is no use crying...

Don't put all your eggs...

One man's meat is another man's...

... over spilled milk.

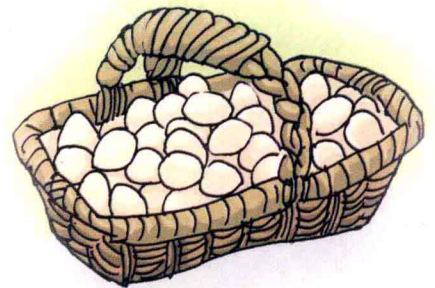
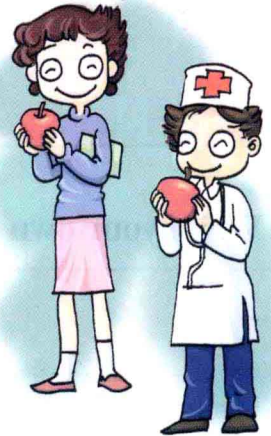
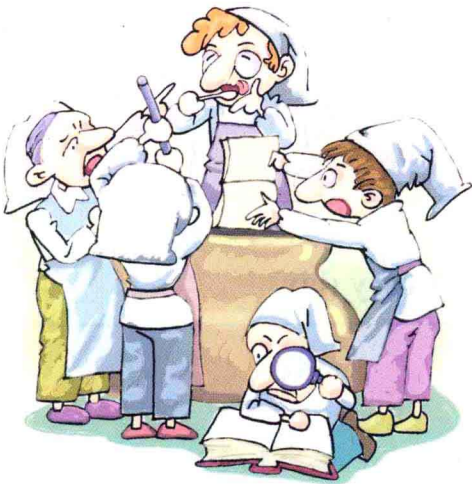
... poison.

... the doctor away.

... the soup.

... in one basket.

2. Match the proverbs with the appropriate pictures and explain their meanings.



FURTHER READING

Do You Have a Balanced Diet?

Don't we all love delicious food, those sweet cookies that we can never get enough of? Watching a movie would not be the same without salty, buttered popcorn. When we are angry, sad, or lonely, the first thing we reach for is something tasty to eat. But if you really want to be happy and healthy, you should have a balanced diet. To have a balanced diet, you should eat a variety of foods to get the energy, protein, vitamins, minerals, and fiber you need for good health. You should choose a diet with something from each of the following food groups every day.

Bread/Cereal Group

These food items contain a lot of carbohydrates. The primary function of carbohydrates is to provide energy for the body, especially the brain and the nervous system. The body breaks down starches and sugars into a substance called glucose, which is used for energy by the body. We need carbohydrates when we are exercising or doing physical work. If we don't exercise but eat a lot of carbohydrates, we'll become overweight. The body only uses up the carbohydrates it needs. It turns the extra carbohydrates into fat.

Vegetable/Fruit Group

Vegetables and fruits are important because they contain a lot of vitamins. Some vegetables and fruits like tomatoes, oranges, and apples contain vitamin C. Vitamin C helps your body fight infection. If you don't get enough vitamin C for a long time, you may get a disease called scurvy. Hundreds of years ago sailors often died from scurvy because there were no fresh vegetables or fruits on their ships during long voyages.

Meat/Egg/Bean Group

These food items all contain protein. You need protein to build new body cells. Because children are growing, they need more protein than adults. Their bodies are making new cells all the time. If children don't get enough protein, their bodies won't grow properly.

Milk Group

All the food items in the milk group contain calcium. Calcium is necessary for the growth of strong bones and teeth.

Fats and Oils Group

The food items in this group are called fats. Fats are organic compounds that are made up of carbon, hydrogen, and oxygen. Like carbohydrates, fats give you energy and are also essential for the proper functioning of the body.