

全日制普通高级中学课程标准实验教科书

# 新高中英语

第二册（下）

NEW SENIOR ENGLISH FOR CHINA  
STUDENT'S BOOK 2B

课程教材研究所 编著  
英语课程教材研究开发中心



人民教育出版社

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had been doing



# Unit 1

## Living well

### Warming Up

- 1 Do you know anyone with a <sup>精神, 心理</sup> mental or <sup>身体, 生理</sup> physical **disability**? Does their disability make it difficult for them to do some things? What have they done to overcome these difficulties?
- 2 Look at the pictures and read what these people have achieved. <sup>克服, 战胜</sup>
- 3 The students in the pictures each have a disability. With a partner, discuss what their disability might be. The following list might help you. <sup>每个人在说话时, 不影响谓语动词的数</sup>

mental disability

difficulty with **eyesight**

severe illness

severe / 严重的

learning difficulty

brain injury <sup>损害, 伤害</sup>

deafness

deaf → deafness

hearing problem

loss of an arm or leg

walking difficulty



love/like sth./doing sth.

Rada loves sports, gardening and playing the **drums**. She was proud to have recently represented her country in an athletics competition where she won a gold medal in the 50-metre race. <sup>定语从句</sup>

Barry has just passed his university entrance exam. Next year he will train to be a teacher. When he is not studying, he likes to go mountain climbing with his best friend.

Sally has a very busy life. She likes going to the **movies** with her friends, writing stories and playing basketball. She has her own website on the Internet which her boyfriend helped her set up.

Gao Qiang loves acting. Last year he played a major part in the school play and everyone said he was great. His **ambition** is to become an actor. He takes singing and dancing lessons after school. <sup>可数</sup>

## Pre-reading

not a little = much 非常

Read about the website "Family village". Discuss with a partner what kind of things you think people write about. Then read the text below which is from the website.

The family village website gives ordinary young people with a disability the chance to tell their personal stories. These stories are very positive and describe the satisfying lives these young people live even though they have some difficulties. Other disabled people find the website **beneficial** because they can read about people with similar difficulties to their own. The website is also a way for non-disabled people to understand more about how challenging life can be for people with disabilities.

每次吃饭, 投, 在某个时候 (=at one time) Take two apples at a time 挑战生活

## Reading



重读, 使猛击, 使猛击

Microsoft Internet Explorer

## MARTY'S STORY

Hi, my name is Marty Fielding and I guess you could say I am "one in a million". In other words, there are not many people in the world like me. You see, I have a muscle disease that sometimes makes me very weak and I can't run or climb stairs as quickly as other people. (Also) sometimes I am **clumsy** and drop things or bump into furniture. The doctors don't know exactly what is wrong with me, so they don't know how to make me well. The worse thing is, they can't tell me whether I will get worse as I get older, or I will stay the same as I am now. I have learned to **adapt** to my disability. My motto is: live one day at a time.

Up until the time I was about 10 years old, I was the same as everyone else in my class. I used to climb trees and swim and play football. In fact, I used to dream about one day being a famous football player and representing my country in the World Cup. Then I started to get weaker and weaker. Some days I was too tired to get out of bed. I went into hospital for tests. I stayed there for nearly three months and missed a lot of school. I think I had at least a billion tests while I was there, including one in which they cut out a piece of muscle from my leg and looked at it under a **microscope**. Even after all the tests, no one could give my disease a name, so it is difficult to know what the future will be like.

One of the worst things about my disease is that I don't look any different from other people. So sometimes kids laugh at me when I get **out of breath** after running just a short way or I have to stop half way up the stairs and rest before I can get up to the top. Sometimes, I am too weak to go to school, so I have missed a lot of lessons. Every time after a long **absence** from school, I feel really **stupid** because I am a bit behind the others.





## Comprehending

**1** Discuss these questions with others in your class.

- 1 What kind of person do you think Marty is?
- 2 What do you think is the most difficult thing that Marty has to deal with in his life?
- 3 How would your life change if you were to develop a muscle disease like Marty's?

**2** Read Marty's story again and tick the correct answer.

- 1 Marty is “one in a million” because  
 A doctors don’t know how to cure him.  
 B he has learned to live one day at a time.  
 C he has a very rare and unusual disease.  
 D there are millions of boys like him.
- 2 Marty lives “one day at a time” because  
 A he enjoys life so much.  
 B he is unsure about the future.  
 C his life is very difficult.  
 D his life is very busy.

- 3 The doctors cut a piece of muscle out of Marty's leg because they wanted  
 A to find out what was wrong. B to **conduct** an experiment.  
 C to make the muscle stronger. D to make his leg smaller.
- 4 Because Marty looks healthy, people  
 A laugh at him. B don't know he has a disability.  
 C think he is stupid. D make him run too fast.
- 5 High school is better for Marty than primary school because  
 A he earns money from his computer game. B he is not as sick so often.  
 C none of the other students have a pet snake. D most students accept him.
- 6 Marty believes healthy students should  
 A accept and help disabled students. B ignore disabled students.  
 C be friendly to disabled students. D feel sorry for disabled students.

**3 Answer these questions in three or four sentences and then check your answers with others in your class.**

- What kind of things does Marty do in order to make his life happy and satisfying?
- What can other people do to help Marty and others like him live a good life?

## Learning about Language

### Discovering useful words and expressions

**1 Choose the appropriate words to complete the paragraphs.**

independent motto challenging satisfying act  
 disabilities fellow enthusiastic disabled encouragement

Just because a person has a disability like blindness or deafness, does not mean he or she cannot live a rich and satisfying life. Although people with disabilities might have to depend on other people for some things, with the right attitude and hard work, it is possible to live an in and fulfilling life.

To many Chinese people, Zhang Haidi who has been unable to walk since she was five, is a good example of someone who has taken on \_\_\_\_\_ tasks and succeeded. Although she never went to school, she has studied **politics, literature** and medical science and has learnt several foreign languages. She speaks to the government on the rights of





disabled people in China and is also a voice for environmental protection. She is an enthusiastic Internet surfer and talks online to fellow disabled surfers giving them encouragement to succeed in their own lives. In 2001, she was invited to act as headmaster of the first online school for disabled students. Haidi has become a writer and also translates foreign literature with her husband. Her motto is "The key to happiness lies in endless new interests."

## 2 Answer these questions using words from the unit.

- 1 How do you describe a person who is always falling over the furniture?
- 2 How would you feel if someone kept talking when you were trying to read?
- 3 How would you feel if you got all the answers in the test wrong?
- 4 If someone gave you some small, colourful fish, where would you put them?
- 5 What kind of instrument does a doctor need to examine viruses in blood?
- 6 What do you call the musical instrument you strike with two sticks in a band?
- 7 How would you describe a person who is having trouble breathing after he / she has exercised?
- 8 What could you say when you are going to repeat what you have said in a different way?
- 9 When a person has a strong wish to achieve great things, we can say he / she has \_\_\_\_\_.
- 10 How do you describe something that has a helpful and useful effect?

## Discovering useful structures

### 1 Find sentences in the unit that contain the infinitive and write them under the correct headings below. You can find the sentences in any part of the unit to this point.

- 不定式：作用：名、形、副。
- 1 As the subject 主 To see is too believe.
  - 2 As the predicative 表语 To love and to be loved is the greatest happiness on earth.
  - 3 As the object 宾
  - 4 As the object complement 宾补
  - 5 As the adverbial 副状
  - 6 As the attribute 原因 定语

## 2 Rewrite the sentences in the passive voice using the infinitive form of the verb.

EXAMPLE: In many ways my disability has made me grow stronger and more independent.

→ *In many ways I have been made to grow stronger and more independent.*

- 1 They overheard him say that he hoped John would **resign**.
- 2 The headmaster made Peter wait outside.
- 3 I heard him unlock the door and go out.
- 4 The boy saw the man shoot the woman on the street.
- 5 The girl noticed the old lady wipe her face with a **handkerchief**.

## Using Language

### Listening and speaking



## 1 Barry Minto has just made a successful climb of Mount Kilimanjaro in Africa. Listen to him being interviewed on the radio. Tick the statements that are true.

- ☐ 1 Barry is blind.
- ☐ 2 Barry is between 25 and 45 years old.
- ☐ 3 The blind climbers got **assistance** from sighted **companions**.
- ☐ 4 More of the sighted group reached the top of the mountain than those who were blind or weak-sighted.
- ☐ 5 Next year Barry is going to climb Mount Qomolangma .

## 2 The radio station decided to put a story about Barry on their website, so a writer listened to the interview and took some notes. Listen again and complete the notes below.

### Interview with Barry Minto

- Age of the blind and weak-sighted climbers \_\_\_\_\_
- Age of the sighted companions \_\_\_\_\_
- Height of Mount Kilimanjaro \_\_\_\_\_
- Number in disabled group \_\_\_\_\_
- Number of the disabled who reached top of mountain \_\_\_\_\_
- Number in sighted group \_\_\_\_\_
- Number of the sighted who reached top \_\_\_\_\_
- Number of days to climb the mountain \_\_\_\_\_
- Number of days to come down the mountain \_\_\_\_\_



## 3 In groups discuss the following questions.

- 1 What problems do you think the blind and weak-sighted climbers might have had?
- 2 In what ways do you think the sighted climbers would have helped them?



- 4** Listen to the **latter** part of Barry's story where the interviewer **congratulates** Barry and wishes him future success and complete Joan's sentences.

BARRY: Of the 15 sighted climbers, only 7 made it.

JOAN: Oh, \_\_\_\_\_!

BARRY: Yes, it just shows \_\_\_\_\_.

...

JOAN: Well, Barry. I'm full of admiration for you and your companions. You have achieved something quite remarkable.

BARRY: Thanks. We're \_\_\_\_\_.

JOAN: Mm, \_\_\_\_\_. So, Barry, what's your next big challenge?

BARRY: My ambition is to climb Mount Qomolangma one day.

JOAN: Amazing. I wish you \_\_\_\_\_ Barry.

- 5** With your partner create dialogues for the following situations. Offer congratulations and best wishes to your partner. Use expressions like the ones below.

*Congratulations. All the best. I'm proud of you. I wish you success. Good luck.*

*Well done. I'm very impressed by your performance. You have my best wishes.*

*I'm very pleased for you. I hope it goes well for you. That's wonderful / amazing.*

Situations: Student A has just passed his / her final exams.

Student B has just started a new job.

Student A has just won a gold medal in the city sports competition.

Student B's team has just won a football match.

Student A has just received her **graduation certificate**.

Student B has invented a new computer game.

- 6** With your partner, make up some new situations like those in question 5. Practise congratulating and wishing them success for their future plans.

### Reading, talking and writing



- 1** Look at the pictures. Discuss the problems people with walking difficulties sometimes have in a cinema.



Ms L Sanders

Chief **architect** /'ɑ: kɪtekt/ 建筑师

Cinema Designs

44 Hill Street

Bankstown

24 September

Dear Ms Sanders,

I read in the newspaper that you are the architect who is to design the new Bankstown cinema. I am writing to ask you to consider the matter of easy use of the cinema by disabled customers. **In particular**, I would like you to consider the following things:

1 **Access to the cinema for people in wheelchairs and those who have difficulty walking.** There should be lifts to all parts of the cinema including toilets, the ticket office, sweet shop and the theatre itself. The buttons in the lift should be easy for people in wheelchairs to reach and the lift should be **attractive** and comfortable. In some cinemas, the lifts are right out the back of the cinema in cold, unattractive areas. This makes disabled people feel they are not as important as other customers.

2 **Earphones for people who have trouble hearing.** There should be earphones <sup>耳机</sup> beside all seats, not just a few. This will allow hearing-impaired customers to enjoy the company of their hearing friends rather than having to sit in a special area. <sup>削弱 损伤</sup>

3 **Raised seating.** The seats at the back of the cinema should be placed higher than the ones at the front so that everyone, whether they are short or tall, can see the screen easily. There should be a space at the end of each row so that people in wheelchairs can sit beside their friends.

4 **Toilets.** There should be toilets for the disabled near the entrances to the cinema. It is not good enough to have only one disabled toilet in the basement <sup>地下室</sup> a long way from where the movie is showing.

5 **Car parking.** Of course, there also has to be car parking spaces especially for the disabled and **elderly** and it should be easy to get from the car park to the cinema.

Thank you for reading my letter. I hope you will consider my suggestions. Disabled people should have the same opportunities as able-bodied people to enjoy the cinema and they should be able to do so with dignity <sup>/ˈdɪɡnəti/ 尊严</sup>. I am sure many people will admire your cinema if you design it with good access for disabled people. The cinema owners will also be happy as more people will be able to go there.

Yours sincerely

Alice Major



**2 Read the letter on the previous page and answer the questions .**

- 1 What is the purpose of the first paragraph of the letter?
- 2 Why do you think the writer has numbered her suggestions and used italics?
- 3 What is the purpose of the last paragraph?
- 4 Can you think of any other things that the cinema could do to make it **accessible** to disabled people?

**3 In groups discuss how accessible your **community** is for people with disabilities. Then discuss ways in which your community could be made more accessible for disabled people.****4 Write a letter to the architect of a new building (eg a supermarket or a train station) to be constructed in your area. Suggest ways to make it more accessible for people with disabilities.****SUMMING UP**

<b>Content</b>	
<b>Words and expressions</b>	<p>I found these words useful:</p> <p>I found these expressions useful:</p>
<b>Structures</b>	<p>I have learned about _____</p> <p>Some examples:</p>

**LEARNING TIP**

An English-English dictionary is a very useful tool for people learning English. Chinese-English dictionaries are useful too, but they give you a different kind of information. A good learner's English-English dictionary gives example sentences to show how a word is used, and most also explain rules for using words as well as giving the meaning. For example, you learned in this unit that some verbs are followed by the infinitive with *to*, some are followed by the **bare** infinitive and some by the *-ing* form of the verb. A learner's English-English dictionary can show you which form to use.

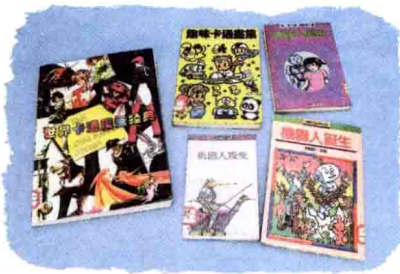
# Unit 2

# Robots

## Warming Up

A robot is a machine designed to do jobs that are usually performed by humans. Robots are programmed and controlled by a computer. Today there are different kinds of robots, including industrial robots, robots that carry out jobs in the house, and entertainment robots. Robots also often appear as characters in stories.

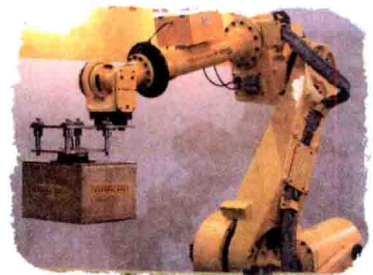
In groups, make a list of any science **fiction** literature, films, video games, TV shows and **cartoons** you know that include robots as characters. Choose one of these and tell your group about it.



## Pre-reading

Look at the pictures of robots. In groups, discuss the following questions.

- 1 Where could you find each robot?  
What does each one do?
- 2 Can you think of any other type of robots?
- 3 Do you think it is possible for a robot to:
  - think for itself?
  - have feelings?
  - have its own needs and **desires**?
  - look and feel like a human being?



Now read a short story about a robot. It was originally written by the science fiction writer, *Isaac Asimov* and published in 1951. Here the story has been retold by another writer.

*/'aizak/* */æsimov/*



## Reading



确保  
保证担保  
guarantee 保证、保证书、保单

## SATISFACTION GUARANTEED

/beɪl'mɒnt/  
Larry Belmont worked for a company that made robots. Recently it was experimenting with a robot that could be used to do the housework. And it was going to be tested out by Larry's wife, Claire.

Claire didn't want the robot in her house, especially as her husband would be **absent** for three weeks, but Larry persuaded her that the robot wouldn't harm her or allow her to be harmed. However, when she first saw the robot, she felt alarmed. The robot, called Tony, didn't look like a machine at all. He was tall and handsome although his facial expressions never changed. His hair was **smooth** and black and his voice was deep.

On the second morning Tony brought her breakfast and then asked her whether she needed help dressing. She felt **embarrassed** and quickly told him to go. It was disturbing and frightening that he looked so human. /ɪm'brʌs/ 使困窘

One day, Claire mentioned that she didn't think she was clever. Tony said that she must feel very unhappy to say that. Claire thought it was ridiculous to be offered sympathy by a robot. But she began to trust him. She told him how she and her home weren't **elegant** enough for someone like Larry who wanted to improve his social position. She wasn't like Gladys Claffern, one of the richest and most powerful women around.

Tony wanted to please Claire by helping her make herself and her home elegant. So Claire borrowed a **pile** of books from the library for him to read or, rather, **scan**. She looked at his fingers with wonder as they turned each page and suddenly reached for his hand. She was amazed by his **fingernails** and the softness and warmth of his skin. How absurd, she thought. He was just a machine.

Tony gave Claire a new **haircut** and changed the makeup she wore. And, as he was not allowed to **accompany** her to the shops, he wrote out a list of items for her. Claire went into the city and bought **curtains**, **cushions**, **carpet** and **paint**. Then she went into a dress shop. When the salesman was rude to her, she **rang** Tony **up** and told the salesman to speak to him. The salesman immediately changed his attitude. Claire thanked Tony, telling him that he was a "dear". As she turned around, there stood Gladys Claffern. How **awful** to be discovered by her, Claire thought. By the amused and surprised look on her face, Claire knew that Gladys thought she was having an **affair**. After all, she knew Claire's husband's name was Larry, not Tony.

When Claire got home, she wept with anger. Gladys was everything Claire wanted to be. You can be like her, Tony told her and he suggested that she invite Gladys and her friends to the house the night before he was to leave and Larry was to return. By that time, Tony expected the house to be completely transformed.

Tony worked steadily on the improvements. Claire tried to help once but was too clumsy. She fell off a ladder and even though Tony was in the next room, he managed to catch her in time. He held her firmly in his arms and she felt the warmth of his body. She screamed, pushed him away and ran to her room for the rest of the day.