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普通高中课程标准实验教科书

# 英语 8

选修

NEW SENIOR ENGLISH FOR CHINA  
STUDENT'S BOOK 8

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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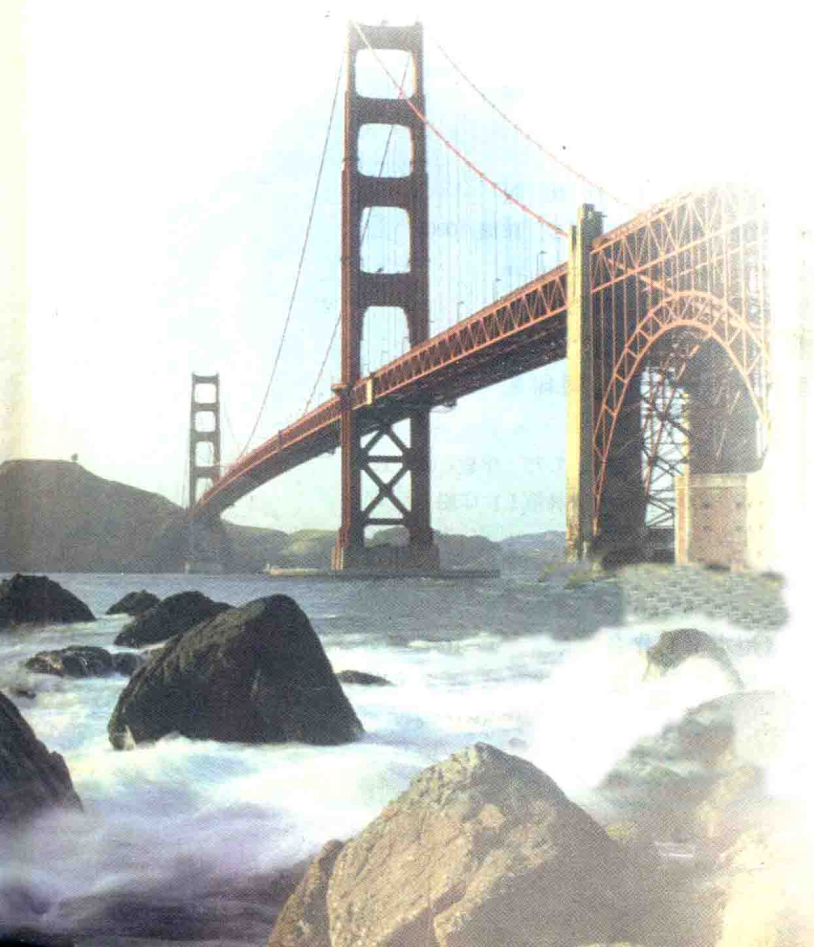
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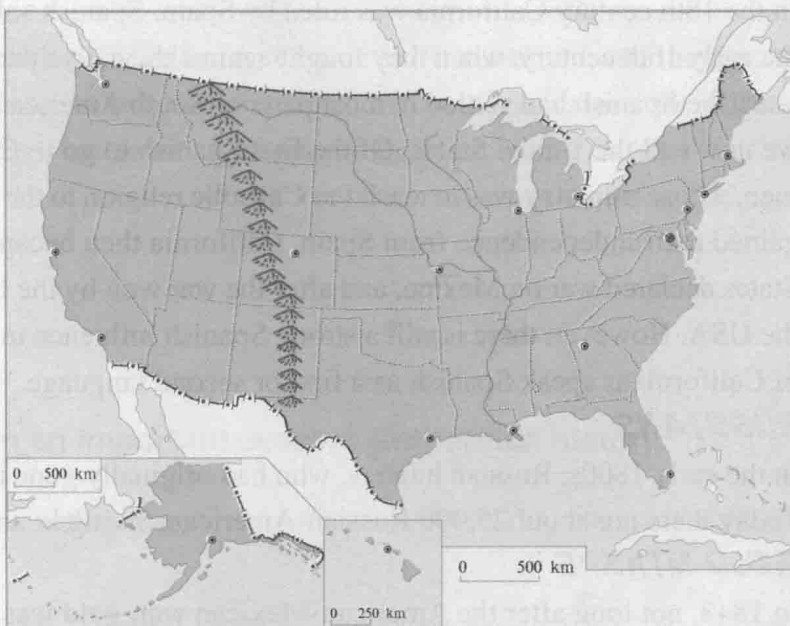
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## Warming Up

Look at the map of the USA. Work with your group to write on the map the names of as many of the following as you can. Compare your answers with other groups.

- ocean on the east coast
- ocean on the west coast
- country to the north of USA
- country to the south of USA
- California
- mountain range in the west
- Great Lakes
- longest river in the USA
- some important cities



## Pre-reading

Look at the pictures in the reading passage. Each illustrates something about California. Discuss in groups what each picture means to you.

## Reading



geography and population

## CALIFORNIA

general introduction

California is the third largest state in the USA but has the largest population. It also has the **distinction** of being the most multicultural state in the USA, having attracted people from all over the world. The customs and languages of the immigrants **live on** in their new home. This diversity of culture is not surprising when you know the history of California.

## NATIVE AMERICANS

Exactly when the first people arrived in what we now know as California, no one really knows. However, it is likely that Native Americans were living in California at least fifteen thousand years ago. Scientists believe that these settlers crossed the Bering **Strait** in the **Arctic** to America **by means of** a land bridge which existed in prehistoric times. In the 16th century, after the arrival of the Europeans, the native people suffered greatly. Thousands were killed or forced into slavery. In addition, many died from the diseases brought by the Europeans. However, some survived these terrible times, and today there are more Native Americans living in California than in any other state.



## THE SPANISH

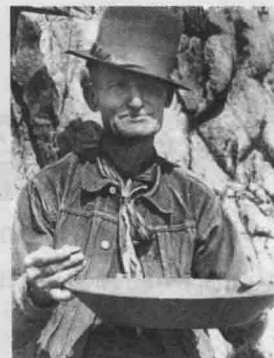
In the 18th century California was ruled by Spain. Spanish soldiers first arrived in South America in the early 16th century, when they fought against the native people and took their land. Two centuries later, the Spanish had settled in most parts of South America and along the northwest coast of what we now call the United States. Of the first Spanish to go to California, the **majority** were religious men, whose **ministry** was to teach the **Catholic** religion to the natives. In 1821, the people of Mexico gained their independence from Spain. California then became part of Mexico. In 1846 the United States declared war on Mexico, and after the war won by the USA, Mexico had to give California to the USA. However, there is still a strong Spanish influence in the state. That is why today over 40% of Californians speak Spanish as a first or second language.

## RUSSIANS

In the early 1800s, Russian hunters, who had originally gone to Alaska, began settling in California. Today there are about 25,000 Russian-Americans living in and around San Francisco.

## GOLD MINERS

In 1848, not long after the American-Mexican war, gold was discovered in California. The dream of becoming rich quickly attracted people from all over the world. The nearest, and therefore the first to arrive, were South Americans and people from the United States. Then adventurers from Europe and Asia soon followed. In fact, few achieved their dream of becoming rich. Some died or returned home, but most remained in California to **make a life** for themselves despite great **hardship**. They settled in the new towns or on farms. By the time California **elected** to become the thirty-first **federal** state of the USA in 1850, it was already a multicultural society.



## LATER ARRIVALS

Although Chinese immigrants began to arrive during the Gold Rush Period, it was the building of the **rail** network from the west to the east coast that brought even larger numbers to California in the 1860s. Today, Chinese-Americans live in all parts of California, although a large **percentage** have chosen to stay in the "Chinatowns" of Los Angeles and San Francisco.

Other immigrants such as **Italians**, mainly fishermen but also wine makers, arrived in California in the late 19th century. In 1911 immigrants from **Denmark** established a town of their own, which today still **keeps up** their Danish culture. By the 1920s the film industry was well established in



Hollywood, California. The industry **boom** attracted Europeans including many Jewish people. Today California has the second largest Jewish population in the United States.



Japanese farmers began arriving in California at the beginning of the 20th century, and since the 1980s a lot more have settled there. People from Africa have been living in California since the 1800s, when they moved north from Mexico. However, even more arrived between 1942 and 1945 to work in the ship and **aircraft** industries.

### MOST RECENT ARRIVALS

In more recent decades, California has become home to more people from Asia, including **Koreans**, Cambodians, Vietnamese and Laotians. Since its beginning in the 1970s, the computer industry has attracted Indians and **Pakistanis** to California.

### THE FUTURE

People from different parts of the world, attracted by the climate and the lifestyle, still immigrate to California. It is believed that before long the mix of nationalities will be so great that there will be no distinct major **racial** or cultural groups, but simply a mixture of many races and cultures.

## Comprehending

### 1 Beside each time note down an important event in Californian history.

15,000 years ago

16th century

1821

1850

1848

1846

### 2 Beside each cultural group write the period in which they first came to California in large numbers.

Spanish

Russians

Africans

Chinese

Italians

Danish

Jewish

Japanese

Koreans

Cambodians

Vietnamese

Pakistanis

### 3 Why is California such a multicultural community? What problems do you think might arise? Explain in your own words and write three or four sentences. Compare your answers with your partner and be prepared to tell your ideas to the class.

## Learning about Language

### Discovering useful words and expressions

- 1 Complete the following chart with new words from the text. Find more examples of word formation after studying the whole unit.

Adjective	Noun	Adjective	Noun
major		Italian	
hard			Korea
	race		Pakistan
distinct			Denmark

- 2 Complete these sentences, using new words from the text.

- A \_\_\_\_\_ country consists of a group of states.
- That is the biggest \_\_\_\_\_ church I have ever seen.
- The \_\_\_\_\_ of us voted for Mr Red, who then became chairman of the committee.
- The \_\_\_\_\_ of Education is one of the government departments.
- The economic \_\_\_\_\_ in recent years has created more job opportunities.
- \_\_\_\_\_ shaped like a boot lies in the south of Europe.
- We should draw a \_\_\_\_\_ between right and wrong.
- To make the **crossing** from Shandong to the Northeast, our ancestors suffered all kinds of \_\_\_\_\_.
- The people from South or North \_\_\_\_\_ are called Koreans.
- Nobody knows who will be \_\_\_\_\_ as president or **vice** president of this country.

- 3 Choose the words and phrases to fill in the blanks, changing their forms if necessary.

aircraft    crossing    by means of    make a life    rail    strait    Arctic

My **nephew's** first holiday to the \_\_\_\_\_ was a delight. The scenery and the icebergs excited him. Looking across the Bering \_\_\_\_\_ into Russia was something he would remember forever. To make the \_\_\_\_\_ between these two great countries seemed as if it would take no time at all! Then he travelled across the ice \_\_\_\_\_ a dog sled. It made the journey he had earlier done by \_\_\_\_\_ seem very ordinary. When he reached the North **Pole**, he found nothing exciting except for a sign marking the spot, but he did meet some scientists there who were studying the melting of the ice and \_\_\_\_\_ for themselves among the snowy hills and plains. After a short break he took the local \_\_\_\_\_ to fly back to Alaska and the sea voyage back home!

## Revising useful structures

**1 Study the underlined noun clauses in these sentences. In your opinion, what role do these clauses play in the sentences?**

What attracts people to California is its pleasant climate and relaxed lifestyle. This is why each year a great number of people from all over the world try to immigrate to California. However, most **applicants** know that they have very little chance of getting a visa.

**2 Underline the noun clauses in these sentences. What types of noun clauses are they? Then look through the reading passage again and underline all the noun clauses in it.**

- Whether Native Americans arrived in California 15,000 years ago or 14,000 years ago is not important.
- The fact that they arrived a long time before Europeans is what matters.
- I believe that the Native Americans were treated badly when the first Europeans came.
- The **customs** office is where your baggage is inspected when you enter or leave a country.

**3 Join the two parts to make sentences containing noun clauses.**

- She pretended
- It is not surprising
- Why she didn't tell you herself
- I wonder
- The trouble was
- It is essential
- What George discovered in California
- Where they got all that money

- is what I want to know.  
 that you get a visa before you travel to the USA.  
 why he lied to me.  
 that so many people love California.  
 is what I can't explain.  
 that she was a **socialist**, believing in **socialism**.  
 that she had lost her passport.  
 was different from what he saw in the movies.

**4 Complete the dialogue with the sentences below and add information where necessary.**

JUDY: Have you decided yet where to go for your holiday?

ALICE: \_\_\_\_\_

JUDY: What do you mean?

ALICE: \_\_\_\_\_

JUDY: Full? In New York?

ALICE: \_\_\_\_\_

JUDY: There must be a room somewhere. I suggest you try another travel agency.

ALICE: \_\_\_\_\_

Yes. It didn't **occur** to me that ...

I suppose that ...

Not really. The problem is ...

Well, I wanted to go to New York. But I've found out that ...

## Using Language

## Listening and speaking



**1** George is on holiday in the United States and he is touring around California. He is telephoning his friend Christie. Before listening, look at the pictures and go over the exercises below. Guess what might be included in their conversation.

**2** Listen to the tape and answer the following questions.

- 1 Where did George's tour start and in which direction has he been travelling?
- 2 What surprised George about California?
- 3 Why did George have the wrong idea about California before he went there?
- 4 Why are there so many different kinds of music, food and art in California?



**3** Listen again and complete the postcard George wrote.

Dear Christie,

I'm here in Joshua Tree National Park, in \_\_\_\_\_

\_\_\_\_\_. Have been travelling around the

state of California for three weeks now. Very different

from what I have seen in \_\_\_\_\_. Not everyone

is \_\_\_\_\_ and not everyone lives near the

\_\_\_\_\_. First travelled southeast through

rich farmland then to the central part. They grow

everything here including \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_ and fruit. **Cattle** too. Then

travelled further \_\_\_\_\_ into mountains and

\_\_\_\_\_. Californians are very friendly, and they are from many different \_\_\_\_\_ and

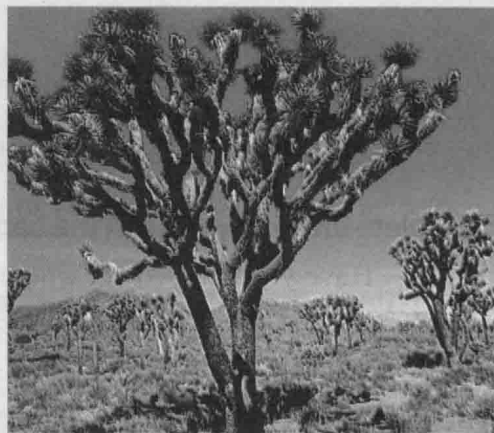
cultures. Every culture has its own \_\_\_\_\_, \_\_\_\_\_, food and art. Most

interesting.

Wish you were here. Give my love to Paula.

Yours,

George



**4** Read the questions and expressions below. There are different ways for a speaker to encourage someone else to talk. Christie uses some of them to find out more about George's tour. Listen to the tape again and underline the questions and expressions that Christie uses.

**QUESTIONS**

Where are you?      Where's that?  
 What are you doing down there?      Really?  
 So how's the trip been?      And what about ...?  
 What's it really like?      What do you think?  
 What happened then?      Indeed?  
 What other scenery is there?  
 Such as?      Hispanic?      Is that so?

**EXPRESSIONS**

Cool.      Good.      Yes, that's right.  
 Lucky you!      Mmm, sounds interesting.  
 That surprises / doesn't surprise me.  
 Wow! Sounds fantastic!      Give an example.  
 Oh I see.      Sounds great!      Ah ha!  
 Gosh, George!      Just as I thought.

**5** In pairs hold a telephone conversation about a place you have visited recently. Try to use the expressions above to indicate that you are listening carefully to your partner.

- 1 Sit **back to back** with your partner so you can't see each other.
- 2 Partner A: Talk about where the place is, what the climate is like, what you thought about the people, and any other interesting things you saw or did.  
 Partner B: Encourage your partner to talk by asking questions and making comments.
- 3 Swap roles. Partner B tells Partner A about his/her visit.

**Reading and writing**



**1** Look at George's photos below. Then quickly read George's diary. He wrote this part of his diary when he was in San Francisco. Write the day he saw these things under the photos.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

## GEORGE'S DIARY 12TH-14TH JUNE

### Monday 12th, June

Arrived early this morning by bus. Went straight to hotel to drop my **luggage**, shower and **shave**. Then went exploring. First thing was a ride on a cable car. From top of the hill got a spectacular view of San Francisco Bay and the city. Built in 1873, the cable car system was invented by Andrew Hallidie, who wanted to find a better form of transport than horse-drawn **trams**. Apparently he'd been shocked when he saw a terrible accident in which a tram's **brakes** failed, the **conductor** could not control the situation and the tram **slipped** down the hill dragging the horses with it.

Had a late lunch at Fisherman's Wharf. This is the district where Italian fishermen first came to San Francisco in the late 19th century and began the fishing industry. Now it's a tourist area with lots of shops, sea food restaurants and **bakeries**. It's also the place to catch the **ferry** to Angel Island and other places in the Bay.

Did so much exploring at Fisherman's Wharf. Am exhausted and don't feel like doing anything else. Early bed tonight!

### Tuesday 13th, June

**Teamed up with** a couple from my hotel (Peter and Terri) and **hired** a car. Spent all day driving around the city. There's a fascinating drive **marked out** for tourists. It has blue and white signs with **seagulls** on them to show the way to go. It's a 79km round-trip that **takes in** all the famous tourist spots. Stopped many times to admire the view of the city from different **angles** and take photographs. Now have a really good idea of what the city's like.

In evening, went to Chinatown with Peter and Terri. Chinese immigrants settled in this area in the 1850s. The fronts of the buildings are decorated to look like old buildings in southern China. Saw some interesting temples here, a number of markets and **a great many** restaurants. Also art galleries and a museum containing documents, photographs and all sorts of objects about the history of Chinese **immigration**, but it is closed in the evening. Will go back during the day. Had a delicious meal and then walked down the hill to our hotel.

### Wednesday 14th, June

In morning, took ferry to Angel Island from the port in San Francisco Bay. On the way had a good view of the Golden Gate Bridge. From 1882 to 1940 Angel Island was a famous immigration station where many Chinese people **applied for** right to live in USA. The cells in the station were very small, cold and damp; some did not even have light but the immigrants had **nowhere** else to go. Their miserable stay seemed to be **punishment** rather than **justice** and freedom to them. They wrote poems on the walls about their loneliness and **mourned** their former life in China. In 1940 the **civil authorities reformed** the system so that many more Chinese people were able to **grasp** the opportunity of settling in the USA. Made me very thoughtful and **thankful** for my life today.

**2 Read George's diary carefully and answer the questions in pairs.**

- 1 Why did Andrew Hallidie invent the cable car system?
- 2 Where did George eat lunch on his first day in San Francisco?
- 3 Why did George hire a car? Why do you think he joined up with Terri and Peter?
- 4 What three things can visitors do in Chinatown?
- 5 What is Angel Island famous for?

**3 Read George's diary again. Put the mark " ^ " in the places where George has left out some words. Discuss your findings with your partner and be prepared to report to the class.**

EXAMPLE:

Went straight to hotel → ^ Went straight to ^ hotel → (I) went straight to (the) hotel

**4 Rewrite the diary entry for Tuesday inserting all the missing words.****5 Imagine you are on holiday somewhere. Write an email or a postcard to a friend telling him/her about your trip. You can write about the places mentioned in the *Listening and speaking* section or you can choose a different place.****SLIMMING UP**

<b>Content</b>	I enjoyed learning about _____ I'd like to know more about _____
<b>Words and expressions</b>	I found these words useful: _____ I found these expressions useful: _____
<b>Structures</b>	I have learned about _____ Some examples: _____

**LEARNING TIP**

A conversation is a two-way activity. The other person in the conversation is just as important as you are. When the other person is talking, you can show you are listening by:

- making comments about what they are saying
- asking questions
- making replies, such as *yes, not really, ah huh, mmm*
- using body language (eg looking at the speaker, nodding to show you understand)

When it is your turn to talk, you can show respect by making sure the listener understands what you are saying and is interested. You can do this by:

- watching the expression on the listener's face (eg do they look puzzled or bored?)
- noticing how the listener reacts and, if necessary, changing your way of speaking to suit the listener

# Unit 2 Cloning

## Warming Up



Dolly the sheep



A strawberry plant



Growing new plants

In pairs, look at these pictures and discuss which ones are natural clones and which ones are man-made. Think about how they **differ**.



Twins

## Pre-reading

In pairs discuss what you understand about cloning. Then list the questions you want to find out. Share your lists with one another.

### Questions about cloning

- 1 What is a clone?
- 2 How is a clone produced?
- 3 What benefits can humans gain from cloning?
- 4 What problems may arise when humans are cloned?
- 5
- 6



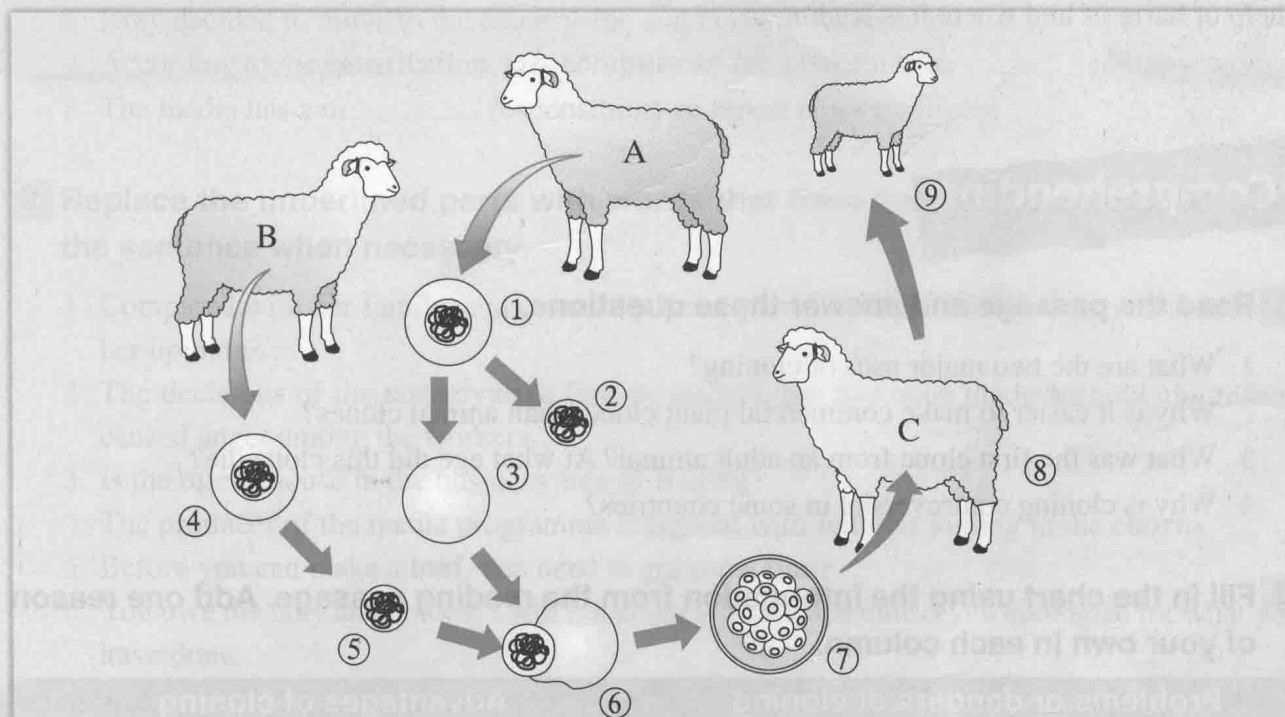
## Reading



## CLONING: WHERE IS IT LEADING US?

Cloning has always been with us and is here to stay. It is a way of making an **exact** copy of another animal or plant. It happens in plants when gardeners take cuttings from growing plants to make new ones. It also happens in animals when **twins** identical in sex and appearance are produced from the same original egg. The fact is that these are both examples of natural clones.

Cloning has two major uses. Firstly, gardeners use it all the time to produce **commercial** quantities of plants. Secondly, it is valuable for research on new plant species and for medical research on animals. Cloning plants is **straightforward** while cloning animals is very complicated. It is a difficult task to **undertake**. Many attempts to clone mammals failed. But at last the determination and patience of the scientists **paid off** in 1996 with a **breakthrough** – the cloning of Dolly the sheep. The **procedure** works like this:



- |  |  |
|--|--|
| 1 Female sheep A provides an egg cell.   | 6 The nucleus from sheep B and the egg cell from sheep A are joined using electricity. |
| 2 The nucleus is removed from the egg cell.  | 7 The cell divides and grows into an embryo.   |
| 3 The egg cell is ready for a new nucleus.   | 8 The embryo is put into female sheep C, who becomes the <b>carrier</b> of the clone.  |
| 4 Female sheep B provides a somatic cell for the clone. The nucleus of this cell contains all the genes needed to produce a new sheep. | 9 The lamb is the clone of the donated cell from Sheep B which provided the nucleus.   |
| 5 The nucleus is taken out of the somatic cell.  |  |

On the one hand, the whole scientific world followed the progress of the first successful clone, Dolly the sheep. The fact that she seemed to develop normally was very encouraging. Then came