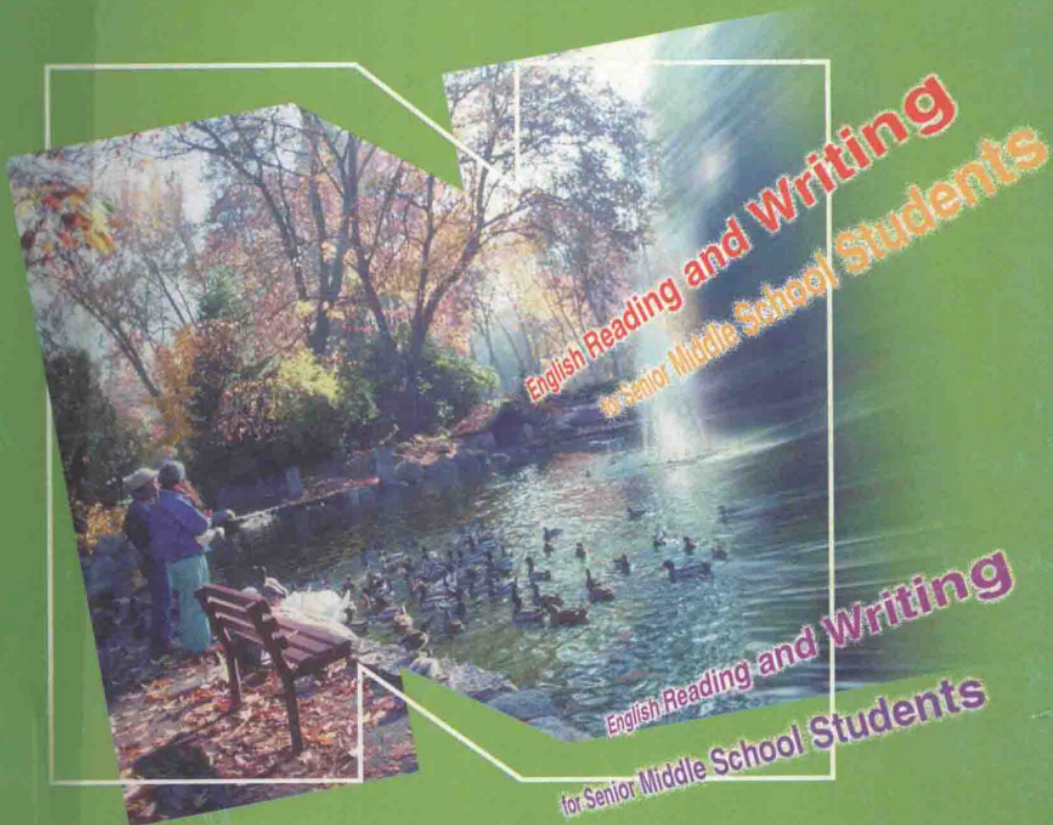


高中英语阅读与写作

新一轮课程改革高中选修课教材

◎ 龚亚夫 总主编

第二册



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前言

《高中英语阅读与写作》是根据《普通高中英语课程标准》有关在高中段开设选修课的精神，并在认真解读《标准》的基础上编写而成的。全书分高一、高二和高三分册，主要用于高中各年段的选修课，也可以用作必修课的补充材料。

本套教材通过读和写这两个教学平台，让学生在大量的读、写实践中体验语言、积累知识、感知认识，强化读、写基本技能，以此培养他们综合语言运用能力；使学生在英语习得的过程中，锻炼情感、发展策略、体会文化，形成正确的人生观、价值观和世界观，从而提高他们的人文素养。为了达到上述目标，本教材体现了以下四个特点：

1. 教学内容符合学生的需要。学生的需要 (learners' needs) 主要包括社会性和人本性两方面。教材所选用的教学材料一方面反映了社会热点、时代焦点，能够扩大学生的全球意识，增强爱国情怀，提高他们对社会的责任感和历史的使命感；另一方面符合学生的年龄特征、兴趣爱好、生活经历，能够丰富他们的社会阅历，锻炼心智能力，激发他们对英语学习的爱好和对自身的信心。教材内容具体涉及了名人轶事、科普知识、热门话题、中外习俗、文学艺术、体育运动等领域。

2. 教学设计体现科学的理念。教材遵循二语习得的规律和中国学生的语言认知规律，正确处理了归纳与演绎、语言知识与语用能力、机械操练与交际活动、阅读输入与写作输出等四大关系。我们主张课堂教学应该指导学生在充分体验语言材料的基础上，归纳有关语言知识和语言技能，并设计多种任务让他们演绎、实践所得的知识技能；语用能力应该建立在语言知识的基础上，而语言知识应该在语言的实践中不断习得、巩固、发展；语言实践应该体现由低到高的层次性，适当的机械性练习 (mechanical drill) 有助于语言结构的熟知，一定的有意义的操练 (meaningful drill) 是语言运用能力升华过程中不可缺少的步骤，交际性训练 (communicative drill) 是教材追求的方向；输入与输出是学习系统的两个重要外部因素，有信息输入才有信息的加工和输出，有有效的信息输出，信息输入才有效。所有上述的教学理念在本套教材中得到了充分、明显的体现。如：每单元都设计了各种阅读和写作技巧的介绍；阅读和写作活动都是按照“pre-activity — activity — post-activity”模式设计；在语言体验的基础上，帮助学生积累语言知识等等。

3. 教学活动呈现多维的互动。教材提供了大量教学活动，其中包括以阅读与写作

为主的、由浅入深的、形式多样的单项性操练、综合性练习和任务型活动。大多数活动的走向是从学生到学生，教师从中起到组织、引导、帮助、控制等作用，整个教学模式呈现了“师生”、“生生”、“生师”等多维互动，给学生独立思考、大胆想象、互动合作提供了足够的空间。如：每单元的“读前活动”设计了许多开放性话题，由学生通过独立、双人、小组和班级等活动方式，启动有关背景知识和语言知识。又如：教材中的写作活动都是在学生自己充分的思考、想象和小组讨论的基础上进行的。

4. 教学评价反映全面的整合。本教材十分重视行为评价(performance assessment)，每单元都列出教学目标(goals)，以“明码标价”方式，让学生有的放矢地参与本单元各项教学活动。在每单元的结尾设计行为评价工具，指导学生参照教学目标，对自己在本单元的学习行为和成果进行自我评价。另外，教材还设计了许多评价工具，引导学生参与写作活动，评价写作成品。教材借助这些评价目标和评价工具，弥补传统测试性评价的缺陷，指导学生自我评价、自我反思的能力，最终形成学生自主学习的意识。

《高中英语阅读与写作》各分册由十个单元组成。每单元围绕一个主题开展阅读、写作训练，共分十一部分。

(一) 目标 (Goals)

教材的总体目标体现在分单元的目标之中。每个单元的目标以学生该做什么来描述，具体分阅读主题、阅读技能、写作主题和写作技能等四方面内容。这样设计有助于学生的自主学习，让他们了解各个单元的教学目标，明确努力的方向，体现他们的主体地位。

(二) 读前 (Pre-reading)

每个单元在阅读活动前都有一个类似体育的热身活动，具体设计了三至四个开放性的问题(或话语情景)，让学生自由想象、表达，旨在启动他们的背景知识，为下一步阅读活动作铺垫。

(三) 阅读 (Reading)

这一部分提供了各单元的主要阅读语篇，题材和体裁多种多样。在每篇文章前都加有一段导读性的文字，以增加悬念，诱发学生的兴趣，引导学生进入正确的思维轨迹。文章中的生词以黑体字呈现，部分生词在每分册后面的 glossary 中给予归纳、总结。

(四) 读后 (Post-reading)

“读后”部分设有各种各样的活动，用于检查学生对阅读语篇的理解程度，具体有回答问题、单项选择、正误判断、主题讨论、信息填空等形式。这些活动有的侧重检查学生表层结构的理解，有的检查他们对深层结构的理解程度，有的检查他们阅读技巧的运用水平，还有一些是要求他们联系实际，拓展思维，培养他们解决问题的能力。

另外还提供一些阅读技能的介绍。

(五) 拓展阅读 (Further-reading)

这是阅读活动的补充。在话题上基本与前面“阅读”部分的篇章一致；在阅读技巧上，学生能够得到进一步实践训练。

(六) 理解 (Reading comprehension)

本部分设有一些练习，用于检查学生的理解程度，使学生加深对主题的理解和认识。

(七) 模仿与实践 (Imitating and practising)

这一部分的重点是帮助学生积累语言知识。教材设计了各种活动，引导学生关注所读语篇的语言结构，并通过模仿、运用，从而达到扩大语言知识量、提高语言水平的目的。

(八) 写前 (Pre-writing)

这也是一个热身活动。教材通过介绍一些写作技巧和范例，指导学生为写作活动作好思想上、文体结构上和语言上的准备。

(九) 写作 (Writing)

每个单元都是围绕一个话题，设计写作任务。整个活动体现了有层次的过程性，让学生在各自独立思考的基础上，通过与他人合作、互动，取长补短，不断完善自己的写作质量，最终完成写作任务。

(十) 写后 (Post-reading)

教材主要设计了写作的评价工具，让学生通过自我反思或小组互评，对各自写作内容进行修改，以此培养他们的自主能力、合作精神，逐步提高他们的写作水平。

(十一) 评价 (Assessment)

这是每个单元的最后一项内容，与单元开头相呼应，以表格形式帮助学生反思自己的学习行为，总结学习成果。

《高中英语阅读与写作》是一套操作性和实践性很强的教材，既可以由教师直接用于课堂教学，也可以由学生自己自学。但在实际运用过程中，大家应该根据具体情况对其进行删 (leave out)、变 (amend)、换 (replace)、补 (aid)，这也是科学的教材观所要求的。

2003年9月



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Love

Goals

- ★ **Reading topic:** Read this unit to set students thinking about the proper way to show their love to the aged or parents.
- ★ **Reading skill:** Learn to draw a main idea for each paragraph.
- ★ **Writing topic:** Write about a proper summary of "Father's Day".
- ★ **Writing skill:** Try to develop main idea statements into a paragraph in the form of summary.

PRE-READING

Discuss the following questions in groups.

1. When do you usually have presents?
2. Have you ever given presents to your parents?
3. Do you think your parents expect to get presents from you?



READING

"Her present, her lovely present. With trembling fingers she tore it into pieces."
 What kind of present did the old lady at least expect to have on her eightieth birthday?

The Present

It was the old lady's birthday. She got up early to be ready for the post. Today she was sure there would be something. Myra wouldn't forget her mother's birthday, even if she seldom wrote at other times. Of course Myra was busy. Her husband had been made Mayor, and Myra herself had got a medal for her work for the aged.

The old lady was proud of Myra, but Enid was the daughter she loved. Enid had never married, but had seemed content to live with her mother and teach in a primary school. One day Enid told her mother she had arranged for Mrs Morrison to look after

her for a few days because she would go into hospital for just a “**minor**” operation. But unfortunately, she died on the operating table. Myra came to the **funeral**, and in her **efficient** way arranged for Mrs Morrison to come in and light the fire and give the old lady her breakfast. That was two years ago, and since then Myra had been to see her mother three times, but her husband never.



The old lady was eighty today. She had put on her dress. Perhaps — perhaps Myra might come. After all, eighty was a special birthday; another **decade** lived or **endured** just as you chose to look at it. Even if Myra did not come, she would send a present. The old lady was sure of that. Two **spots** of colour brightened her cheeks. She was excited — like a child. She would enjoy her day.

Yesterday Mrs Morrison had given the flat an **extra** cleaning, and today she had brought a card and a bunch of **marigolds** when she came to do the breakfast. Mrs Grant downstairs had made a cake for her. The little boy from the ground floor, Johnnie, had been up with a packet of mints and said he wouldn't go out to play until the post had come. “I guess you'll get lots of presents,” he added. “I did last week when I was six.”

She stood by the window, watching. From the second floor flat she saw the postman turned round the corner on his bicycle. Her heart beat fast. Then she heard Johnnie knocking at her door. “Granny, granny,” he shouted, “I've got your post.” He gave her four envelopes. Three were **unsealed** cards from old friends. The fourth was sealed, in Myra's writing. The old lady felt a pang of disappointment. “No parcel, Johnnie?” “No, granny.” Maybe the parcel was too large to come by letter post. It would come later by parcel post. She must be patient.

Almost **reluctantly** she tore the envelope open. Folded in the card was a piece of paper. Written on the card was a message under the printed Happy Birthday — Buy yourself something nice with the cheque, Myra and Harold. The cheque **fluttered** to the floor like a bird with a broken wing. Slowly the old lady bent down to pick it up.

Her present, her lovely present. With **trembling** fingers she tore it into pieces.

POST-READING

1. Scan the passage and make some notes.

What presents?	From whom?

2. Read the passage again and try to answer the following questions.

1) Whose presents was the old lady eager to get?

2) Why did she want to get presents from her daughter?

3) Why did the old lady feel disappointed when she saw Myra's letter post?

3. Tick the best summary of the main idea for each paragraph.

Para. 1

- a. Today was the old lady's birthday.
- b. The old lady was sure to get birthday's presents from Myra today.

Para. 2

- a. The old lady was proud of Myra, but Enid was the daughter she loved.
- b. Enid died on the operating table two years ago.

Para. 3

- a. Eighty was the old lady's special birthday.
- b. The old lady was excited to expect the eightieth birthday's present from Myra.

Para. 4

- a. Mrs Morrison had given the flat an extra cleaning.

b. The old lady had received many gifts from the neighbours.

Para. 5 and Para. 6

a. With trembling fingers she tore the cheque into pieces.

b. The old lady was greatly disappointed at the present from Myra.

4. Discuss the following questions in groups.

- 1) Myra had won a medal for her work for the aged. Can you think of the reasons why Myra didn't send something else to her mother instead of a card and a cheque?
- 2) Can you explain the reason why the old lady was proud of Myra, but she loved the other daughter Enid?
- 3) What kind of present did the old lady at least expect to have on her eightieth birthday? What she preferred most? Why?
- 4) What have you done to celebrate your parents' birthdays or what are you going to do?
- 5) What is the proper way do you think to care for the old people or parents?

Reading skill

Looking for the theme

- ★ The theme often appears at the beginning, sometimes in the middle or at the end of the demonstrative passage.
- ★ A main idea or theme is usually derived from the key sentences or the plot.

FURTHER-READING

We have many ways to express our care and love to the aged and our parents. In the following passage John at last found out the best way to celebrate Mother's Day. What was his best way to show his love to Mum?

Tell Mummy I Love Her

It was coming up on Mother's Day, and John usually tried to make it "back home",



but this year he was just too tired. When he drove by a flower shop, he said to himself, "I know what I will do. I'll send Mum some roses."

He went into the shop and saw a boy talking to the florist. "How many roses can I get for six dollars, madam?" the boy asked. The florist was trying to explain roses were

expensive. Maybe the boy would be happy with **carnations**. "No, I have to have roses," he said. "My Mum was sick so much last year and I didn't get to spend much time with her. I want to get something special. It has to be red roses, because that's her favorite." He was **emphatic**.

The florist looked up at John and was just shaking her head. Something inside of John was touched by the boy's voice. He looked at the florist and silently mouthed he would pay for the boy's roses. The florist looked at the boy and said, "Okay, I will give you a dozen red roses for your six dollars." The boy almost jumped into the air. He took the flowers and ran from the store. It was worth the extra thirty-five dollars just to see that kind of excitement.

John ordered his own flowers and had the florist to be sure that **delivery** would include a note telling his mother how much he loved her. As he drove away from the shop, he was feeling very good. He caught a light about two blocks from the shop. As he waited at the light, he saw the boy walking down the sidewalk. He watched him cross the street and enter a park. Suddenly, he realized it wasn't a park. It was **cemetery**. He could see the boy turn there by gate and walk along the fence. The light changed, and John slowly crossed the **intersection**. He pulled over and on an **impulse** got out and began to follow the boy. John was on the sidewalk, thirty or forty steps behind the boy, who walked inside the cemetery fence. The boy stopped by a small **monument** and went to his knees. He carefully laid the roses on the **grave** and began to sob. John stared at the boy's **heaving** body and listened to him mute crying. Then he heard the boy speak, "Mummy, why didn't I tell you how much I love you? Why didn't I tell

you one more time? Jesus, please, find my Mummy. Tell my Mummy I love her.”

John turned, tears in his eyes, and walked back to his car. He drove quickly to the florist and told her he would take the flowers personally. He wanted to be sure and tells his Mother one more time just how much he loved her.

READING COMPREHENSION

1. Answer the following questions.

- 1) What did John decide to do at last?
- 2) How do you show your love to your parents or the aged?
- 3) What have you learned from this story?

2. Draw a main idea or topic statement based on the clues or key sentences from the above passage.

Example:

Para. [1]

Clues: coming...Mother's Day; send Mum some roses.

Main idea: John decides to send Mum some roses to celebrate Mother's Day.

Para. [2] and [3]

Clues: into the shop and saw; It has to be roses, her favorite.

Key sentence: Something inside of John was touched by the boy's voice.

Main idea: At the shop John _____.

Para. [4]

Clues: ordered; delivery would include a note...; watched; cemetery; pulled over; follow; stared at; heard.

Main idea: How John _____.

Para. [5]

Clues: tears, walked back; drove quickly; personally.

Key sentence: He wanted to be sure and tell his Mother one more time just how much he loved her.

Main idea: John changed _____.

3. Websites recommended.

<http://family.go.com/>

IMITATING & PRACTISING

1. Try to guess the meanings of the underlined words according to the context.

- 1) Enid had seemed content to live with her mother.
a. enough b. satisfying c. happy d. comfortable
- 2) The cheque fluttered to the floor like a bird with a broken wing.
a. dropped b. fell c. flew d. threw
- 3) "...It has to be red roses, because that's her favorite." He was emphatic.
a. stressed b. sad c. eager d. patient
- 4) John had the florist to be sure that delivery would include a note telling his mother...
a. 送花人 b. 送花 c. 卖花 d. 卡片
- 5) He pulled over and on an impulse got out and began to follow the boy.
a. 一时冲动 b. 突发奇想 c. 不出所料 d. 出于好奇

2. Translate the following sentences into English.

- 1) 爱因斯坦喜欢在独处中度过大部分时间。(content to)
- 2) 每天早上要分发报纸使他感到很烦。(delivery)
- 3) 断线的风筝慢慢地飘落在远处。(flutter)
- 4) 她很坚决地要离开，并不是出于一时的冲动。(emphatic; on an impulse)

PRE-WRITING

Writing skill

Learn to develop several main idea statements into a paragraph

★ Pick out the clues or key sentences in each paragraph.

- ★ Conclude main idea statements.
- ★ Develop them into a paragraph.

Practice

Complete the following paragraph according to the clues provided in **READING COMPREHENSION Exercise 2 (Page 6)**.

A Summary of "Tell Mummy I Love Her"

It was coming up on Mother's Day, John was just too _____ and decided to _____ his Mum some roses. At the shop he saw a boy _____ on buying her mother's _____ present, roses, in spite of his shortage of _____. John was _____ and _____ silently to pay for the boy. John _____ his own flowers and had the florist to be sure that _____ would include a note _____ his love to Mum. Then on an _____ he followed the boy to the _____. John was moved to _____ by what the boy was saying to his Mum in the _____. He changed his _____ and would take the flowers _____, for he wanted to _____ to tell his Mother one more time _____ how much he loved her.

WRITING

Writing task

Write a proper summary of "Father's Day".

Step 1: Read the following passage carefully and try to grasp the main idea.

Father's Day

Mother's Day came first, but Father's Day wasn't too far behind. It's amazing what people accomplish when they put their minds to good use and encourage others to join their cause. It just wouldn't be the same without many of our holidays and Father's Day is one of them.

It was Sonora Louise Smart Dodd who came up with the idea of Father's Day. Sonora lived in Spokane, Washington. She was the oldest of six children