

三精丛书

中国教育电视台复习讲座用书

# 特高级教师



## 点 拨高一英语

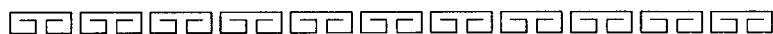
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·三精丛书·

# 特高级教师点拨 高一英语

马燕 卢志毅 编写

民族出版社



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# 特高级教师点拨高中各科

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# 序

考上理想大学,是每一位高中学生的良好愿望。引导学生实现这一良好愿望是高中教师的重要教学目标。教纲基本不变,考纲年年调整,着实令高中师生难以把握高考的脉络。于是乎只好沿袭传统教学模式:高一高二打基础,赶进度;高三时要求学生死记硬背,同时辅之以题海战术。教学方式不外乎注入式、启发式等等。教者殚精竭虑,学者努力有加,搞得师生精疲力竭,临近高考却还收不到“胸有成竹”的效果,心中无数,忐忑不安。其原因何在?

主要在于高一、高二时期高考意识不强所致也!

本丛书鲜明地提出“**高考在平时**”的口号,使学生从进入高一起的第一天起就对高考所应具备的知识、能力、题型等有所了解,逐渐强化学生的高考意识,把高三总复习时的压力分解到高一、高二阶段。同时,本丛书着重帮助高中师生理解教材、掌握知识、扩展能力、训练解题技巧。

《三精丛书》是继成功推出饮誉教坛的《特级教师点拨高考》京派丛书后编委会的又一力作。因《京派丛书》以其鲜明的京派风格、一流的编写质量和丰富的前沿信息,风靡大江南北,好评如潮,许多高中学生给我们来信,“希望京派名师们再辛苦一次,让我们一上高一就得到点拨,一直点拨到高三总复习,使我们提前二年进入**高考临战状态**”。言之凿凿,情之切切!

为此,我们以教学大纲、考纲、教材(人教社出版)为依据,著名的京派名师王绍宗、王俊鸣、乔家瑞、林生香、周誉蔼等五位特级教师,历时一年多的时间,组织北大附中、人大附中、北师大附中、北京八中等北京名校的特高级教师编写了这套《三精丛书》。

作为京派丛书的姊妹篇,她高屋建瓴的立意和对教材的系统阐释,与京派丛书前后呼应,相得益彰,构成高中阶段各学科“全天候”的系列复习辅导教材。

每科按照全日制统编高中教材顺序,分章节编写,每课分教学精华、三题举要、精题练习三部分:

**教学精华:**由作者多年教学经验加工、提炼而成,言简意赅,精

辟独到,极具启发性,反映京派名师的教学绝招和特色。

**三题举要:**三题即典型例题、错解题、高考试题。**例题剖析:**选择经典例题,并进行深刻的剖析,对学生能起到举一反三的功效;**错解题分析:**指出学生在解题时容易出现哪些错误,全面分析产生错误的原因,从中总结规律,引出教训加以防范,提供正确的应试思路和避免错误的有效对策;**试题精选:**通过对近年高考试题的归类分析,引导学生消除“高考神秘”和“高考恐惧”心理,在平时逐渐走近高考,并把握住本章重点。

**精题练习:**书中选择了具有典型性、启发性和新颖性的题目进行全方位训练,每节选择的习题,是京派老师常给学生们课后布置的作业。

在各章结束后,有“全章总结”,包括知识系统化总结、复习思路点拨,从更高的视角将全章知识进行归纳和综合。每学期结束时,书中还提供了一套模拟高考试卷的期终验收题,以便让同学们了解高考,依据对知识的掌握进程一步步向高考靠拢。

总之,本丛书准确地把握住知识范围,严格控制难度,轻松破解各类题目,使学生提早达到高考要求的水准。上述这些从结构到内容的独具匠心的安排,都是为了充分体现本书的宗旨:**高考在平时**。

似锦繁花,缘自精心呵护;怡人绿阴,来自辛勤培育。但愿我们的智慧和汗水能凝聚成求知航程上一座不灭的灯塔,我们的真诚和奉献能结晶为教育园地一道亮丽的风景。

由于我们水平有限,书中错漏之处在所难免。恳请读者指正。来信请寄: 100081 北京 8163 信箱 任晓君老师 收

为了遏制盗版,保护读者、作者和出版者的合法权益,本丛书封面贴有激光防伪标志,请读者留意。

荣德基

一九九八年八月

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# 高一英語上冊

(Unit 1 - 14)

# Unit 1

## The Summer Holidays

### 一、教学精华

#### 1. I must be off now. 与 I must be leaving now.

两句所表达的意思是相同的,即:“我现在得走了;”除此之外还可说:“I must go now.”注意第一句中 off 为副词,在句中作表语,表示“(离)开,(走)开”的意思。第二句中“be leaving”现在进行时态表示动作即将发生,是进行时态的又一种用法。

2. My Dad has only two men working for him. 我爸爸只雇了两个人为他干活。

句中“two men working for him”是一个复合宾语,其中“working”短语是宾语补足语,表示此项动作的进行;例如:He had us all laughing at his action. 意为:“他的行为逗得我们大家都笑了。”

3. How many different time areas are there in the States? 在美国有几个不同的时区?

本句为“how many”引导的特殊疑问句,它后面一般接可数名词的复数;如果是不可数名词则用“how much;”此句中“the States”指“the United States”。

### 二、三题举要

#### (一)例题剖析

**例 1** My mother had me \_\_\_\_\_ the house the whole afternoon.



progress in his lessons.

- A. As a result      B. After all      C. By the way      D. Instead

**命题意图:** 本题考察一些短语的用法。

**解题点拨:** “As a result”意为: 其结果是……; After all 意为: “毕竟”; By the way 意为: 顺便说/问一下; Instead 意为: “顶替、代替”。根据本句意应选 A 项。

2. This kind of food tastes \_\_\_\_\_ and sells \_\_\_\_\_.

- A. well, good      B. good, well  
C. good, good      D. well, well

**命题意图:** 本题考察系动词与实义动词的用法区别。

**解题点拨:** “taste”此处为系动词, 因此其后应接形容词; 而“sell”为实义动词, 且不及物, 后应接副词; 故本题应选 B。

### 三、精题练习

1. When other boys fought, he tried to \_\_\_\_\_ them stop.

- A. ask      B. get      C. make      D. tell

本句中 stop 前省略了动词不定式“to”, 而有这一用法的词只有 make, 故应选 C。

2. She worked \_\_\_\_\_ the light of the moon.

- A. in      B. at      C. under      D. by

此处表示“借助于月光”, 是方式状语; 表示“通过……”, 因此应选 D。

3. If she doesn't go, \_\_\_\_\_ I.

- A. so does      B. so shall  
C. nor do      D. nor shall

注意当用于否定中表示适用于后者时, 不用 so, 用 nor 或 neither; 由于本句为主从复合句, 有“if”引导的条件从句, 其动词为一般式时, 主句应用将来时, 故应选 D。

4. Alice \_\_\_\_\_ ill for a week. She is still in hospital.

- A. has been      B. has fallen

C. was                      D. fell

注意本句中的时间词“for a week”,表示时间段,应用完成时;加之后半句的内容,告诉我们她仍在医院里,因此应使用延续性动词;故本题应选 A。

5. No matter what others say, he never fought \_\_\_\_\_ them.

A. for      B. against      C. with      D. back

本句中“no matter”是固定用法,表示“无论……;不管……”;短语“与……打架”,应用“fight with”,故本题应选 C。

6. We can \_\_\_\_\_ all the slaves in the Country and then free them.

A. take      B. lead      C. sell      D. buy

根据句意可推出应先买奴隶,之后在解放他们,故应选 D。

7. That's all for the text. Now let's \_\_\_\_\_ the grammar.

A. go on learning                      B. go on to learn  
C. go on with learning      D. keep on learning

此句表示继续做另一件事,应选用“go on to do sth.”,故选 B。

## 单元总结

### 一、知识系统化总结

本单元复习学过的各种时态的特殊问句。

特殊问句是就句中某部分提问的关系疑问句,由疑问词引导,一般用倒装语序,即把系动词(be),助动词(do, does, did, will, shall, have, has 或 be),情态动词(must, can, could 等)提到主语前面,故疑问句句式为“疑问词+系/助/情态动词+主语+表语/动词+其他”。注意,当疑问词在句中做主语时,句子用陈述语序,

句式为“疑问词 + 谓语 + 其他”;特殊问句不用 Yes 或 No 回答,而是直接说出答案。

1) My father works in a company

Where does your father work? <sup>where</sup>

2) They had a party last Saturday.

↓ Who

Who had a party last Saturday?

3) He will leave for Hong Kong in a week

How soon will he leave for Hong Kong? <sup>how soon</sup>

常用疑问代词有:

Who 谁(做主语或表语)

Whom 谁(做宾语)

Whose 谁的(做主语、定语、宾语或表语)

What 什么(做主语、定语、宾语或表语)

Which 哪个, 哪些(做主语、定语、宾语或表语)

疑问副词在句中均做状语

When 何时

Where 何地

Why 为什么

How 如何, 怎么样, 多么

How 和一些形容词或副词一起构成疑问词, 常用的有:

How many 多少(后可接可数名词, 做主语、定语、宾语或表语)

How much 多少(后可接不可数名词, 做主语、定语、宾语或表语)

How often 多久(表频率)

How soon 过多久(表过一段时间)

How long 多长时间(表一段时间)

How old 多大年龄

How far 多远

## 二、复习思路点拨

在复习中应注意选用恰当的疑问词,并要注意句子的语序,这一般是考察的重点。

## 三、综合练习

### (一)选择题

1. Though it began to rain, they \_\_\_\_\_ in the fields.  
A. went on to work  
B. went on working  
C. went on with working  
D. keep on to work
2. Bill and I study in \_\_\_\_\_ school, but \_\_\_\_\_.  
A. a same, a different grade  
B. the same, different grades  
C. same, different grade  
D. the same, the different grades
3. —Do you like meat or vegetable?  
—I \_\_\_\_\_ vegetable \_\_\_\_\_ meat.  
A. preferred, not      B. prefer; not  
C. prefer, to          D. preferred, to
4. If you are going to leave someone, which of the following you can't say to him? \_\_\_\_\_.  
A. That's all      B. Bye      C. See you      D. Good - bye
5. —How about going to play football now?  
—\_\_\_\_\_.  
A. I'd love to      B. I like  
C. I'd like          D. I would like

6. He prefers to \_\_\_\_\_ now.  
 A. leave     B. left     C. leaving     D. be leaving
7. The Smiths like to eat \_\_\_\_\_. They have a nice \_\_\_\_\_ garden in front of their house.  
 A. vegetables, vegetables     B. vegetable, vegetable  
 C. vegetable, vegetables     D. vegetables, vegetable
8. There are only two \_\_\_\_\_ assistants in that \_\_\_\_\_ shop.  
 A. woman, shoe     B. women; shoe  
 C. women, shoes     D. women; shoes
9. —I studied at NO. 1 Middle School last term.  
 —Oh, did you? \_\_\_\_\_.  
 A. So did me     B. so I did  
 C. I did so     D. So did I
10. If you stepped on one's foot, you should say "\_\_\_\_\_".  
 A. Pardon.     B. I'm sorry.  
 C. Please excuse me.     D. Never mind.

答案: 1—5   B B C A A     6—10   A D B D B

## (二) 阅读理解

To be a good teacher, you need some of the gifts of a good actor: you must be able to hold the attention and interest of your audience; you must be a clear speaker, with a good, strong, pleasing voice which is fully under your control; and you must be able to act what you are teaching, in order to make its meaning clear.

Watch a good teacher, and you will see that he does not sit motionless before his class; he stands the whole time he is teaching: he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him, and you will hear the loudness, the quality and the musical note of his voice



always changing according to what he is talking about.

The fact that a good teacher has some of the gifts of a good actor doesn't mean that he will indeed be able to act well on the stage, for there are very important differences between the teacher's work and the actor's. The actor has to speak words which he has learnt by heart; he has to repeat exactly the same words each time he plays a certain part even his movements and the ways in which he uses his voice are usually fixed before he goes to class. What he is to do is to make all these carefully learnt words and actions seem natural on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play: they ask and answer questions, they obey orders, and if they don't understand something, they say so. The teacher therefore has to suit his act to the needs of his audience, which is his class. He can not learn his part by heart, but must invent it as he goes along.

I have known many teachers who were fine actors in class but were unable to take part in a stage-play because their students wouldn't keep discipline: they could not keep strict to what another had written.

1. What is the passage about?

- A. How to become an ordinary teacher.
- B. What a good teacher should do outside the classroom.
- C. What teachers and actors could learn from each other.
- D. The similarities (相同点) and differences between a teacher's work and an actor's.

2. The word "gifts" in the passage means \_\_\_\_\_.

- A. presents
- B. something belonging to a good actor
- C. natural abilities
- D. the way a teacher should act in class

3. A good teacher \_\_\_\_\_.