



创新升级版
Chuangxin Shengjiban



重难点手册

本书创造 最新颖的设计 最权威的解读 最科学的测训
本书追求 创新的学习力 高效的考试力 理想的升学力

高中英语2 必修

主编 林秋咏

RJ



华中师范大学出版社



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ZHONGNANDIAN SHOUCE

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创新升级版

《重难点手册》内容体例特色

内容创新介绍

创新
升级

1 知识全维讲解

深入挖掘课标教材的重点、难点、考点，详解词法、句法、文法。极力打造最具全维化的知识讲解模式。

2 典型例题剖析

精选历年经典高考题及模拟题，透析隐性考点，精析解题思路。深化知识，强化运用。

3 全新题型突破

辨析题型特点，梳理命题规律，倾授解题技巧。直击高考新题型，应对高考新挑战。

4 写作表达指导

总结文体特点、常用句式，展现写作思路、经典范文，启用名师点评，规范写作表达。

5 误点误区诊断

分类归纳典型易误、易错点，剖析致错原因，提炼防错笔记，为考生指点迷津。

体例功能介绍

学习目标导航
课文英汉互动
易错误区警示
高考题型解读
写作专项指导

典型例题剖析
误点误区例诊
高考真题赏析
写作名题例析

课文结构填空
学习效果反馈
单元学能测评

教材习题点拨
章节习题详解
测评习题全解

讲

例

练

答

创新升级版

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余年品牌积淀、全国数百名骨干教师倾力打造，教育部直属师范大学出版社专业奉献的创新升级版教辅精品。求新、求精、求实、权威、高效、科学，全面深入贯彻新课程理念，创造性开启知识全维讲解、典型例题剖析、全新题型突破、写作表达指导、误点误区诊断五大教辅体例革新思路。

整体明目标 学习目标导航

依据课程标准和高考大纲，系统展现本单元知识与能力要求，明确学习与考试目标。

精简串要点 课文英汉互动

左栏翻译重点课文，展示比较学习优势；右栏梳理知识，提示学习要点。

清晰理结构 课文结构图解

表格形式呈现课文行文思路及细节，加深对课文的理解，并接轨高考阅读题型。

全维讲知识 语言知识精讲

左讲右例，严格对应。左栏深度讲解教材重难点语言知识，拓展词汇搭配；右栏精选对应典型例题，深化知识。

明晰诊误区 易错误区警示

深入研究考试中典型的盲点、易错点，系统诊断并层层剖析致错原因，提炼防错笔记，形成解题零失误方案。

Unit 1 Cultural relics

学习目标导航

话题	Cultural relics protection 文化遗产的保护 Famous cultural relics in China and abroad 中国和国外的著名文化遗产
重点 单词	rare adj. 稀罕的；稀有的；珍贵的 → rarely adv. 几乎；从不 survive vi. 幸存；幸存；生还 → survival n. 生存 dynasty n. 朝代；王朝 amazing adj. 令人吃惊的 fancy adj. 奇特的；异样的 st. 想象；设想；爱好 honey n. 蜜；蜂蜜 decorate v. 装饰；装修 → decoration n. 装饰 artist n. 艺术家 troop n. 群；组；军队 remove st. 移动；搬开 doubt n. 怀疑；疑惑 st. 怀疑；不相信 → doubtful adj. 怀疑的 worth prep. 值得的；相当于……的价值 n. 价值；作用 adj. 古；值钱的 apart adv. 分离地；分别地 castle n. 城堡 valuable adj. 贵重的；有价值的 → value n. 价值 st. 评价；重视 vase n. 花瓶；瓶 amaze st. 使吃惊；惊讶 select st. 挑选；选择 → selection n. 挑选 selective adj. 选择性的 design n. 设计；图案；构思 st. 设计；计划；构思 style n. 风格；风度；类型 jewel n. 珠宝；宝石 → jewellery n. 珠宝（总称） belong vi. 属于；为……的一员 reception n. 接待；招待会；接收 wooden adj. 木制的 → wood n. 木头；木材 famous adj. 著名的；以前的 local adj. 本地的；当地的 painting n. 绘画；画 → paint st. 用颜料画 painter n. 画家；油漆匠 trial n. 审判；试验 explode vi. 爆炸 → explosion n. 爆炸

Section I Warning Up, Pre-reading, Reading & Comprehending

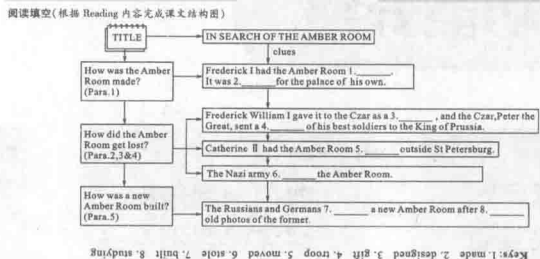
课文英汉互动

IN SEARCH OF THE AMBER ROOM
寻找琥珀屋

Frederick William I, the King of Prussia^①, could never have
普鲁士国王腓特烈一世，威廉一世绝不可能想到他送给俄罗斯人民的
imagined^② that his greatest gift to the Russian people would have^③ such
厚礼会有这样一段令人惊异的历史。

① Prussia^① /pruːʃə/ n. (史) 普鲁士 (位于中欧)
② could never have done sth. couldn't have done sth. 不可能做
③ could have done sth. 表示对过去发生事情的推测时，用

课文结构图解



语言知识精讲

Is it enough to have survived for a long time?
它已经生存了很长时间，(时间)是否足够(长)了？

survive v.

(1) n. 经历……后依然活着；幸免于；经受得住；比……活得长。其宾语可以是人或事。

【辨析】句意：它(这本书)值得再读一遍。此处的“值”确实是被动意义，但 worth 后常跟主动形式的 doing 来表示被动的含义。

【注意】不能正确使用定语从句中的关系代词 who 来修饰人。

专题知能提升

A 易错误区警示

【辨析】belong to 用于被动语态或进行时态

【辨析】belong to 用于被动语态或进行时态

【辨析】belong to 用于被动语态或进行时态

【辨析】belong to 用于被动语态或进行时态

《重难点手册》使用图解

B 高考题型突破：阅读填空

一、题型介绍

阅读填空是近几年江苏、安徽、湖南等省采用的任务型读写中的一种题型。该题型的设计突出语篇、语用应用。题型结构为一篇300词左右的短文和表格，要求考生对短文的有效信息进行筛选、整合和综合概括，而后准确、有序地填写表格中的空缺，在每个空格里填写恰当的单词。这体现出新课标增加客观题难度的变化。据考试说明中的范例，表格一般是文章的整体行文结构，包括标题、段落大意、文章主题、结论等部分。此类新题型旨在考查考生综合运用语言的能力，要求考生在阅读所给短文的基础上，对短文的有效信息进行提炼、整合，最终根据表格设计要求进行作答。

二、解题步骤与方法

How should you behave when you meet someone for the first time? An American shakes your hand firmly while looking you straight in the eye. In many parts of Asia, there is no physical contact (接触) at all. In Japan, you should bow, and the more respect you want to show, the deeper you should bow. In Thailand, people greet each other by pressing both hands together at the chest. In both countries, eye contact is avoided as a sign of respect.

Many countries have rules about what you should and shouldn't wear. In Muslim countries, you shouldn't reveal (显露) the body, especially women, who should wear long blouses and skirts. In Korea, you should take off your shoes when entering a house. Remember to place them neatly together where you came in.

巧解新题型 高考题型突破

基于课程标准，研究高考阅读新题型。赏析高考真题，点拨解题思路，梳理命题规律。

C 写作专项指导：辩论报告的写作

写作技巧点拨

写作基础知识

辩论报告的文体、时态及结构

(1) 文体：辩论报告在文体上属于议论文，写作时要符合议论文的特点，要注意论点与论据之间的逻辑性以及不同论据之间的层次性。

(2) 时态：辩论报告在一般情况下使用一般现在时。

(3) 结构：辩论报告在结构上一般分为四部分。第一部分要开门见山，点明辩论的主题以及参与者；第二部分列举正方观点及其理由；第三部分列举反方观点及其理由；第四部分得出结论或发表自己的见解、观点。

常用句型

(1) 开篇常用句型

We had a heated discussion about...

Those who are opposed to...hold that...

③表达自己观点的常用句式

In my opinion/view...

Personally...

As/So far as I'm concerned...

As for me,...

From my personal angle alone...

From my personal point of view,...

(3) 列举理由的常用句式

Firstly... Secondly... Thirdly...

For one thing... For another...

In the first place... Secondly... Last but not least...

写作提示

We had a heated discussion about...that night. Opinions are different. Some students think that... Firstly,...

学习效果反馈

一、单项选择题(从A、B、C、D四个选项中选择最佳答案填入空白处。)

- (1) In fact, the young boy _____ me by his wonderful speech at the meeting.
A. admired B. amazed
C. wondered D. advised
- (2) Through the efforts of our company New York was finally _____ as the site for the research centre.
A. elected B. sorted
C. selected D. chosen
- (3) The wounded soldier _____ the operation and is recovering now.
A. did B. survived
C. succeeded D. failed
- (4) The princess's hat was really fancy, which _____ with gold and jewels.
A. dressed B. decorated
C. was dressed D. was decorated
- (5) There are many dictionaries here. Which one _____ you?
A. is belonging to B. is belonged to
C. belongs to D. belongs
- (6) They were taught to learn the spirit of the Foolish Old Man _____ the mountains.
A. removed B. moved

解题帮手

◀知识点3

◀知识点5

◀知识点1

◀知识点7

◀知识点8

◀知识点15

单元学能测评

(测试时间:100分钟 满分:120分)

1. 单项选择题(共15小题,每小题1分,满分15分)

从A、B、C、D四个选项中,选出可以填入空白处的最佳选项。

1. I will never forget the day _____ we spent together.
A. when B. on that C. which D. while
2. I find the story really worth _____.
A. reading B. to read
C. being read D. to be read
3. Where _____ for the past few years?

- A. Do you mind B. Did you mind
C. Would you like D. Would you mind

7. Why do you think _____ cut down the big tree?
A. we can't B. can't we
C. that we can't D. that can't we
8. What do you think _____ an apple _____ to the ground?
A. causes; to fall B. to cause; falling
C. causing; falling D. causes; to fall
9. —Don't forget to come to my birthday party tomorrow.

教材习题参考答案

Unit 1 Cultural relics

Comprehending

Answers to Exercise 1:

1. C 2. E 3. B 4. D 5. A 6. F

Answers to Exercise 2:

Paragraph 1: How was the Amber Room made?

Paragraph 2: Why did the King of Prussia give the Amber Room to the Czar of Russia as a gift?

Paragraph 3: How did the Amber Room become one of the wonders

Suggested answers to Exercise 2:

• Restrictive attributive clauses give important information to find a particular thing or person from two or more other things or people. (See the sentences 2, 3, 6, 7 and 9 in Exercise 1.)

• Non-restrictive attributive clauses give extra information which is interesting or useful but not essential for finding a particular thing or person. (See the sentences 1, 3, 4 and 8 in Exercise 1). There is usually a comma before the non-restrictive attributive clause.

Answers to Exercise 3:

1. Here are the farmers who discovered the underground city last month.
2. Hangzhou is a famous city in China, in which many people come to buy tea.

参考答案与提示

Unit 1 Cultural relics

学习效果反馈

Section 1 Warming Up, Pre-reading, Reading & Comprehending

一、单项选择题

1. B 句意:事实上,这位年轻小伙子在会议上的出色演讲使我十分吃惊。admire 赞赏,钦佩;amaze 使吃惊;wonder

个发明的诀窍。本题考查的是由 which 引导的定语从句。此处被定语从句修饰的是整个主句“I took some time off to go travelling”。

2. C 答句句意:你应该到我去的那家理发店试试。本题考查的是由 where 引导的定语从句。根据句意,先行词 the barber's 应作定语从句中谓语动词 go 的地点状语,所以应选关系副词 where。

3. D 本题考查的是“名词+介词+which”引导的定语从句。此处的 the walls of which 也可变成 of which the wall, 或变成

科学导写作 写作专项指导

归纳写作知识,点拨写作技巧,理清写作思路,展示经典范文,提升写作能力。

同步节节练 学习效果反馈

立足课本教材,注重基础题型,夯实基础知识。适时点拨,强化运用。

测评单元练 单元学能测评

标准题型设计,精准分值设置。成功导引标准化命题走向,潜移默化提升学习能力。

贴心全解答 教材习题解答

点拨教材疑问,详解课后习题,规范解答小节、单元测评。遇疑答疑,一测一答,一答一评。小题大题,题题严谨。

模块《英语2 必修》同步学习方略

模块《英语2 必修》各单元考点在高考英语试卷中所占分值统计表

单元	课标	考点	2013 年高考真题	专题分值
Unit 1	词汇句型	agree	四川卷 T24, 1.5 分	28 分
		amazing	安徽卷 T54, 1.5 分; 广东卷 T6, 2 分; 重庆卷 T46, 1.5 分	
		belong to	福建卷 T45, 1.5 分	
		decorate	江苏卷 T23, 1 分	
		design	广东卷 T10, 2 分	
		doubt	重庆卷 T41, 1.5 分; 北京卷 T44, 1.5 分; 浙江卷 T25, 1 分	
		imagine	北京卷 T39, 1.5 分; 辽宁卷 T55, 1.5 分	
		sink	陕西卷 T39, 1.5 分	
		survive	广东卷 T3, 2 分	
		worth	浙江卷 T4, 0.5 分	
		have sth. done	新课标全国卷 I T22, 1 分	
		see sb. + 宾补	北京卷 T29, 1 分	
	重点语法	限制性定语从句与非限制性定语从句	新课标全国卷 I T33, 1 分; 新课标全国卷 II T4, 1 分; 四川卷 T9, 1 分; 陕西卷 T16, 1 分	
Unit 2	写作	辩论报告		22.5 分
	词汇句型	admit	重庆卷 T41, 1.5 分; 新课标全国卷 I T50, 2 分	
		advertise	江西卷 T45, 1.5 分	
		as much as	江西卷 T26, 1 分	
		bargain	安徽卷 T51, 1.5 分; 北京卷 T51, 1.5 分	
		competitively (compete)	福建卷 T31, 1 分	
		honour	新课标全国卷 II T34, 1.5 分	
		interview	北京卷 T32, 1 分	
		motto	天津卷 T35, 1.5 分	
		promise	湖南卷 T47, 1.5 分; 浙江卷 T24, 1 分; 四川卷 T25, 1.5 分	
		responsibility	北京卷 T55, 1.5 分	
		so...that...	湖北卷 T76, 2 分	
	重点语法	一般将来时的被动语态	湖南卷 T26, 1 分	
Unit 3	写作	描述最喜欢的运动		14 分
	词汇句型	advantage	北京卷 T44, 1.5 分	
		common	重庆卷 T51, 1.5 分	
		devote	浙江卷 T32, 1 分	
		in the way	福建卷 T29, 1 分	
		explore (exploration)	新课标全国卷 I T46, 1.5 分; 浙江卷 T36, 1 分; 福建卷 T41, 1.5 分	
		reality	江苏卷 T51, 1 分	
		simplify	湖北卷 T23, 1 分; 江苏卷 T23, 1 分	
		universal	浙江卷 T23, 1 分	
	重点语法	现在完成时的被动语态	北京卷 T23, 1 分	
Unit 4	写作	想象类文章		50 分
	词汇句型	appreciate	天津卷 T29, 1.5 分	
		distant	浙江卷 T38, 1 分	
		harm	辽宁卷 T23, 1 分	
		protect	安徽卷 T41, 1.5 分	
		relief	江西卷 T53, 1.5 分; 福建卷 T40, 1.5 分	
		rub	湖北卷 T41, 1 分; 陕西卷 T33, 1.5 分	
		suggest	福建卷 T24, 1 分; 湖南卷 T40, 1.5 分	
Unit 5	重点语法	现在进行时的被动语态	湖北卷 T79, 2 分	37 分
	写作	建议信	四川卷 35 分	
	词汇句型	belief	广东卷 T15, 2 分	
		confident	山东卷 T48, 1 分; 北京卷 T54, 1.5 分	
		extra	新课标全国卷 I T53, 1.5 分	
		familiar	重庆卷 T47, 1.5 分	
		form	重庆卷 T55, 1.5 分	
		humorous	天津卷 T34, 1.5 分	
		rely on	辽宁卷 T43, 1.5 分	
		roll	陕西卷 T33, 1.5 分	
		stick to	江苏卷 T45, 1 分; 湖北卷 T34, 1 分	
	重点语法	“介词 + 关系代词”引导的定语从句	重庆卷 T24, 1 分; 浙江卷 T5, 0.5 分	
	写作	求助信的写作	重庆卷 20 分	

注:此表仅以 2013 年高考各类试卷英语部分作为数据来源。

模块学习方法攻略

本模块在考试中的地位:1. 从上表可知,《英语2》在 2013 年全国各地高考试卷中所占比例,在四川卷中所占分值约 40 分,在重庆卷中所占分值约 30 分,在新课标全国卷 I、北京卷、湖北卷、广东卷、福建卷、浙江卷中所占分值约 10 分,在辽宁卷、安徽卷、江苏卷、天津卷、湖南卷、江西卷、陕西卷中所占分值约 5 分。

把握 5 个考试、学习方向:1. 熟练掌握教材中的“四会”词汇,尤其注意实词的用法、动词的搭配、近义词的辨析;2. 牢记常用的句型结构并能熟练运用;3. 定语从句、动词的时态和语态是高考的热点也是学习的重点和难点,必须重点突破;4. 重视本书每单元后的高考题型指导和写作指导及相应答题技巧;5. 重视本书每个单元后的“易错误区警示”,学会识破设题陷阱的方法,练就“火眼金睛”。

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Unit 1 Cultural relics

学习目标导航

话题

Cultural relics protection 文化遗产的保护

Famous cultural relics in China and abroad 中国和国外的著名文化遗产

重点 单词

rare *adj.* 稀罕的; 稀有的; 珍贵的
→ **rarely** *adv.* 几乎; 从不
survive *vi.* 幸免; 幸存; 生还 → **survival** *n.* 生存
dynasty *n.* 朝代; 王朝
amazing *adj.* 令人吃惊的
fancy *adj.* 奇特的; 异样的 *vt.* 想象; 设想; 爱好
honey *n.* 蜜; 蜂蜜
decorate *v.* 装饰; 装修 → **decoration** *n.* 装饰
artist *n.* 艺术家
troop *n.* 群; 组; 军队
remove *vt.* 移动; 搬开
doubt *n.* 怀疑; 疑惑 *vt.* 怀疑; 不相信
→ **doubtful** *adj.* 怀疑的
worth *prep.* 值得的; 相当于……的价值
n. 价值; 作用 *adj.* [古] 值钱的
apart *adv.* 分离地; 分别地
castle *n.* 城堡
evidence *n.* 根据; 证据
entrance *n.* 入口
sink *vi.* (sank, sunk; sunk, sunken) 下沉; 沉下
→ **sinkable** *adj.* 会下沉的

valuable *adj.* 贵重的; 有价值的
→ **value** *n.* 价值 *vt.* 评价; 重视
vase *n.* 花瓶; 瓶
amaze *vt.* 使吃惊; 惊讶
select *vt.* 挑选; 选择 → **selection** *n.* 挑选
selective *adj.* 选择性的
design *n.* 设计; 图案; 构思 *vt.* 设计; 计划; 构思
style *n.* 风格; 风度; 类型
jewel *n.* 珠宝; 宝石 → **jewellery** *n.* 珠宝 (总称)
belong *vi.* 属于; 为……的一员
reception *n.* 接待; 招待会; 接收
wooden *adj.* 木制的 → **wood** *n.* 木头; 木材
former *adj.* 以前的; 从前的
local *adj.* 本地的; 当地的
painting *n.* 绘画; 画 → **paint** *vt.* 用颜料画
painter *n.* 画家; 油漆匠
trial *n.* 审判; 审讯; 试验
explode *vi.* 爆炸 → **explosion** *n.* 爆炸
sailor *n.* 水手; 海员; 船员
maid *n.* 少女; 女仆
debate *n.* 争论; 辩论 *vi.* 争论; 辩论
informal *adj.* 非正式的

重点 短语

in search of 寻找
in return 作为报答; 回报
at war 处于交战状态
think highly of 看重; 器重

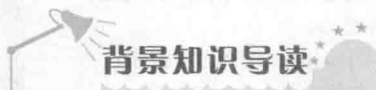
belong to 属于
less than 少于
take apart 拆开

重点 句型

1. Frederick William I, the King of Prussia, *could never have imagined* that his greatest gift to the Russian people would have such an amazing history.
2. Catherine II *had* the Amber Room *moved* to a palace outside St Petersburg...
3. In 1770 the room was completed *the way she wanted*.
4. *There is no doubt that* the boxes were then put on a train for Königsberg...
5. In a trial, a judge must decide *which* eyewitnesses to believe and *which not* to believe.
6. *It was here that* the city was first built during the Song Dynasty.
7. *Nor do I* think they should give it to any government.



重点 语法	1. Restrictive attributive clause 限制性定语从句 In 1770 the room was completed <i>the way she wanted</i>. This was a time <i>when the two countries were at war</i>. 2. Non-restrictive attributive clause 非限制性定语从句 This gift was the Amber Room, <i>which was given this name because several tons of amber were used to make it</i>.
功能 英语	1. Asking for opinions 询问看法 Do/Don't you think that ...? Why/Why not ...? How do you know that? What do you think? What's your idea/opinion of ...? How do you feel about ...? What are your reasons for saying that? 2. Giving opinions 表达意见 I think/don't think that ... In my opinion ... That can't be true. I think ... is telling the truth because ... Would you consider ...? Do you have any idea about ...? Are you sure that he/she was telling the truth? What do you think of ...? What would you say ...? Who do you think was ...? I agree./Sorry, I don't agree with you. It can be proved. I don't believe ... because ...
写作	Report writing: class debate 辩论报告的写作



背景知识导读

Peter the Great

Peter was born in Moscow in 1672. Peter was not older than 4 years old when his father died. Tsar Alexis and his first wife had 13 children, so the successor to the throne was on the issue of a long life-and-death struggle. Once he had to flee in order to preserve life. Peter's half-sister Princess Sophia became Regency King. Then she was dismissed from the regent throne in 1689. Since then Peter's position was really solid.

Peter was unique in many ways. He was six feet eight inches tall and very handsome. He had a lot of energy and great physical strength. Peter was wild, and he sometimes had bad manners. But he was very bright and he wanted to learn about everything. Peter wanted Russia to be as great as the European countries so Peter wanted everything to change—the government, the military, and religion. He also wanted to make changes in people's personal lives. In addition to changing and rebuilding Russia, Peter wanted to get more land for his country. He went to war with Sweden, and took over a lot of land. He built a new capital city, St Petersburg. Peter continued to build and modernize Russia right up to his death at the age of 52. It was Peter the Great's force and energy that made his country into a modern power and made him into a legend. So he is one of the most outstanding emperors.

彼得大帝

彼得于1672年出生于莫斯科。父亲去世时,彼得还不到4岁。沙皇亚历克西斯和他的第一位妻子共有13个孩子,所以王位的继承是一场漫长的殊死斗争。曾经他为了保全性命不得不逃亡。彼得同父异母的姐姐索菲娅公主成了摄政王。后来在1689年,她从摄政王位上被赶了下来。从那以后,彼得的王位才真正巩固了。

彼得在许多方面都是独一无二的。他6英尺8英寸高,非常英俊。他精力充沛,力大无比。彼得很放荡,有时态度很无礼,但是他很聪明,想了解一切。彼得希望俄国像欧洲国家那样强大,所以他想改变一切——朝廷、军队和宗教。他还想改变人民的生活。除了改革、重建俄国外,他还想为自己的国家获得更多的土地。他发动与瑞典的战争,夺取了大片土地。他建起了一座新的皇城——圣·彼得堡。彼得一直在建设俄国,使俄国现代化,直到他52岁那年去世。是彼得大帝的力量才使他的国家成为一个现代化的强国,也使他本人成为一个传奇人物。所以 he 是最杰出的皇帝之一。

Section I

Warming Up, Pre-reading,
Reading & Comprehending

课文英汉互动

IN SEARCH OF THE AMBER ROOM

寻找琥珀屋

Frederick William I, the King of Prussia^①, could never have
普鲁士国王腓特烈·威廉一世绝不可能想到他送给俄罗斯人民的

imagined^② that his greatest gift to the Russian people would have^③ such
厚礼会有这样一段令人惊讶的历史。

an amazing^④ history. This gift was the Amber Room, which^⑤ was given
这件礼物就是琥珀屋, 它之所以有这个

this name because^⑥ several tons of amber were used to make it. The amber
名字, 是因为造这间房用了好几吨的琥珀。 选出来

which was selected^⑦ had a beautiful yellow-brown colour like honey^⑧. The
的琥珀色彩艳丽, 呈现蜂蜜一样的黄褐色。

design^⑨ of the room was in the fancy style^⑩ popular in those days. It was
琥珀屋的设计采用了当时流行的奇特的建筑式样。 它也是

also a treasure decorated^⑪ with gold and jewels^⑫, which took the
一件用金银珠宝装饰起来的珍品。 一批国家最优秀

country's best artists about ten years to make.
的艺术家用了大约十年的时间才把它完成。

In fact, the room was not made to be a gift. It was designed for^⑬ the
事实上, 这个琥珀屋并不是作为礼物而建造的。它是为腓特烈一世的

palace of Frederick I. However, the next King of Prussia, Frederick
宫殿而设计(制作)的。然而, 下一任普鲁士国王, 腓特烈·威廉一

William I, to whom the amber room belonged^⑭, decided not to keep it.
世, 这个琥珀屋的主人却决定不要它了。

In 1716 he gave it to Peter the Great. In return^⑮, the Czar^⑯ sent him a
在 1716 年, 他把琥珀屋送给了彼得大帝。作为回赠, 沙皇则送给他一队自
troop^⑰ of his best soldiers. So the Amber Room became part of the
己最好的士兵。 这样, 琥珀屋就成了沙皇圣彼得堡冬宫的一

Czar's winter palace in St Petersburg. About four metres long, the room
部分。 这间琥珀屋长约 4 米, 被用作接待

served as^⑱ a small reception^⑲ hall for important visitors.
重要来宾的小型会客室。

Later, Catherine II had the Amber Room moved^⑳ to a palace
后来, 叶卡捷琳娜二世派人把琥珀屋搬到了圣彼得堡郊外她避暑的宫

outside St Petersburg where^㉑ she spent her summers. She told her artists
殿中。 她叫她的工匠在原

to add more details to it. In 1770 the room was completed the way she
来设计的基础上增添了更多精细的装饰。1770 年, 这间琥珀屋按照她的要

wanted^㉒. Almost six hundred candles lit the room, and its mirrors and pic-
求完成了。将近 600 支蜡烛照亮了这个房间, 里面的镜子和图画就像金子

tures shone like gold. Sadly, although^㉓ the Amber Room was considered
一样闪闪发光。 悲伤的是, 尽管琥珀屋被认为是世界上的奇迹之一,

one of the wonders of the world, it is now missing^㉔.
现在它却消失了。

要点注释

① Prussia/'prʌʃə/n. [史] 普鲁士(位于北欧)

② could never have done = couldn't have done 不可能做
.....

could have done 表示对过去发生事情的猜测时, 用于否定句。如要表示对过去发生事情的肯定的猜测, 用 must/may/might have done。

③ 此处为过去将来时。

④ amazing/'ə'meɪzɪŋ/adj. 令人吃惊的

amaze/'ə'meɪz/vt. 使吃惊; 使惊讶

⑤ which 引导非限制性定语从句, because 引导的从句在此定语从句中作原因状语。

⑥ select vt. 挑选; 选择

⑦ honey /'hʌni/n. 蜜; 蜂蜜

⑧ design /dɪ'zaɪn/n. 设计; 图案; 构思

vt. 设计; 计划; 构思

⑨ fancy /'fænsi/vt. 想象; 设想; 爱好

adj. 奇特的; 异样的

style/staɪl/n. 风格; 风度; 类型

⑩ decorate /'dekəreɪt/v. 装饰; 装修

decorate...with 用.....装饰/装修。句中 decorated with gold and jewels 是过去分词短语作后置定语, 修饰表语 treasure; 其后是 which 引导的非限制性定语从句。

⑪ jewel /'dʒu:əl/n. 珠宝; 宝石

jewellery n. 珠宝(总称)

⑫ be designed for 为.....而设计; (专门)为.....打算(准备)。

⑬ to whom 引导非限制性定语从句。to 与定语从句的谓语动词 belong 搭配。

⑭ in return 作为报答; 回报

⑮ Czar /zɑ: /n. 沙皇

⑯ troop /tru:p/n. 群; 组; 军队

⑰ serve as 充当.....来用

served 为过去分词作后置定语, 修饰 room。

⑱ reception /rɪ'sepʃn/n. 接待; 招待会; 接收

reception hall 接待厅

⑲ have sth. done 找(让、请)人做某事, 又可意为“(主语)遭受不幸的事”。如 She had her wallet stolen. 她的钱包被偷了。

⑳ where 引导定语从句, 修饰先行词 palace。

㉑ she wanted 是定语从句, 修饰 the way。当 way 后面的定语从句缺少状语时, 可用 that, in which 引导, 也可省略引导词。

㉒ although 引导让步状语从句, 意为“虽然, 尽管”。

㉓ missing adj. “消失的, 不见的”, 多作表语。如 My pen is missing. = My pen is lost/gone. 我的钢笔不见了。



In September 1941, the Nazi army was near St Petersburg. **This was a** 1941 年 9 月, 纳粹德国的军队逼近圣彼得堡。 这是在两 **time when** ② the two countries were at war ⑤. **Before** ⑥ the Nazis could get 国交战的时期。 在纳粹分子到达夏宫之前, to the summer palace, the Russians were able to **remove** ⑦ some furniture 俄罗斯人只能把琥珀屋里的一些家具和小件艺术 and small art objects from the Amber Room. However, some of the Nazis 饰品搬走。 可是琥珀屋本身却被一些 secretly stole the room itself. In **less than** ⑧ two days 100,000 pieces were 纳粹分子偷偷地运走了。 在不到两天的时间里, 10 万个部件被装进了 put inside twenty-seven wooden boxes. 27 个木箱。

There is no doubt that ⑨ the boxes were then put on a train for 毫无疑问, 这些箱子后来被装上火车运往哥尼斯堡, Königsberg, **which** ⑩ was at that time a German city on the Baltic Sea. After 当时波罗的海边的一个德国城市。 从那 that, **what** ⑪ happened to the Amber Room remains a mystery. 以后, 琥珀屋的去处便成了一个谜。

Recently, the Russians and Germans have built a new Amber Room at 近来, 俄罗斯人和德国人已经在夏宫建起了一个新的琥珀屋。 the summer palace. **By studying old photos of the former Amber** 通过研究琥珀屋原来的照片, Room ⑫, they have **made the new one look like the old one** ⑬. In 2003 it 他们建造的新琥珀屋样子和旧的看起来非常像。 2003 年, was ready for the people of St Petersburg **when** ⑭ they celebrated the 300th 圣彼得堡人民就用它来庆祝该市建成 300 周年。 birthday of their city.

②句型: This is/was a time when... 这是……的时期

⑤at war 处于交战状态, 可作表语或定语。

⑥before 引导时间状语从句。

⑦remove /rɪ'mu:/ v. 移动; 搬开

⑧less than “少于”, 其反义短语为 more than “多于”。

⑨doubt /daʊt/ n. 怀疑; 疑惑 vt. 怀疑; 不信

There is no doubt that... 毫无疑问……

that 引导同位语从句。

⑩which 引导非限制性定语从句, 先行词为 Königsberg。

⑪what 引导主语从句, 并在从句中作主语, 意为“……的事情”。

⑫former /'fɔ:mə/ adj. 以前的; 从前的

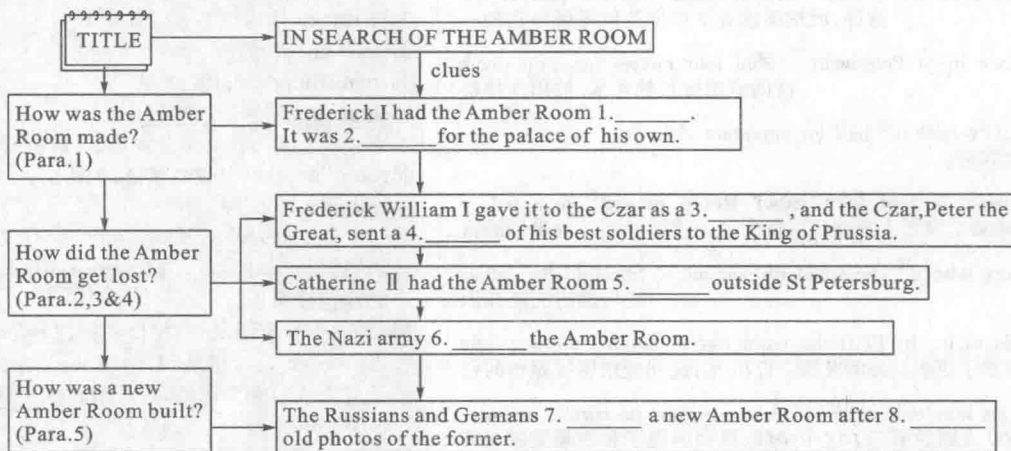
“by studying... Amber Room” 为 by 引导的介词短语, 作方式状语。

⑬make sb./sth. do 使某人/某物做, make 后跟省略 to 的动词不定式作宾补。

⑭when 引导时间状语从句。

课文结构图解

阅读填空 (根据 Reading 内容完成课文结构图)



Keys: 1. made 2. designed 3. gift 4. troop 5. moved 6. stole 7. built 8. studying

语言知识精讲

1 Is it enough to have survived for a long time?

它已经生存了很长时间,(时间)是否足够(长)了?

survive *v.*

(1) *vt.* 经历……后依然活着;幸免于;经受得住;比……活得长。其宾语可以是人或事。

► 搭配 survive { sb./sth. 比……活得久
sth. (经过……)活下来

Santos is survived by his wife of 49 years.

桑托斯的妻子比他多活了49年。

The old woman survived two world wars.

那位老妇人在两次世界大战中存活了下来。

(2) *vi.* 活下来;幸存;保存下来;残存

He didn't survive long after the accident.

事故发生后不久,他就死了。

2 IN SEARCH OF THE AMBER ROOM

search *n. & v.*

(1) *n.* 搜查;寻找

► 搭配 { in search of sb./sth. 寻找某人/物
in the/one's search for sb./sth. 寻找某人/物

He was in search of an old school friend.

他在寻找一位老同学。

He went in search of a doctor for his sick wife. 他去为他生病的妻子找医生。

► 注意 in search of 中, search 前不加任何冠词。

(2) *vt.* 在……中/上搜查 *vi.* 搜

► 搭配 { search for sth. 搜寻某物
search sb./a place for sth. 搜某人的身/搜查某个地方找某物

The policemen are searching the village for the murderer.

警察在村庄里搜寻谋杀者。

The policeman is searching the thief. 警察在搜小偷的身。

易错提示

search 的宾语是搜寻的范围,即某人或某个地方;search for 的宾语是搜寻的对象。

3 Frederick William I, the King of Prussia, could never have imagined that his greatest gift to the Russian people would have such an amazing history.

普鲁士国王腓特烈·威廉一世绝不可能想到他送给俄罗斯人民的厚礼会有这样一段令人惊讶的历史。

► 句法分析 此句中含有“could + have done”结构,用来表示对过去发生的事情的推测、批评、反悔等。它用在不同的句式中,表达的含义不同:

(1) 用于疑问句中,表示对行为可能性的推测。

Could he have been told the news?

他被告知这个消息了吗?

(2) 用于肯定陈述句中,表示与过去事实相反的假设,意为“本来能够做却没有做”。用于否定陈述句中,表示对过去发生的事情的推测。

—I stayed at a hotel while in New York. 在纽约时我住在一家旅馆里。

典例剖析

■例 1-1 (2013·重庆八中高一检测)

After the traffic accident, no one _____ except the driver who was badly injured.

A. survive B. survived
C. was survived D. was surviving

【解析】选 B。句意:这次交通事故后,除了司机严重受伤外无一人幸存。survive 作“存活,幸存,生存”讲时,为不及物动词,无被动语态。

■例 1-2 There are concerns that the beggars in the street may not _____ the freezing winter.

A. survive B. live
C. suffer D. experience

【解析】选 A。句意:人们有些担心大街上的乞丐可能会熬不过这个寒冷的冬天。survive 此处用作及物动词,意为“艰难度过”,符合题意。live 居住,生活;suffer 蒙受,遭受;experience 经历。

■例 2-1 On hearing the bad news, many villagers rushed to the mountain _____ the missing visitors.

A. in search of B. in their search of
C. to search D. searching

【解析】选 A。search 用作名词时,可构成 in search of/for 结构,但是若 search 前有物主代词或定冠词时,其后的介词常用 for,因此 B 项不对。search 若用作及物动词,其宾语是搜查的对象或范围而不是目的;若表目的,应用 search for,故 C、D 两项均不对。

■例 2-2 They are _____ the nearby forest for the boy.

A. searching B. searching for
C. in search of D. in search for

【解析】选 A。search a place for sb./sth. 为固定搭配,意为“为寻找某人/某物而搜查某个地方”。in search of sb./sth. 指“寻找某人/某物”。

■例 3-1 (2011·全国卷 I) They _____ have arrived at lunchtime but their flight was delayed.

A. will B. can
C. must D. should

【解析】选 D。句意:他们本应该在午饭的时间到达,但是航班却晚点了。考查情态动词的虚拟语气。shall 常用于第二、三人称主语后面表示说话人的意图。

■例 3-2 (2013·陕西高考) The children _____ lost in the woods; otherwise, they



—Oh, did you? You could have stayed with Barbara.

哦, 是吗? 你本来能够和巴巴拉待在一起的。

知识链接

“情态动词 + have done” 结构小结:

(1) must have done 一定已经做了

I didn't hear the phone. I must have been asleep.

我没听见电话, 我一定是睡着了。

(2) needn't have done 本来不必做

There was plenty of time; she needn't have hurried. 时间充足, 她本不必着急。

(3) should/ought to have done 本应该做

I told Sally how to get there, but perhaps I should have written it out for her.

我告诉了萨莉怎么去那儿, 但或许我应该为她写出来。

(4) shouldn't/oughtn't to have done 本不应该做

You should not have climbed that hill. You might have killed yourself.

你本不该爬那座山, 你差点丧命。

(5) may/might have done 也许做过

They may have arrived by now.

现在他们也许已经到了。

imagine vt.

(1) 想象; 设想

imagine sth. 想象某事 imagine doing sth. 想象做某事

搭配 imagine sb. to be 想象某人为 imagine sb. as 想象某人为

imagine that 认为

We can hardly imagine life without gas and electricity.

我们无法想象没有煤气和电的生活会是什么样子。

Try to imagine being on the moon. 想象一下在月球上的情形。

I had imagined you as a tall man.

我原猜想你是个身材高大的人。

He has never imagined anything so luxurious.

他从未想过会有如此奢华的东西。

(2) 以为; 想; 感觉

She imagined someone was watching her.

她感到有人在注视着她。

Do you imagine they will help?

你认为他们会帮忙吗?

such an amazing history = so amazing a history

这样一段令人惊讶的历史

It's such a beautiful day! 天气多么好哇!

This issue was of such importance that we couldn't afford to ignore it.

这个问题十分重要, 以至于我们疏忽不得。

such a/an + adj. + 可数名词单数

such + adj. + 可数名词复数

such + adj. + 不可数名词

拓展

so + adj. + a/an + 可数名词单数

so + many/few + 复数名词

so + much/little (表数量) + 不可数名词

The article was just so much nonsense.

那篇文章纯粹是胡说八道。

would have been at the lakeside camp as scheduled.

A. must have got

B. must get

C. should have got

D. should get

【解析】选 A。句意: 孩子们一定在树林里迷路了; 否则, 他们会按照计划到达湖边的营地了。此处表示对过去事情的肯定推测, 用 must have done 形式。

例 3-3 (2013 · 四川高考) —Why are your eyes so red? You _____ have slept well last night.

—Yeah, I stayed up late writing a report.

A. can't

B. mustn't

C. needn't

D. won't

【解析】选 A。问句表示“昨晚你不可能睡好觉”。can't have done 表示对过去事情的推测, 意为“不可能做过某事”。

例 3-4 (2012 · 浙江嘉兴一中高一摸底)

—Who has made a mess in my room?

—Who else _____ have done it but your naughty son?

A. should

B. could

C. must

D. may

【解析】选 B。句意: “谁把我的房间弄得这么乱?” “除了你那淘气的儿子还能是谁呢?” 语境表示对过去发生的事情的推测, 用 could have done。should have done 本应该做某事; must have done 一定做过某事; may have done 可能做过某事; C、D 两项表示推测一般不用于问句。

例 3-5 (2013 · 北京市东城区高一检测)

We can hardly imagine him _____ the hard work alone.

A. to finish

B. finishes

C. is finishing

D. finishing

【解析】选 D。句意: 我们很难想象他独自一个人完成了那项艰难的工作。imagine 后可接动名词形式, 一般不接不定式, 但可以接不定式作宾语补足语, 且该不定式通常为 to be。分析本题结构, 应将 finish 看作 imagine 的宾语, finish 用动名词形式, him 作 finishing 的逻辑主语。

例 3-6 There aren't _____ many nurses to care for _____ little children.

A. such; such

B. so; so

C. so; such

D. such; so

【解析】选 C。句意: 没有那么多的护士来照顾这么小的孩子。副词 so 修饰 many, such 修饰 children。

例 3-7 —What do you think of the sudden news?