

名师精心策划·突破重点难点
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黄冈英语

全程学习系列

中学英语

重点·难点·考点·误区与对策

主编 孙 锋 庄 力

高二年级·下



西安交通大学出版社
西安交通大学音像出版社

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(高二年级·下)

主编	孙	锋	庄	力		
编者	杨	剑	孙	锋	任丽娟	庄 力
	周	剑	任	明	傅智勇	程维明
	郭	华	张	强	刘 婕	白 莉

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内容提要

本书严格按照最新修订的中学英语教学大纲及高考词汇要求,与高二年级英语教科书同步编排,可供高二年级学生学习使用,也可供高三年级学生复习及英语教师参考使用。

全书随课本分为 12 个单元,每个单元分为 4 个部分:(1) 单元知识重点,包括单词联想记忆(即常用词和考点词汇的变形词、同义词、反义词),日常交际用语和句型以及语法要求;(2) 单元重点、难点讲解,旨在解决一些语言难点问题,并加以讲解、引申,以拓宽知识面;(3) 考点、误区与对策,结合单元知识重点,精选适当的高考题加以解析,讲思路,讲方法,以达到举一反三的效果;(4) 能力训练,紧扣该单元所学知识,按照最新会考、高考题型,精心设计、编排,以期达到复习、巩固、提高能力之目的。随书配有听力测试的录音磁带,并按照高考模式,邀请外籍专家朗读录音。

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《中学英语重点·难点·考点·误区与对策》

编委会成员介绍

孙 锋(中学高级教师) 首届“全国中小学外语教师园丁奖”获得者,中国教育学会外语专业委员会会员,湖北省中学英语学会会员,黄冈市中学英语学会秘书长,黄冈市高三英语资料编审之一。具有丰富的高中英语教学经验,所带毕业班高考成绩突出,所辅导的学生在全国各大报刊上发表文章 30 余篇,并获不同的奖励。主编各类书籍 20 余部,发表各类文章 400 余篇。

庄 力(中学高级教师) 全国优秀教师,陕西省教学能手,西安市跨世纪学术、技术带头人。长期工作在中学外语教学第一线,同时从事对外汉语教学及广播、电视教学。语言教学经验丰富,方法独特,在国家、省、市各级教学竞赛中多次获得首奖;所辅导的学生亦在国家级英语竞赛中获得一、二等奖。出版《全新英语语法:解析与应用(初中版)》、《初中英语常见错误例析》、《高中英语常见错误例析》、《新编初中英语好题巧思妙解》等 20 余部书籍,并有多篇论文发表及获奖。

鄢 华(中学高级教师) “全国中小学外语教师园丁奖”获得者,湖南省株洲市优秀教师,株洲市高中英语学科带头人,株洲市外语学会常务理事。长期从事高中英语教学,擅长“以听、读促说、写”的讨论式英语教学模式。所带学生外语成绩斐然。撰写研究论文 20 余篇,有多篇论文发表并在国家、省、部级等论文评选中获奖。

沈 娟(中学高级教师) 江苏省泰州市教学能手,骨干教师,优秀班主任。江苏省泰州中学资深英语教师,教学方法新颖,多次进行市、区级的示范、观摩教学。所撰写的多篇教学论文分别在不同外语教学杂志上发表或在国家、省、市等级别的论文评选中获奖。

张 强(中学高级教师) 湖北省襄樊市骨干教师,教学标兵,襄樊市外语专业委员会会员。多年从事高三毕业班英语教学工作,学生均取得优异成绩,多名学生考取清华、北大等全国名牌大学。所辅导的学生多人在国家级英语竞赛中获奖。发表论文数 10 篇,并有多篇论文获奖。

前言

英语是当今世界上主要的国际通用语言之一,也是我国中学外语课的主要语种。根据国家教委颁布的《九年义务教育全日制中学英语教学大纲》的规定,中学英语教学的目的是对学生进行听、说、读、写的基本训练,培养学生在口语和书写方面初步运用英语的能力,侧重培养阅读能力,切实为进一步学习和运用英语打好基础。

但是,英语属印欧语系西日耳曼语分支,而汉语则属于汉藏语系;英语是拼音文字,汉语为象形文字。二者相差甚远,在语法、语言习惯、句子构造等方面差别较大。中学生想要仅仅依靠课堂听讲、训练的手段真正理解和掌握这门语言并非易事。因此,在校学生手中有一本能够同步指导所学内容的重点、难点,分析英、汉语言区别,帮助学生克服学习困难、回避误区,扩展视野、补充课外知识,训练提高学生的语言素质及学习能力的“自学良友”或“课外高参”就显得十分必要。

为此,我们尝试编写了这套丛书。本丛书分初中段和高中段共计10册,另配初中升学及高中升学英语复习精要及训练专册2册。为使学生便于使用,全书以最新修订的人教版教材(JEFC“SEFC)单元为编写单位,以期达到与学校教学同步,并以一个优秀“家庭教员”的身份帮助、指导读者学习英语。

这套丛书严格按照最新修订的中学英语教学大纲,与教科书同步编排。各册的单元划分与教科书相同,每一单元包括四个部分:一、单元知识重点,包括单词联想记忆(常用词和考点词汇的变形词、同义词、反义词),日常交际用语和句型以及语法要求。二、单元重点、难点讲解,旨在解决一些语言难点问题,并加以讲解、引申,以拓宽学生的知识面。三、考点、误区与对策,结合单元知识重点,精选适当的高考题加以解析,讲思路,讲方法,以达到举一反三的效果。四、能力训练,紧扣该单元所学知识,按照最新会考、高考题型,精心设计、编排,以期达到复习、巩固、提高能力之目的。

本丛书由湖北黄冈、武汉、襄樊,湖南株洲,江苏泰州,辽宁凤城,陕西西安等多名全国各地的中学骨干教师组成编委会,借鉴黄冈地区的成功学习经验及训练模式,同时吸收了西安交通大学出版社此前出版的“中学英语全程学习系列”丛书的成功之处,并由这些资深教师亲自主笔编写,以确保本书的精品质量。

目前面世的大部分教辅读物没有声、像媒介配套,只通过书面形式训练学生的笔头能力,这势必造成学生语言能力(指“听、说、读、写”四个方面)的不均衡发展。本丛书打破这一格局,特配有录音带,并按照高考模式,特邀外籍专家及资深中方教师朗读录音,从而对学生的指导和训练更加直观、真实,更加全面。

最后,我们衷心期望广大的中学生读者能从此书中获得有益的指导,使得自己的学生成绩不断提高。

编者

2002年12月

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Unit 13

Albert Einstein

一、知识重点

1. 单词联想记忆

- (1) compare *vt.*; *vi.* 比较, 可比
[变形] comparable *adj.* 可比的 comparative *adj.* 比较而言的
comparison *n.* 比较
- (2) puzzle *vt.* 使困惑
[变形] puzzled *adj.* 困惑的 puzzling *adj.* 令人困惑的
- (3) scientific *adj.* 科学的
[变形] scientifically *adv.* 科学地 science *n.* 科学 scientist *n.* 科学家
- (4) discovery *n.* 发现
[变形] discover *vt.* 发现 discoverer *n.* 发现者
- (5) lead *vt.* 领导
[变形] leader *n.* 领袖 leadership *n.* 领导权
- (6) prove *vt.* 证明
[变形] proof *n.* 证据 ([复] proofs)
- (7) education *n.* 教育
[变形] educate *vt.* 教育 educator *n.* 教育工作者 educational *adj.* 教育方面的
educationalist *n.* 教育家 well-educated *adj.* 受过良好教育的
uneducated *adj.* 未受过教育的 less-educated *adj.* 没有受过多少教育的
- (8) technical *adj.* 技术的, 工艺的
[变形] technically *adv.* 技术地 technician *n.* 技师
technique *n.* 技术 technology *n.* 工艺
- (9) rule *vt.* 统治
[变形] ruler *n.* 统治者 ruling *adj.* 统治的
[同义] govern *n.* 统治

2. 日常交际用语

Is it ...? No, it's not him/her.

Is he/she...? Who is he/she?

What did he do? It must be him/her...

3. 句型和语法

名词性从句——主语从句

二、难点讲解

1. compare

(1) 用作及物动词,表示“比较;可比”。例如:

Compare your translation with the model translation on the blackboard. 将你的翻译与黑板上的范文加以比较。

Young people are compared to the sun in the morning. 年轻人被比作早晨的太阳。

(2) 用作不及物动词,表示“相比;比得上”。例如:

He can't compare with Shakespear as a writer of tragedy. 作为一个悲剧作家,他无法与莎士比亚相比。

(3) compare notes 意为“交换意见(exchange ideas);交谈(talk)”。例如:

At the meeting, they compared notes on some technical problems. 他们在会上就一些技术问题交换了意见。

In their spare time, the couple like to compare notes about cooking. 在闲暇时,这夫妇两人喜欢谈谈烹饪。

2. get along/on with

意为“在某一方面有进展/进步;和某人相处”。例如:

“How are you getting along recently?”“Quite well”. “你近来好吗?”“很好”。

Are you getting along well with your new classmates? 你和你的新同学相处得好吗?

The new project has been getting along badly. 那项新工程一直进展得不顺利。

3. content

(1) 可用作形容词,表示“甘愿的(后接 to do);满意的(后接 with)”。例如:

I should be well content to do so. 我很高兴这样做。

Are you content with your present job? 你对现在的工作满意吗?

She is content with very little. 她小有成就就满足了。

注意:content 一般用 well 修饰,而不用 very。

(2) 用作及物动词,意为“使满足(= make sb. happy and satisfied)”。例如:

Simple praise is enough to content the boy. 简单的几句表扬就足以使这孩子满足了。
The old man contented himself with two glasses of beer for each meal. 这位老人每餐有两杯啤酒就心满意足了。

4. lead to

- (1) 意为“导致;致使;通向”。例如:

His hard work led to his success. 他的成功是他努力工作的结果。

All roads lead to Rome. 条条大路通罗马。

- (2) lead sb. to... “使某人产生……(想法)”。例如:

What led you to this foolish idea? 什么使你产生这一愚蠢的想法?

- (3) lead sb. to do sth. “致使某人做某事”。例如:

I was led to believe that he was dishonest. 有些事使我相信他不诚实。

5. ... speak on the radio for \$ 1 000 a minute 和 ... a check for \$ 1 500

此处两个 for 的含义不同。第一个意为“交换”;第二个为“达到……数量/程度”。例如:

I paid \$ 2 for the book. 我付了两美元买这本书。

Plant a new tree for every tree you cut down. 你每砍一棵树,就栽一棵新树。

He drew on his bank for \$ 40. 他在银行提款 40 美元。

6. ... lived the rest of his life...

此结构中,life 是 live 的同源宾语。英语中的同源宾语是指有些不能带宾语的不及物动词,用自己的同源名词作宾语。可以带同源宾语的动词有:live, smile, dream, fight, sing, die 等。同源宾语前往往有定语修饰。例如:

Chris will sing a song for us. 克里思将要为我们唱歌。

Her son died a heroic death in the battle. 她的儿子在战斗中英勇地牺牲了。

They fought a hard fight. 他们进行了一场苦斗。

7. besides

- (1) 用作介词,与“in addition to”同义。例如:

There were five of us besides John. 除约翰外,我们还有 5 人。

We shall travel by night besides by day. 我们将日夜赶路。

- (2) 用作副词,意为“而且”,相当于“what's more”。例如:

I don't like that new dictionary; besides, it's too expensive. 我不喜欢那本新词典,而且它太贵了。

- (3) besides 与 except 的区别:

besides 和 except 都是介词,都可以作“除了……之外”解,但在含义上是有区别的,不可混淆。besides 是“除了……之外(还有)”的意思,有肯定和附加的含义,即表示“在……之外;还另有……”。except 是“除……之外(不包括本身在内)”的意思,有否定和排除的含义,表示从整体中除去一部分,着重在“不包括(not including)”的含

义上。例如:

All of us passed the English exam besides Bob. 除鲍勃外,我们大家也都通过了英语考试。(鲍勃及格了,我们大家也都及格了。)

All of us passed the English exam except Bob. 除鲍勃之外,我们大家都通过了英语考试。(鲍勃没有及格。)

8. It's said that...

此句型意为“据说……”。例如:

It's said that Clinton will come to visit India. 据说克林顿将要出访印度。

It's said that the book has been translated into Chinese. 据说这本书已经被翻译成中文了。

此句型可转换成简单句,即转换为“...be said to...”。以上两句可变为:

Clinton is said to come to visit India.

The book is said to have been translated into Chinese.

中学课本中的类似句型: It's reported/suggested/ordered/hoped/believed/thought /proved/ pointed out that... 例如:

It's hoped that one day they will have enough animals to set free. 他们希望有一天会有足够的动物放生。

9. Such is/was/are...

此句型是倒装句, such 意为“这样;如此”,在句中作表语。例如:

Such are the results we've got. 这就是我们得到的结果。

Such is my wish. 我的愿望就是这样的。

10. appear

可作系动词,意为“似乎;好像;显得”,后接形容词、名词、不定式作表语。例如:

She appears young. 她显得年轻。

They appeared to have known the results. 他们好像已经知道结果了。

appear 后跟不定式的完成时表示不定式的动作发生在谓语动作之前。例如:

The stars appeared to have moved. 恒星似乎已经移动了。

He appeared to have heard of the bad news. 他好像已经听到了这个坏消息。

可与 it 构成句型,即: It appears/appeared (to sb.) that... 例如:

It appears to people on earth that the sky is blue. 对地球上的人来说,天空好像是蓝色的。

注意: appear 与 seem 在句法上是相同的,但意义稍有不同。seem 表示判断接近事实; appear 表示判断很可能与事实相反。例如:

These apples appear very good. 这些苹果看上去很好。(实际上不好)

These apples seem very good. 这些苹果看起来很好。(实际上很好)

appear 用作不及物动词作“出现;露面”解,相当于 turn up。例如:

He said he would come, but he hasn't appeared (= turned up) yet. 他说他要来,但是到现在还没有露面。

11. work out

意为“算出;想出(办法);经过计算结果是;制定出”。例如:

Together they worked out ways to solve the problem. 他们一起想出办法解决这一问题。

Has the plan been worked out? 计划制订出来了没有?

The cost worked out to 1 000 dollars. 成本折合为 1 000 美元。

Since you can't work out the problem, ask somebody else to help you. 既然你解不出这道题,找别人帮帮你吧。

12. stick to

作“坚持(意见,看法等)”解,有“执意不改变”的含义。to 是介词,后跟名词或代词。例如:

No matter what you say, I shall stick to my plan. 不管你说什么,我将坚持我的计划。

“Do you always stick to your promise?” “Yes, I do.” “你总是坚守诺言吗?”“是的。”

三、考点、误区与对策

题 1

_____ we'll go camping tomorrow depends on the weather.

A. If B. Whether C. That D. Where

[解析] 正确答案是 B。该题考查引导主语从句的连词的选用。从句不缺成分,但需要表达“是否”意,而连词 if 可表达“是否”意,但不可用来引导主语从句。因此只能用 whether。全句意为:“我们明天是否去野营取决于天气。”

题 2

_____ he said at the meeting astonished everyone present.

A. What B. That C. The fact D. The matter

[解析] 正确答案为 A。此题还是考查主语从句。what(……的事/东西/话)在引导名词性从句时是连接代词,相当于 all that..., 在从句中做主语,宾语或表语。That 引导名词性从句时是连词,无词义,不作句子成分。此句中从句 he said at the meeting 缺少宾语成分。The fact, The matter 后边可跟 that 引导的同位语从句,that 不省略;也可跟定语从句,但此处与 said 搭配不当。故正确答案是 A。全句意为:“他在会上所说的话使所有在场的人都吃惊。”

题 3

It worried her a bit _____ her hair was turning gray.

A. while B. that C. if D. for

[解析] 正确答案是 B。此句中 it 是形式主语,her hair was turning gray 是真正的主语,

且从句中不缺成分,不缺意义,但需一连词来引导从句,因此只有 that 符合题意。全句意为:“她的头发渐渐变得灰白使她有点担忧。”

四、能力训练

I. 单项选择

1. A computer can only do _____ you have instructed it to do.
A. how B. after C. what D. when
2. The lion is considered the king of the forest as it is a(n) _____ of courage and power.
A. example B. sign C. mark D. symbol
3. I had never thought that would _____ this terrible failure. It's my fault.
A. prove B. lead to C. belong to D. mean
4. The plan went off it's _____ to keep awsy from the sudden storm.
A. road B. course C. fly D. direction
5. He's perfectly _____ to live in the mountain and paint pictures all day.
A. content B. popular C. anxious D. proud
6. Unfortunately, he wasn't elected to a _____ post.
A. leading B. fit C. satisfying D. content
7. —Have you discussed the plan at the meeting?
—Yes, but it should be _____ examined, I think.
A. further B. more C. another D. rather
8. It worried her a bit _____ her hair was turning grey.
A. while B. that C. if D. for
9. He had managed to get the ticket _____ ten o'clock this morning.
A. after B. at C. by D. since
10. It's almost _____ that our football team will be beaten.
A. sure B. seemed C. certain D. as if
11. We love peace and want to see _____ all the armies of the world.
A. an end to B. end of C. the ending D. an ending of
12. He has made another wonderful discovery, _____ of great importance to since.
A. which I think it is B. of which I think it is
C. which I think is D. I think which is
13. In the dark street, there was a single person _____ she could turn for help.
A. that B. who C. from whom D. to whom
14. One of the climbers has fallen into a deep hole in the snow, and can't _____.
A. pick out B. bring out C. work out D. get out
15. All _____ his life he believed that fighting and killing _____ wars was wrong.
A. through; in B. of; in C. in; through D. of; through

II. 完形填空

The famous scientist Albert Einstein died in 1955. His brain is now in the 1 the state of Kansas of the U. S. It 2 a retired medical doctor Thomas Harvey. 3 did this happen? And why?

In the 1950s, Albert Einstein and Thomas Harvey 4 each other when they both lived in Princeton, New Jersey. Einstein was working at Princeton University 5 Doctor Harvey was working in Princeton Hospital. When Einstein died, Doctor Harvey was called on to 6 his body. It was 7 that he started to study 8 has become a long time examination of Einstein's brain. His goal was to 9 some physical evidence(证据) of the 10 genius(天才).

Doctor Harvey, however, did not tell Einstein's family 11 he kept the great man's brain. It was only later that the family 12 Doctor Harvey's work. They did not like the idea 13. After Doctor Harvey 14 his idea to them, they agreed to permit him to study the brain. Doctor Harvey then asked two other scientists to 15. They cut the brain into three pieces. They marked each piece before placing it in containers 16 with chemical formaldehyde to 17 it. Doctor Harvey has been studying Einstein's brain since then. He carried it with him as he moved from place to place. He has also lent parts of the brain to other scientists for study.

Only one researcher has found something particular. A doctor at the University of California found that the 18 part of Einstein's brain has more certain cells than 19. Such cells are known to 20 brain. She said this may mean that the cells could affect intelligence.

- | | | | |
|-------------------|-------------|---------------|---------------|
| 1. A. central | B. southern | C. northern | D. western |
| 2. A. used to be | B. remained | C. belongs to | D. sticks to |
| 3. A. When | B. Where | C. Why | D. How |
| 4. A. helped | B. knew | C. taught | D. studied |
| 5. A. as | B. while | C. and | D. but |
| 6. A. cut | B. take | C. wash | D. examine |
| 7. A. then | B. time | C. there | D. turn |
| 8. A. it | B. who | C. what | D. which |
| 9. A. make | B. discover | C. create | D. raise |
| 10. A. greatest | B. unusual | C. man's | D. scientist |
| 11. A. that | B. why | C. where | D. how |
| 12. A. praised | B. stopped | C. learned to | D. heard from |
| 13. A. at times | B. at first | C. at last | D. at once |
| 14. A. introduced | B. told | C. proved | D. explained |
| 15. A. test | B. continue | C. come | D. help |
| 16. A. covered | B. filled | C. washed | D. dipped |
| 17. A. protect | B. save | C. watch | D. hold |

- | | | | |
|-------------------|-------------|-------------|-----------|
| 18. A. whole | B. half | C. right | D. left |
| 19. A. before | B. usual | C. ordinary | D. normal |
| 20. A. strengthen | B. increase | C. help | D. feed |

III. 阅读理解

A

Sometimes teens need to have some time away from their family. They may want to move out of the family home for a while.

Many parents will say no to this demand. But experts say it might be a good idea to let your teens live with a friend or relative.

"It was a break I need at the time" said Rickard Lerner. He is talking about the time he spent living with his grandmother when he was 16.

"It allowed me to be a different person than I was with my parents," Lerner said. He is now the head of the Institute for Children, Youth and Families at Michigan State University.

Experts say teens living away from their families can test new way of thinking and getting along with people. They may see new solution to problems.

This is different from running away, the experts stress. Runaways are often fleeing serious problems.

Some teens who want some time away from families attend a structured summer program. Other live for a while with a relative or with the family of a friend.

If there is conflict(冲突) at home, having a teen live elsewhere can benefit other family members. It gives everyone space to develop better relations.

Joseph Kett teaches history at the University of Virginia in Charlottesville. He says living at home until the late teen years has become the norm only in recent times.

"In the 17th century, children were often sent to live in other people's homes when they were about 10 or 11," he said.

Peter Sheras teaches education at the University of Virginia. He said parents should listen when a child wants to move out. They should try to find out why the child wants some time away.

Often, parents can help the child to find a safe place to stay during the time. In other cases, they can meet the child's need at home.

- According to this passage, many parents think it _____ for their children to live away from them.
A. right B. happy C. unsafe D. reasonable
- When children seriously disagree with their parents, experts suggest that parents should _____.
A. punish them B. let them live away from their family.

- C. send for a teacher D. keep them in the house.
3. In this passage "structured" means _____.
 A. built B. stuck C. organized D. drunk
4. In history _____.
 A. teens never left their family B. teens often left their family
 C. teens never went to school D. teens never make friends with each other
5. Nowadays living away and running away from home _____.
 A. never happen B. often worry parents and teachers
 C. are very popular D. are accepted by people

B

The development of Jamestown in Virginia during the second half of the seventeenth century was closely related to the making and use of bricks. There are several practical reasons why bricks became important to the colony. Although the forests could at first supply wood for building, the course of cutting trees or wood into timber (木料) was extremely difficult, particularly because of the lack of roads. Later, when the timber on the peninsula(半岛) had been used up, wood had to be brought from some distance. Building stone was also in short supply. However, as clay was plentiful, it was necessary that the colonists would turn to brick making.

Besides practical reasons for using bricks as the main building material, there was also another reason. Brick showed the long-lasting quality. The Virginia Company of London instructed the colonists to build hospitals and new houses out of brick. In 1662, the Town Act of the Virginia Assembly provided the construction of thirty-two brick buildings and forbade the use of wood as buliding materials. Had this law ever been successfully operated, Jamestown would have been a model city. Instead, the citizens failed completely obey the law; and by 1699 Jamestown had fallen into a pile of broken stones or bricks with only three of four house left.

6. What is the main topic of this passage?
 A. Why Jamestown had fallen by 1699?
 B. The use of bricks in Jamestown in the 17th century.
 C. The development of Jamestown in the 17th century.
 D. The law governing building in Virginia in the 17th century.
7. Which of the following was not a reason for using bricks in building?
 A. Wood had to be brought from some distance.
 B. There was too great amount of clay.
 C. The course of cutting trees depended on good roads.
 D. The wood was not good quality.
8. By passing a law, the Virginia Assembly hoped to _____.

- A. increase the manufacture(制造业) of brick
 B. Prevent the destruction of trees on the peninsula
 C. Set up a city that would last a long time
 D. Discourage the local people from building too many houses
9. It can be inferred from the passage that citizen in Jamestown preferred _____ as their building material.
 A. stone B. wood C. clay D. brick
10. According to the passage, what happened to Jamestown in the end?
 A. It became a modern city. B. It was almost completed.
 C. It had no more houses. D. It was practically destroyed.

IV. 单词拼写

1. A student should _____ (尊重) his teachers and parents and obey the rules.
 2. Because of the war the children in those countries can not receive any good _____ (教育).
 3. _____ (和平) and development are the main topics at the international conference.
 4. She was one of the _____ (领导) members in this touring company.
 5. Though he was not good at his lessons when he was at school, he is quite _____ (成功) in business now.
 6. "Can you _____ (证明) yourself to be fit for the position?"
 7. In the _____ (过程) of the discussion, they discovered something new.
 8. Einstein received worldwide praise for his _____ (科学) research.
 9. We'll be new type of college students at the _____ (初期, 开始) of the 21th century.
 10. A month has passed but his task has not _____ (进展)

V. 短文改错

- I have learned English for quite some years, and I
 often make mistakes when speak the language. I wonder
 what will happen if I meet with a native speaker.
 The English corner is the place which I can practice my
 spoken English. In fairly real situation, I can talk to
 others about whatever I want to. In this way, I'm
 sure, I will speak English quite good very soon.
 What's more, It offer a chance for me to make friends.
 I can meet various kind of people. Generally we
 come to know each other and to become friends.
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

VI. 书面表达

以下是某中学对该校 200 名同学(男女生各 100 名)的择业理想作出调查后所绘的图表。

请根据图表所反映的情况用英语写一则报道,其中包括:

1. 数据信息;
2. 男女择业的差异与共同点;
3. 对比最大的职业(对比:contrast)。

词数:100 左右

