



高中课标教材同步导学丛书

名校 学案

英

语

主 编：林 群
执行主编：陈 珊

人教版 · 必修5

共享名校资源 齐奏高考凯歌

《名校学案》编委会 编
福建教育出版社

高中课标教材同步导学丛书

语文	人教版：必修1 必修2 必修3 必修4 必修5 选修·语言文字应用 选修·先秦诸子选读 选修·中国古代诗歌散文欣赏 选修·中国现代诗歌散文欣赏
	语文社版：必修第一册 必修第二册 必修第三册 必修第四册 必修第五册
数学	人教A版（学生用书）：必修1 必修2 必修3 必修4 必修5 选修1-1 选修1-2 选修2-1 选修2-2 选修2-3
	人教A版（教师用书）：必修1 必修2 必修3 必修4 必修5 选修1-1 选修1-2 选修2-1 选修2-2 选修2-3
	湘教版（学生用书）：选修1-1 选修1-2 选修2-1 选修2-2 选修2-3
	湘教版（教师用书）：选修1-1 选修1-2 选修2-1 选修2-2 选修2-3
英语	人教版：必修1 必修2 必修3 必修4 必修5 选修6 选修7 选修8 选修9 选修10 选修11
	北师大版：必修1 必修2 必修3 必修4 必修5 选修6 选修7 选修8 选修9 选修10 选修11
思想政治	人教版：必修1 必修2 必修3 必修4 选修3 选修4
物理	山东科技版：必修1 必修2 选修3-1 选修3-2 选修3-3 选修3-4 选修3-5
化学	山东科技版：必修1 必修2 选修·有机化学基础 选修·物质结构与性质 选修·化学反应原理
	苏教版：必修1 必修2 选修·有机化学基础 选修·物质结构与性质 选修·化学反应原理
历史	人民版：必修第一册 必修第二册 必修第三册 选修·历史上重大改革回眸 选修·中外历史人物评说
	岳麓版：必修1 必修2 必修3
地理	人教版：必修1 必修2 必修3 选修2 选修5 选修6
生物	人教版：必修1 必修2 必修3 选修3

ISBN 978-7-5334-4715-1



9 787533 447151 >

定价：10.00元



高中课标教材同步导学丛书

福建 (CIP) 目 录 页 数 序 号

《福建名校系列》丛书编委会

名校学案

英语

人教版·必修5

主 编：林 群
执行主编：陈 珊

《名校学案》编委会 编
福建教育出版社

图书在版编目 (CIP) 数据

高中课标教材同步导学丛书·英语 (必修5·人教版) /
《名校学案》编委会编. —福州: 福建教育出版社, 2007. 7
(名校学案)
ISBN 978-7-5334-4715-1

I. 高… II. 名… III. 英语课—高中—教学参考
资料 IV. G634

中国版本图书馆 CIP 数据核字 (2007) 第 075659 号

责任编辑: 吴烨珊

封面设计: 赵 艺

福建名校系列

高中课标教材同步导学丛书

名校学案·英语 (必修5·人教版)

《名校学案》编委会 编

主 编: 林 群

执行主编: 陈 珊

出 版 福建教育出版社

(福州梦山路 27 号 邮编: 350001 电话: 0591-83726971

83725592 传真: 83726980 网址: www.fep.com.cn)

发 行 福建省新华书店

印 刷 泉州晚报印刷厂

(泉州市新华路 65 号 邮编: 362000)

开 本 889 毫米×1194 毫米 1/16

印 张 6.25

字 数 154 千

版 次 2007 年 8 月第 1 版

2007 年 8 月第 1 次印刷

书 号 ISBN 978-7-5334-4715-1

定 价 10.00 元

如发现本书印装质量问题, 影响阅读,
请向出版科 (电话: 0591-83726019) 调换。

本册执行主编简介

陈珊：龙岩一中高级教师，英语教研组副组长，省骨干教师，全国优秀英语教师，从事高中英语教学工作多年。在正式刊物上发表了数十篇论文，主编过《高中英语陷阱分析》等教辅用书。

《福建名校系列》丛书编委名单

主 任：李 迅

执行主任：黄 旭

编 委：（以姓氏笔画为序）

李 迅（福州第一中学 校长）

吴永源（南平第一中学 校长）

邱 伟（三明第二中学 校长）

陈文强（厦门双十中学 校长）

周君力（厦门第一中学 校长）

林 群（龙岩第一中学 校长）

洪立强（泉州第五中学 校长）

翁乾明（福建师大附中 校长）

黄 林（福州第三中学 校长）

黄 旭（福建教育出版社 社长、总编辑）

赖东升（泉州第一中学 校长）

出版说明

名校就是品牌，名校就是旗帜，名校富有成功的教学策略和优良的训练方法。《名校学案——高中课标教材同步导学》丛书就是名校名师优秀的教学策略和训练方法的总结、汇集。

在高中新课程教学实施中，考试内容和模式将逐渐发生变化，新的学习策略正在生成。新陈代谢之际，各大名校的教学优势、学习策略将成为学好新课程的有力手段。应广大一线师生的需求来编写这套教辅读物，就是为了使这种学习策略能够成为众多学生容易共享的资源。

该丛书既是一批名校名师认真钻研思考课标教材的心得，又是他们多年的教学、质检、命题的经验总结，权威度高。丛书充分贯彻高中新课程理念，以培养学生能力为导向，既着力于基础知识和基本技能的全面掌握，也注重学生分析问题和解决问题能力的培养。从栏目的设置到内容的编写，力求做到简明、实用、返璞归真，突出高中新课程所要求的基础性、时代性、开放性、应用性、探索性等特点。

丛书以章或单元、节、课为单位编写；结构上分为“认知·探索”（含问题导思、知识拓展和例题演示），“演练·评估”（注重全面复习基础知识、训练基本技能，其中注★号题供学有余力的学生练习），“单元梳理”，“知识链接”，“单元评估”，“模块评估”以及详细的“参考答案”。

本书由张忠潮、陈珊执笔编写。

该版吸收了来自课改一线使用情况的反馈意见，在密切跟踪教改动态、了解高考新情况的基础上对初版进行了修订完善。欢迎读者及时指出书中的疏误，以便于我们为广大师生提供更有针对性、更为优质的服务。

福建教育出版社

2007年6月

书号 ISBN 956-7-5734-4715

定价 10.00元

如发现本书有质量问题，影响阅读，

目录

名校学案·高中课标教材同步导学丛书·人教版 英语必修5

Unit 1	Great scientists	1
Unit 2	The United Kingdom	17
Unit 3	Life in the future	32
Unit 4	Making the news	47
Unit 5	First aid	62

模块评估	76
------	----

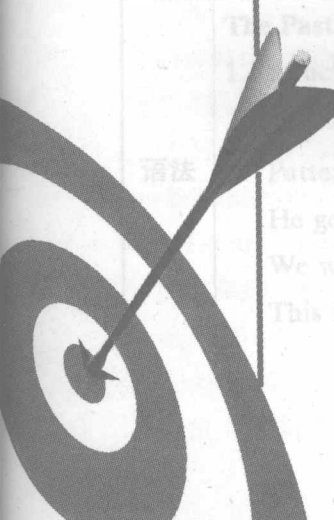
听力材料及参考答案	85
-----------	----

单词

词组

句型

语法



• Unit 1 Great scientists •

认知·探索



单元知识

单词	engine characteristic radium theory scientific analyse repeat attend expose cure control absorb severe valuable pump pub blame immediately handle addition link announce instruct virus construction contribute conclude conclusion positive sense movement backward complete spin enthusiastic cautious reject
词组	put forward draw a conclusion in addition link to look into apart from strict with lead to make sense point of view
句型	<ol style="list-style-type: none"> 1. John Snow was a well-known doctor in London—so famous, indeed, that he attended Queen Victoria to ease the birth of her babies. 2. But he became inspired when he thought about helping ordinary people exposed to cholera. 3. Neither its cause, nor its cure was understood. 4. So many thousands of terrified people died every time there was an outbreak. 5. The first suggested that cholera multiplied in the air without reason. 6. It seemed the water was to blame. 7. In addition, he found two other deaths in another part of London that were linked to the Broad Street outbreak. 8. A woman, who had moved away from Broad Street, liked the water so much that she had had it delivered from the pump to her house every day. 9. Although he had tried to ignore them, all his mathematical calculations led to the same conclusion:... 10. Only if you put the sun there did the movements of the other planets in the sky make sense.
语法	<p>The Past Participle as the Predicative & Attribute (过去分词作定语和表语)</p> <ol style="list-style-type: none"> 1. Structure (结构) be (become, get...)+v. -ed; v. -ed(单用)+n.; n. +v. -ed phrase 2. Patterns (句型) He got interested in two theories explaining how cholera killed people. We were given printed question papers. This is one of the houses built last year.



交际
用语

What is needed in scientific jobs (科学工作需要什么)

1. Asking

What job do you want to do?

What personality will be needed?

What work experience would be useful?

What education will you need?

How long will the training take?

How will you prepare for this career?

2. Answering

1) I always wanted to... because...

I might find it difficult to...

My greatest problem will be to...

The experience I will need is...

I need to practise...

2) I will need to be/become

patient creative hard-working co-operative confident brave positive pleasant
polite determined energetic strict with

疑难解析

1. John Snow was a well-known doctor in London—so famous, indeed, that he attended Queen Victoria to ease the birth of her babies.

(p. 2 Reading) 约翰·斯诺是伦敦一位著名的医生——他的确太负盛名了，以至维多利亚女王生孩子时都是他去照料，帮助女王顺利分娩。

1) ...so+adj. (adv.) +that... 如此……以至于
It is so quiet in the room that you can hear the drop of a pin. 房间里静得连(地上)掉根针都能听见。

2) ease 减轻；舒缓

He eased his conscience by returning the stolen money. 还了偷来的钱，他的心里才得到了安宁。

2. But he became inspired when he thought about helping ordinary people exposed to cholera.
(p. 2 Reading) 一想到要帮助受到霍乱威胁的普通老百姓，他就感到很振奋。

1) become inspired 是系表结构，意为“(使受)振奋”。如：

I was inspired to work harder than ever before. 我受激励比以往任何时候都更加努力工作。

2) expose to (使受)影响，(允许受到某种行为或影响的)支配

① They exposed themselves to disease. 他们使自己受到疾病的影响。

② Their children were exposed to classical music. 他们的孩子们受到古典音乐的影响。

3. Neither its cause, nor its cure was understood. (p. 2 Reading) 既不知它(霍乱)的病源，也不懂它的治疗方法。

Neither...nor... (既不……也不……) 连接两个名词作主语时，谓语的形式遵循就近原则；连接两个分句时，谓语要部分倒装。如：

① Neither you nor I am wrong. 你和我都没错。

② Neither you nor I, nor anybody else knows the answer. 你，我，其他任何人都不知道这答案。

③ Neither could theory do without practice, nor could practice do without theory. 理论没有实践不行，实践没有理论也不行。

4. So many thousands of terrified people died every time there was an outbreak. (p. 2 Reading) 因此，每一次(霍乱)爆发，就有大批惊恐的老百姓病死。

1) terrify vt. 使恐怖；恐吓

① terrified people (受)惊慌(惊吓)的人



terrifying people 使人恐惧(吓人)的人

②The child was terrified of being left alone in the house. 那小孩因单独被留在家里而害怕。

③What a terrifying experience! 多么可怕的经历啊!

2) every time (the moment, immediately...) 可引导时间状语从句

①Every time he wanted to come into the garden he would bark until someone opened the gate. 每当它想进花园的时候它就汪汪直叫,直到有人开门才罢休。

②She was on her feet in a flash the moment the doorbell rang. 门铃一响,她就立刻站了起来。

③I came immediately I heard the news. 我一听到这个消息,马上就来了。

5. The first suggested that cholera multiplied in the air without reason.

The second suggested that people absorbed this disease into their bodies with their meals. (p. 2 Reading) 一种看法是霍乱病毒在空气中无缘无故地繁殖。第二种看法是人们在吃饭时把这病毒引入体内。

1) 例中的 suggest 意为“暗示、显示”,后接宾语从句的谓语不用虚拟结果; suggest 还可以表示“建议”,后接宾语从句的谓语要用虚拟结果: (should) + 动词原形。例如:

①When I suggested that some villagers must have come in for a free drink, Mr Thompson shook his head. 当我暗示说,这准是某些村民进来偷喝掉的,汤普森先生摇摇头。

②He suggested that the work (should) be started at once. 他建议立即动工。

2) absorb...into... = take in 吸入; 吸收
The immigrants were absorbed into the social mainstream. 那些移民被社会的主流同化了。

6. It seemed the water was to blame. (p. 2 Reading) 看来水是罪魁祸首。

1) be + to do = must (should, ought to) + do 该做某事

①You are to make the necessary changes. 你要做些必要的改变。

②I am to visit Mr Green tomorrow. 我明天要去拜访格林先生。

2) blame 指责,谴责(习惯上不用被动式)
The driver was not to blame for the traffic accident. 那次交通事故不应该责怪司机。

7. In addition, he found two other deaths in another part of London that were linked to the Broad Street outbreak. (p. 3 Reading) 此外,他还发现伦敦另一个地区两个死亡病例都与宽街爆发的霍乱有关联。

1) 不直接跟在先行词后的定语从句叫分隔定语从句。本句中 that were linked to the Broad Street outbreak 是分隔定语从句。它的先行词是 two other deaths, 先行词和定语从句之间插入另一个定语 in another part of London.

①I was the only person in my office who was invited. 我是办公室里唯一受到邀请的人。

②The exams were put off, which was exactly what we wanted. 各门考试都推迟了,这正是我们所希望的。

2) in addition (to) 另外; 除……之外又
In addition to gene, intelligence also depends on an adequate diet, a good education and a decent home environment. 除了遗传基因外,智力的高低还取决于良好的营养,良好的教育和良好的家庭环境。

3) link...to... 把……与……连接; 联系
The new bridge will link the island to the mainland. 新的桥梁将把该岛与大陆连接在一起。

8. A woman, who had moved away from Broad Street, liked the water so much that she had had it delivered from the pump to her house every day. (p. 3 Reading) 一位已搬离宽街的妇女如此喜欢那里的水,以至于她每天都派人



从水泵打水运到家里来。

1) who 引导的是非限定性定语从句 (who 不能用 that 代替); so... that... 引导的是结果状语从句。

2) have sth done 使/让/令 (某人) 做某事

① We had the machine repaired. 我们请人把机器修好了。

② The vicar has been asked to have the tree cut down, but so far he has refused. 人们已要求教区牧师叫人把这棵树砍掉, 但直到现在他都没有同意。

9. Although he had tried to ignore them, all his mathematical calculations led to the same conclusion: that the earth was not the centre of the solar system. (p. 6 Reading) 虽然他曾经试着不去理睬那些数字, 然而他所有的数字计算都得出同样一个结论: 地球不是太阳系的中心。

1) although 引导的是让步状语从句, all his mathematical calculations led to... 是主句, that 引导的是 conclusion 的同位语从句。

2) ignore 拒绝注视 (某事物); 忽视

Ignore the child if he misbehaves, and he'll soon stop. 小孩不乖时, 别去理他, 不久他就会不闹了。

3) lead to 导致/趋向 (某种目标或结果)

The policies that were not discussed at the meeting led to disaster. 没有在会上讨论的政策导致了灾难。

10. Only if you put the sun there did the movements of the other planets in the sky make sense. (p. 6 Reading) 只有当你把太阳放在中心位置上, 天空中其他行星的运动才能说得清楚。

1) “Only + 状语 + 倒装句”是起加强语气作用的固定句型, 请比较下列句子:

① Only a doctor can do that. 只有医生才能这样做。

② Only in this way is it possible to explain

their actions. 唯有如此才能解释他们的行为。

③ Only when a child grows up does he understand his parents' intentions. 只有当儿童长大后, 才会理解父母的意图。

2) make sense 有意义, 意思清楚, 有道理
make sense of 弄懂……的意思

① This sentence doesn't make sense. 这个句子不通。

② I can't make sense of the painting. 我看不懂那幅画。



词语用法

1. control

1) control *vt. & n.* 控制, 抑制; 支配, 管辖

① This handle controls the flow of electricity. 这个把手调节电流。

② All schools are under the control of the Ministry of Education. 所有学校统归教育部管辖。

2) in control (of) 支配; out of control 失控

① He was in control of the car. 他负责这辆小汽车。

② Unless it gets out of control, a certain amount of stress is vital to provide motivation and challenge. 除非你控制不了, 否则的话一定的压力对于向人们提供动力和挑战极其重要。

2. severe *adj.* 严重的, 非常严肃的 *severely adv.*

① If you don't wear sunglasses, there's a severe risk that you'll damage your eyesight. 如果你不戴太阳镜的话是极其危险的, 因为光线会损害你的视力。

② The severe teacher has gone abroad; you can breathe freely again. 那个要求苛严的教师已经出国了, 你完全可以放心了。

3. valuable



1) *valuable adj.* 贵重的, 有价值的

① The work is not just valuable; it is priceless. 这件作品不仅很有价值, (而且) 简直是无价之宝。

② a valuable friend 令人钦佩的朋友

2) 注意: *valueless (worthless)* 与 *priceless (invaluable)*

valueless (worthless) 与 *priceless (invaluable)* 是一对互为反义词, *valueless (worthless)* 意为“无价值的、无用的”, *priceless (invaluable)* 意为“无价的、贵重的”。如:

① It looked like gold, but in fact it was valueless (worthless). 这看起来像金, 其实毫无价值。

② The jewel is of great value; it is priceless (invaluable). 这珠宝很有价值, 简直是无价之宝。

4. *announce v.* 宣布, 宣告

announcement n. 通知, 宣布, 言论

① Presidential candidates announce two years in advance of the elections. 在总统选举前两年宣布竞选者。

② The captain announced that the plane was going to land. 机长宣布飞机就要着陆了。

③ The announcement of the royal birth was broadcast to the nation. 王室成员降生的通告已向全国广播。

5. *instruct*

1) *instruct v.* 下命令, 指示

常见用法: *instruct sb to do sth* 或 *sb be instructed to do sth*

① I've been instructed to wait here until the lecturer arrives. 我得到指示, 在这儿等到讲课老师到来。

② She instructed me in the use of the telephone. 她教我使用电话。

2) *instruction n.* 命令, 说明

The doctor's instructions must be fulfilled exactly. 医生的指示必须严格遵行。

6. *complete adj. & vt.* 完成的, 完全的; 完成

① It was a complete surprise to me. I wasn't expecting and hadn't even thought of it. 它对我来说完全是件意外的事。我未预料到, 甚至未曾想到。

② She has completed her studies. 她已经完成了学业。

7. *spin*

1) *spin v.* (快速) 旋转; 扭转; 疾驰

① The top was spinning merrily. 陀螺在轻快地旋转。

② The heavy blow sent the enemy spinning to the ground. 猛烈的一击打得敌人昏头转向, 倒在地上。

③ The car was spinning along the highway. 汽车在公路上奔驰。

2) *spin sth out* 使某物尽量延长或拖延

He spun out the time by talking. 他以谈话拖延时间。

8. *enthusiastic*

1) *enthusiastic adj.* 充满热情的

Though too old to work much, the retired worker is very enthusiastic about neighbourhood affairs. 虽因年老不能多操劳, 但这个退休工人对邻里工作非常热心。

2) *enthusiasm n.* (常与 *for, about* 连用) 热心, 热情

① Anthropology is his enthusiasm. 人类学是他热心研究的学科。

② feel (no) enthusiasm for/about an idea 对某主意(不)感兴趣

9. *cautious*

1) *cautious adj.* 谨慎的, 细心的

① He was cautious when he was riding the bicycle. 当他骑自行车的时候, 他很小心。

② The schoolboys are more cautious not to make any mistakes in spelling than ever before. 男学生们在拼写时比以前更加小心, 以避免发生错误。



2) incautious *adj.* 不谨慎的, 鲁莽的

caution *n.* 谨慎, 仔细

10. reject *v.* 拒绝, 拒绝接受

rejection *n.* 拒绝, 抛弃

① He rejected their invitation point-blank.

他直截了当地拒绝了他们的邀请。

② reject an offer of help 拒绝别人提供的帮助

reject an appeal 驳回上诉

11. put forward 提出 (意见、建议), 推荐 (提名)

① In 1860, a better plan was put forward by

an Englishman, William Low. 1860 年,

一个名叫威廉·娄的英国人提出了一项更好的计划。

② Shall we put Mr Willinton forward as the candidate for chairman of the committee?

我们提名惠灵顿先生作为委员会主席的候选人, 好吗?

12. draw/arrive at/reach a conclusion 得出结论

Finally the police drew a conclusion from the evidence that the thief had stolen the diamond.

最后警察从证据中得出结论是贼偷了钻石。

13. apart from 除……外

Apart from a few scratches, the car was undamaged. 除了几处刮痕外, 汽车没有什么损坏。

14. look into 窥视, 调查

The mayor promised to look into whether the clash was designed, or it just happened by accident. 市长答应调查这次冲突是预先计划好的, 还是偶然发生的。



语法点拨

过去分词作定语和表语

I. 过去分词作定语

1. 过去分词作定语时, 如果是单个过去分词就放在被修饰词之前; 而过去分词短语则必须置于

被修饰词之后, 被过去分词修饰的名词, 就是该分词的逻辑主语。如:

① The injured soldier was taken to hospital.

受伤的士兵被送往医院。

② The speaker answered all the questions

raised by the audience. 发言人回答了观众提出的所有问题。

注意: 若单个的过去分词放在被修饰词之后, 常表示强调动作。如:

③ Make sentences using the words given. 用所给的单词造句。

2. 过去分词作定语与现在分词作定语的区别:

(1) 语态不同: 现在分词表示主动概念, 而及物动词的过去分词表示被动概念。

an inspiring speech 鼓舞人心的演说

the inspired audience 受鼓舞的听众

注意: 不及物动词的过去分词只有“完成”含义, 而不表示被动。如:

the falling leaves 落叶 (正下落的)

the fallen leaves 落叶 (已落到地面的)

(2) 时间关系不同: 现在分词作定语, 多表示“动作正在进行”或“与谓语动词同时进行”或“经常性”动作; 而过去分词做定语, 则多表示分词动作“先于谓语动词表示的动作”或“没有一定的时间性”。如:

① The woman selling vegetables has gone. 卖蔬菜的妇女走了。(经常性的动作)

② Do you know the boy lying under the big tree? 你认识躺在大树下的那个男孩吗? (正在进行的动作)

③ The wheat fields are irrigated by water brought from a pond through bamboo pipes. 麦田是由池塘的水通过竹管灌溉的。(分词动作先于谓语动词)

④ He is a leader respected by the people. 他是一位受人民尊敬的领导。(分词动作没有一定的时间性)

(3) 及物动词的过去分词与现在分词的被动式都可表示“被动”, 但前者多表示一个完成了的



动作,而后者多表示一个正在进行的动作。

①The problem discussed yesterday has something important to do with our daily life. 昨天讨论过的问题与我们的日常生活有重要关系。

②The problem being discussed now has something important to do with our daily life. 正在讨论的问题与我们的日常生活有重要关系。

(4) 过去分词与现在分词的完成被动式都表示“完成”和“被动”,但前者的时间性不强,而后者更加强调分词动作明显先于谓语动词。

①He is a teacher respected by all. 他是一位受大家尊敬的老师。

②Having been told to stay in Beijing, the boy decided not to return to his village. 那小孩被告知留在北京,他决定不回村里了。

II. 过去分词作表语

1. 过去分词作表语时,表示其逻辑主语所处的状态,其逻辑主语就是句子的主语。如:

①The inner gate was locked. 内门锁着。

②The lecture was so great that they were all excited. 讲座很棒,他们都很激动。

2. 过去分词作表语与现在分词作表语的区别

(1) 现在分词作表语,说明主语的性质或特征,意为“令人……”,有主动意思,如: exciting, moving, amusing, astonishing, frightening, interesting, relaxing, shocking, surprising, terrifying, tiring 等。如:

It's not surprising the company's in debt—it's been completely mismanaged. 公司负债毫不奇怪——它的经营管理一直很不得法。

(2) 过去分词作表语多表示主语所处的状态,意为“对……感到……”,有被动的意思,如: excited, moved, amused, astonished, tired, frightened, interested, relaxed, satisfied, surprised, terrified 等。如:

I was astonished when I heard the hospital had burnt down. 当我听到那家医院被烧毁时,我大为惊讶。

(3) 过去分词作表语与动词的被动语态结构相似,但两者表达意思明显不同,前者说明主语的特点及所处的状态,而后者强调动作。如:

①The glass is broken. 这个玻璃杯是破的。

②The glass was broken by my little sister. 这个玻璃杯是我妹妹打破的。

过去分词作定语和表语常作为考点出现在各地的高考题中。如:

1. The _____ boy was last seen _____ near the East Lake. (2000 年上海高考题)

- A. missing; playing
- B. missing; play
- C. missed; played
- D. missed; to play

答案: A. missing 作 boy 的定语; was last seen playing 表示被看见时正在玩。

2. The picture _____ on the wall is painted by my nephew. (2000 年北京春季高考题)

- A. having hung
- B. hanging
- C. hangs
- D. being hung

答案: B. hang 在该句中是不及物动词,现在分词 hanging 作 picture 的定语,表示主动。这句话的意思是“挂在墙上的那幅画是我侄儿画的。”

3. The bell _____ the end of the period rang, _____ our heated discussion. (2001 年上海高考题)

- A. indicating; interrupting
- B. indicated; interrupting
- C. indicating; interrupted
- D. indicated; interrupted

答案: A. the bell 在句中作 indicate 和 interrupt 的逻辑主语,所以要用现在分词 indicating 和 interrupting,表示主动。这句话的意思是“宣布下课的铃声打断了我们热烈的讨论。”

4. Don't use words, expressions, or phrases _____ only to people with specific knowledge. (2002 年上海高考题)

- A. being known



B. having been known

C. to be known

D. known

答案: D. know 与 words, expressions, phrases 是动宾关系, 要用过去分词作定语, 表示被动。这句话的意思是“不要使用只有具有专业知识的人才知道的词语。”

5. —I'm very _____ with my own cooking. It looks nice and smells delicious.

—Mm, it does have a _____ smell. (2002 年北京春季高考题)

A. pleasant; pleased

B. pleased; pleased

C. pleasant; pleasant

D. pleased; pleasant

答案: D. pleased 和 pleasant 的区别是: pleased 的意思是“感到高兴; 感到满意”, 常用于形容人; pleasant 的意思是“令人愉快的”, 常用于形容物。第一句表示对自己烹调感到满意。第二句表示所做的食物很香。

演练·评估

I. 短语英汉互译。

- 提出 _____
- 得出结论 _____
- 调查 _____
- 有道理 _____
- 观点 _____
- 导致 _____
- 另外 _____
- 处理 _____
- absorb...into... _____
- link to _____
- terrified people _____
- terrifying people _____
- expose to _____
- infectious disease _____
- severe mental illness _____

16. apart from _____

II. 单项选择。

- He did the job with his _____ enthusiasm.
A. a characteristic B. characteristic
C. characteristics D. character
- This firm will supply _____ in exchange for artificial rubber.
A. energy B. energies
C. with engine D. to engines
- The coach tried to _____ the cause of our defeat.
A. draw B. put forward to
C. analyse D. handle
- There will be a _____ of this talk next week.
A. say B. tell
C. repeat D. saying
- _____ gene, intelligence also depends on an adequate diet, a good education and a decent home environment.
A. In addition B. In addition to
C. Except D. But for
- Look at these simple verbs and make another _____ using “make+a+noun”.
A. construction B. instruction
C. construct D. instruct
- It is a _____ treasure which dates back to 200 AD.
A. valueless B. priceless
C. worthless D. value
- The new bridge will _____ the island to the mainland.
A. link B. be linked
C. link to D. be linked to
- How did the audience receive the new play?
—They got very _____.
A. excite B. excited
C. excitedly D. exciting
- Most of the women _____ to the party

were from South Africa.

- A. invited B. to invite
C. being invited D. had been invited

III. 词汇填空。

根据下列句子及所给单词的首字母或汉语注释, 写出单词正确的完全形式。(每空限填一词)

1. They all have become e _____ over the research project.
2. The schoolboys are more c _____ not to make any mistakes in spelling than ever before.
3. They phoned i _____ they reached home.
4. The government _____ (宣布) that they would build a new highway to the mountain.
5. The crime of the corrupt officials must be _____ (揭发) without any reserve.
6. The doctor _____ (断定) that the patient's disease was cancer.
7. Our teacher is _____ (严格的) and we have to do what she says.
8. This handle _____ (控制) the flow of electricity.

IV. 单句改错: 下列每句分别有一处错误, 请改正。

1. Aspirin is wonderful cure for colds.

2. The severely teacher has gone abroad and you can breathe freely again.

3. The writer absorbed in his writing that he forgot to flick the ashes from his cigar.

4. The children were not to be blame.

5. There's no senses in waiting three hours.

V. 完成句子。(每空限填一词)

1. At the meeting the teacher made a remark that

_____ (导出进一步讨论)。

2. He _____
(拒绝了他们的邀请)。
3. I can't _____ (看懂) the digital map.
4. _____
(只有保持低消耗) will Founder hold its advantage over other companies.
5. In spite of this, some people including myself— _____ (吃了一惊) by a recent exhibition of modern sculpture.

单元评估

I. 听力理解。(共三节, 满分15分)

第一节 (共5小题; 每小题1分, 满分5分)

听下面5段对话。每段对话后有一个小题, 从题中所给的A、B、C三个选项中选出最佳选项, 并标在试卷的相应位置。每段对话仅读一遍。

1. What is the man going to do this evening?
A. Meet a hero.
B. See a film.
C. Go to a famous country.
2. Which of the following does the woman not like about Professor Robert's class?
A. His lectures are too difficult.
B. The tests are interesting enough.
C. His choice of test questions is not good enough.
3. What does Mike do?
A. A teacher.
B. A student.
C. A writer.
4. How much did the dog cost?
A. \$118. B. \$189. C. \$109.
5. What are the two speakers doing?
A. They are making a plan.
B. They are attending a meeting.