

活页名师教学方法研究中心研究成果

活页名师·高二



黄金导学

英语 下

主 编 李宝忱

第一套“人文关怀”的教辅——合
理宣泄学习压力

第一套同窗宠物陪读的教辅——紫
纯、欧阳博南、高斌、海普鸟



倡导协作

张扬自我

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高分取胜

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中

学高级英语教师，北京市高考研究会理事，曾任北京市朝阳区教科所副研究员，北京市教科所兼职研究员，对中、高考测试和新教材有专门研究，在人民教育出版社主办的《中小学外语》、《中小学外语教学》和《北京市招生通讯》发表大量文章，主要著书有《实用英语同义词、反义词辞典》、《图解英汉辞典》、《龙门双色笔记》等，曾应邀到海南、昆明、重庆、西安、沈阳、广州等地进行讲学。



我是欧阳博南，大家都叫我男爵。我的爱好是睡觉、看哲学书和英文原声大片、打连网游戏、玩滑板、帮妈妈做饭。最大的愿望是尽快成为IT精英给妈妈买个大House。哦！最喜欢的事是上李宝忱老师的英语课，他可以把枯燥又晦涩的“外语”课变成表演课，使学习变得有趣，总能满足我们渴望被关注、被承认、展示自己的心理。充分调动了大家的积极性，表现出“我想学”的欲望。这样说吧，如果有一天，他教的这门课不用考试，我也会依旧去听课。因为，我喜欢欣赏英文原声大片。

前

如果说，你是哈里·波特，那么最适合你掌握中学各科学学习的那根“魔法棒”就是——《活页名师》。它由五大优势粹炼而成——

第一优势 汇集名师 抢救听讲

心理学研究发现，课堂45分钟内，注意力最佳的时间平均只有15分钟，这是人的正常心理表现，而注意力直接影响学生对教师讲述的接收和理解。《活页名师》亲自执笔的都是京城内外的名师，他们都曾经参加中高考的阅卷工作，有些还参加全国教材的编写；他们都有十年以上的一线教学、教研经验；他们都具备准确、简洁的文字表述能力，他们都很用心地写作每一本书。

第二优势 内容领先 面向全体

编写要点1：力求讲“透”教学大纲的所有知识点；

编写要点2：选题、设题源于教材，宽于教材，高于教材；

编写要点3：教给学生方法，引导学生自主学习并解决学习难题；

编写要点4：“面向全体”，“发展是硬道理”，给每一个学生都留有提高能力的空间。

第三优势 创新形式 兴趣入手

形式的创新永远要服从于内容！

一个首次：在《活页名师》中根据编写情况，随机插入幽默的、轻松的、启智的校园生活小品，帮助读者释放紧张，缓解疲劳，一张一弛，合理利用大脑功能区，切实提高学习效率。

二个首次：在《活页名师》中引入同窗、宠物伴学的生态情境，体现人文关怀，重新定位教辅读物的意义——让“心”“智”一起成长。

言

《活页名师》注重品质，既保证读者的利益，也保证倾情写作的名师和我们这些努力奉献的出版人的权益。

第四优势 精益求精 物有所值

第一价值——质量：名师的全力投入，高含金量的书稿质量；

第二价值——服务：活页名师书友俱乐部“以人为本”的服务意识；

第三价值——个性：个性化的同窗及宠物，精致地考虑了读者的趣味；

第五优势 我们努力 读者认可

一分耕耘一分收获。为了读者早日收获《活页名师》，我们尽了最大的努力。我们尽了最大的努力，希望收获读者的满意和认可。

我们期待着广大读者——你的评价！

活页名师书友俱乐部见！



2003年1月1日

致未来主人

最亲爱的主人：

当我尚在严寒的头脑中孕育的时候，当我躺在名师们联合创作的笔下长成肢体的时候，当我还在编辑的桌面上精雕细琢的时候，当我站在书店的书架上翘首等待的时候，我都在梦想着我未来的主人你——时尚的，个性的，自主的，努力的，活跃的，运动的……

从你拿起我并带走我的一刹那，我确信你就是这样的人！你有权力拥有最好的我！

Now，我先介绍一下我的功能——

重点、难点、考点 我将把看似芜杂的知识整理归纳为清晰的知识点，并按照重点、难点、考点加以区分，目的是让你尽快掌握主干知识。建议你预习、巩固课上教学和考前精细复习时必读！

例题精析 例题是对这部分知识最精深的呈现，选设难度稍高于课本，但绝不牵扯还未学到的知识，让你一头雾水。知识是循序渐进的；例题是经典的；解题思路是全程的，多角度的；思维拓展则注重综合运用能力的分析阐述。知识是死的，方法是活的，“例题精析”解决的是知识的灵活运用！

综合能力测试 有能力挑战一下吗？这些是精编的题目，难度设置有梯度，开始很简单，最后一下却可能打掉你所有的傲气！不过，如果真的遇到难题也不要着急，到思路提示与答案中找过关秘笈吧！

中(高)考能力验收 如果你没被前面的综合能力测试难住的话，那就骄傲一会儿吧，只有30秒钟！这里是从历年全国经典的中(高)考模拟试题中筛选出来的优秀题目，突破它，你才算小有成就！

考前梳理 这是瞄着中(高)考的要求，为进入考前综合复习阶段的你，特别归纳整理的。它强调学科内本学期所学知识的联系和总结，概括、引申了涉及到的学科思想和方法。它全面而务实，堪称考前的“佛脚”。不过，真功夫还要用在平时，别辜负我的信任啊！

中(高)考题目选编 考虑到你可能学有余力，学校的期中期末考试考得也很好，就有点飘飘然，那么到这里挑选一些题目练练手，冷却一下自己。这里的题目都是从历年的全国各地中(高)考试题中筛选出来的，供你提前熟悉中(高)考的难度水平，构建自己的远景目标。

请记住——

学习重在过程，结果只是附加值，过程越精彩，附加值越高！

尽情发挥你的创造力，充分利用我，开发我，我将以你为骄傲！

你的《活页名师》

2003年1月1日



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第1单元

Albert Einstein

一.重点.难点.考点

(一)重点、难点精讲

I. 短语与句型

A. 常用短语

compare notes 交换意见,商量;do a puzzle 猜字谜;the last part of one's life 晚年;by oneself 独自,靠自己;get along 进展,相处;be content to 对……心满意足;go on with 继续(干某事);lead to 导致,造成;leave...for...离开……去……;another time 另一次;take nationality 取得国籍;make music 创作音乐;lead/live a...life 过着……的生活;on earth 在世上,在地球上;work out 计算出,解出;stick to 坚持;respect sb. as 把某人当作……尊重;take sides (in) 站在……一边;put an end to ……结束;the First World War = World War I 第一次世界大战;the Nobel Prize 诺贝尔奖;human right 人权;further education 进修,深造。

B. 常用句型

- (1) by the time + 时间状语从句
- (2) find + it + adj. / n. + to do
- (3) Such is sb. / sth.
- (4) It appears (to sb.) + that 从句
- (5) This/That is + why 从句
- (6) It is + adj. / n. + that 从句
- (7) It's said/reported + that 从句

C. 重点知识

1. compare notes 对笔记,交换意见





例如: Do your students often compare notes after class? 你的学生下课后常对笔记吗?

The leaders of our country were comparing notes at the conference. 我们国家的领导人正在会议上交换意见。

注意: 在掌握 compare 时, 特别注意两个常见易混淆的词语。

compare...to... 把……比作……

compare...with... 拿……与……相比

例如: We compare our books to grain. 我们把书比作粮食。

She compared her clothes with mine. 她把她的衣服同我的比较。

Compared with/to 作为过去分词短语在句中作状语, 表示“和……比起来”, 介词 with 和 to 通用。

例如: Compared with/to her, you are more beautiful than she/her. 同她相比, 你比她漂亮。

2. content *adj.* 满足的

例如: be content with sth. 对某事满意。

Is she content with her present salary? 她对现在的工资感到满意吗?

be content to do sth. 对做某事满意。

They are not content to remain where they are now. 他们不愿意留在原地。

3. lead to

(1) have as a result; cause, 导致, 以……为结果

(2) be a path/road/way to... 通向……

例如: Does this road lead to the airport? 这条路通向机场吗?

It was his carelessness that led to the fire. 那是他的粗心引起了这场火灾。

4. stick to 坚持, 固守, 多用于坚持原则、计划和诺言等。

例如: We should stick to our plan/our promise. 我们必须坚守自己的计划/诺言。

He didn't stick to these rules. 他没有坚守这些规则。

insist on 多用于坚持看法、主张, 特别是在别人有不同意见时不改变。

例如: They insisted on going there by air. 他们硬要坐飞机去那里。

5. do a word puzzle 或 do a puzzle in words 猜字谜

例如: We have just done a puzzle in words. 我们刚猜了一个字谜。

She didn't do a word puzzle in the newspaper. 她猜不出报纸上的字谜。

6. take sides /with sb. 支持某人、偏袒

例如: They didn't take sides in our argument. 在我们的争吵中, 他们没有偏袒



任何一方。

The boys took sides with me against our monitor. 男孩们支持我反对班长。

类似的词组: take the side of..., be on the side of...

7. work out 算出, 解出

例如: I haven't worked out our total expenses. 我还没有计算出费用的总数。

I don't think he can work this puzzle out. 我认为他解不出这道难题。

8. prove 作实义动词, 意为证明、证实、考验, 其后面可跟名词、代词, 从句和复合结构, 也可用于被动语态。

Who can prove the theory to us? (+ 名词)

My classmate proved that I told the truth. (+ 从句)

What he had done was clearly proved. (+ 被动)

他所做的一切被清楚地证实了。

Can you prove it? (+ 代词)

你能证明这一点吗?

prove 作系动词, 后接不定式、形容词、名词, 意为证明是、结果是, 但不能用于被动语态。

例如: His method proved to be useful. 他的方法证明是有用的。

9. It must be her/him 准是他/她

句中 must 表示肯定的推测, 意为一定、准是。

例如: It is already late. My wife must be worried. 时间已经很晚了, 我的妻子一定很担心。

如表示对过去的肯定推测则用 must have done.

例如: No one answered the phone. My parents must have gone out. 没人接电话。我父母当时一定出去了。

10. It is said / known, + that... 这是一个由引导词 it 引导的句子, it 是形式主语, that 引导主语从句。

例如: It is said that your brother has collected many stamps.

Your brother is said to have collected many stamps.

II. 语法

掌握名词性从句作主语的用法。

III. 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.

(二) 考点解密

 [例 1]—My daughter has passed the exam.

—Congratulations! She's really intelligent.

—_____

A. No, no, she is nothing.


B. Oh, thank you!

C. Some times she is intelligent.

D. You are right.

答案与思路分析

该题考查交际用语。中英文化的背景不同,而带来行为习惯的差异。当对方向你表示祝贺、表扬、称赞时,常用 Thank you. 回答。答案为 B。

 [例 2]—You're given us a wonderful Chinese dinner, Mrs. Wang.

—_____.

A. Oh, I'm afraid I didn't cook very well


B. I'm glad you enjoyed it

C. Come again when you are free

D. It's not necessary for you to say so

答案与思路分析

按照汉语的表达方式, Mrs. Wang 要“谦虚”地应答为 A、D; 但英国人在听到对方“赞美”时,感到“高兴”或“感谢”,表示礼貌或者自信,常回答 Thanks./ Thank you./ That's very kind of you (to say so)./ I'm very glad you enjoyed it. 等。答案为 B

 [例 3] _____ we can't get seems better than _____ we have.

A. What; what

B. What; that

C. That; what

D. That; that

答案与思路分析

该句为一个含有主语从句的省略的比较状语从句的主从复合句,比较状语从句的主语也是一个主语从句。两个主语从句中的 get 和 have 均为及物动词,缺少宾语,故两个主语从句均用 what 引导,又分别在从句中作及物动词的宾语。这句话意思是“我们想得到的似乎比我们所拥有的要好。”答案为 A。

 [例 4] _____ we will go camping tomorrow depends on the whether.



A. If

B. Whether

C. That

D. Where

答案与思路分析

引导主语从句时只能用 whether, 不能用 if。答案为 B。

【例 5】Every possible means _____ to prevent the air pollution, but the sky is still not clear.

A. is used

B. are used

C. has been used

D. have been used

答案与思路分析

means 表示“方法, 手段”是单复数同形的可数名词, 句首的 Every 表明该词为单数。另外, 题干的意思表明了动作已完成, 且主语是谓语动词动作的承受者, 应用现在完成时的被动语态。答案为 C。

【例 6】The ship will sail _____ London next week.

A. to

B. towards

C. into

D. for

答案与思路分析

介词 for 可表示“目的地”, 通常与一些表示“离开, 启航”的词连用, 如 leave, sail, head 等连用, 答案为 D。

【例 7】_____ was the story she told me yesterday.

A. What

B. All that

C. So

D. Such

答案与思路分析

该句为倒装语序, such 在此为代词, 主语是 story。若选 A, 应是疑问句; 若选 C, 也是倒装句, 表示后面的肯定情况与前面的肯定情况相同, 而题干缺少前面肯定情况的语境, 故答案选 D。

二. 综合能力测试

I. 单项填空

1. Whose theory _____ to be wrong?

A. is proved

B. proves

C. proving

D. to prove

2. It _____ as if he hadn't learnt it.

A. appeared

B. appears

C. seemed

D. seem

3. By the time I got to the airport, the plane _____.

A. had taken off

B. took off

C. takes off

D. flew



4. I stayed up last night. That is _____ I got up late.
A. why B. because C. that D. as
5. I'll ask my son _____ he is getting along well in that company.
A. how B. whether C. that D. what
6. Though it was cold, he _____ swimming in the river.
A. stuck to B. insisted on C. decided D. made up his mind
7. The young girl must be your sister, _____ she?
A. needn't B. must C. can't D. isn't
8. My grandfather lived _____ of his life in the family of my uncle.
A. rest B. the other C. other D. the rest
9. The opinion she sticks to _____ right.
A. be B. is C. being D. are
10. I don't know Li Hua, but she is _____ to be a good player.
A. told B. said C. talked D. spoken
11. Who _____ this math problem?
A. worked out B. plus C. figure D. settle
12. —Is the lady _____ with her new house?
—Yes. She likes it very much.
A. busy B. disappointed C. content D. popular
13. —Your boyfriend isn't coming this Sunday. —But he _____!
A. promised B. promises C. will promise D. had promised
14. The two foreign friends were _____ notes on their journey to Shanghai.
A. compared to B. comparing C. compare D. compares
15. Are you _____ to go to France?
A. well content B. very content C. satisfactory D. much contented

II. 完形填空

In most cultures, when you meet acquaintances for the first time during a day, it is normal to greet them. The main purpose of the greeting is to 1 a good relationship between the people 2, and each language usually has a great 3 of set phrases which can be used for this purpose. Sometimes, though, there can be 4 differences in the type of phrases which can be used, and cultural misunderstandings can easily 5. The following is a true example. A young British woman went to Hong Kong to work, and at the time of her 6 she knew nothing about the Chinese culture or language. 7 her way to school one day, she went to the bank to get some money. To her 8, the bank



clerk asked her if she had had her lunch. She was extremely surprised 9 such a question because in the British culture it would be 10 an indirect invitation to lunch. Between unmarried young people it can also 11 the young man's interest in dating the girl, so since this bank clerk was a complete stranger 12 the British girl she was very much 13 and hastily commented she had eaten 14. After this she proceeded to school and was even more surprised when one of the teachers asked her the same question. By now she realized that it could not be an invitation, but was puzzled 15 why they asked it. In the following days she was asked the same question again and again, and she spent hours trying to 16 why so many people kept asking her this. Finally she came to a 17: the people must be 18 her health. She was somewhat underweight at the time, and so she concluded they must be 19 that she was not eating properly! Only much later did she discover that the question had no real 20 at all—it was merely a greeting.

- | | | | |
|------------------------|----------------|------------------|--------------------|
| 1. A. build on | B. build up | C. build into | D. build out |
| 2. A. concerned | B. concern | C. concerning | D. to concern |
| 3. A. number | B. deal | C. many | D. amount |
| 4. A. considered | B. considering | C. considerable | D. considerate |
| 5. A. raise | B. result | C. arouse | D. lead |
| 6. A. arrive | B. arrived | C. arrives | D. arrival |
| 7. A. In | B. To | C. By | D. On |
| 8. A. disappointment | B. joy | C. surprise | D. sadness |
| 9. A. on | B. at | C. to | D. with |
| 10. A. regarded as | B. defined as | C. looked as | D. thought as |
| 11. A. intend | B. consider | C. think | D. indicate |
| 12. A. with | B. by | C. to | D. at |
| 13. A. taken away | B. taken in | C. taken aback | D. taken for |
| 14. A. already | B. yet | C. too | D. at all |
| 15. A. with regards | B. as to | C. as if | D. as far as |
| 16. A. work at | B. work on | C. work with | D. work out |
| 17. A. reason | B. target | C. finish | D. conclusion |
| 18. A. concerned about | B. involved in | C. interested in | D. concentrated on |
| 19. A. discovering | B. satisfying | C. worrying | D. thinking |