



中学教材

创新 讲解



—— 主编 / 洪鸣远 ——

高中英语必修 
配冀教版

吉林人民出版社



创新 讲解



—— 主编 / 洪鸣远 ——

高中英语必修 2

(配冀教版)

本册主编：杜宪文

本册副主编：王梅

吕孝刚

薛梦荣

吉林人民出版社

(吉)新登字 01 号

严查盗版,奖励举报 (010)68001964

举报(订货)热线: (010)68001963

中学教材创新讲解——高中英语必修②(配冀教版)

责任编辑 关铁宁

封面设计 孙明晓

责任校对 张 伟

版式设计 洪 铭

出 版 者 吉林人民出版社(中国·长春人民大街 7548 号 邮编:130022)

网 址 www.jlpph.com

发 行 者 各地新华书店

制 版 北京佳佳图文制作中心

印 刷 者 三河盛达印务有限公司

开 本 880 × 1230 1/32

印 张 10

字 数 297 千字

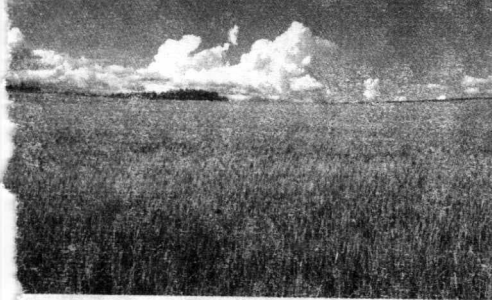
版 次 2006 年 4 月第 1 版第 4 次印刷

印 数 10000

标准书号 ISBN 7 - 206 - 04249 - X/G · 1358

总 定 价 103.60 元

如图书有印装质量问题,请与承印工厂调换。



风景这边独好

风景这边独好

——《中学教材创新讲解》前言

一场新课改教育运动正在神州大地蓬勃展开，由此也引发了人们对教育理念的深刻思考与学习上的一场革命。为了顺应这一改革潮流，廓清学生对新课标教材的模糊认识，我们特组织新课标实验区的百余名特高级教师与教育专家精心打造了这套《中学教材创新讲解》（课标版）。与其他同类书相比，她具有以下几大突出特色：

更新

☆观念新 瞄准课程改革的发展趋势，打破传统的纯粹讲解的模式，通过对教材内容的完全解读与教材结构的再构建，体现教学服务于学生发展的新观念。

☆体例新 本书以最新课改精神为依据，以最新课标教材为蓝本，紧扣教材，层层深入，讲解、例释、练测三位一体，栏目设置科学新颖。

☆信息新 本丛书无论在内容讲解、实例列举还是练习的编写上都融入了大量具有时代气息与贴近生活实际的新材料以及课改实验区的高考经典题，为激发学生创新意识、培养学生的探究能力创设情景与资源。

更全

☆版别全 本丛书品种多，涵盖各种课标版本，可供不同地区的师生选用。

☆栏目全 栏目分学科而设，内容与形式统一，浑然天成，在众多教辅中形成了一道独有的风景线。

☆内容全 严格按照教材的章节顺序，逐字、逐句、逐段、逐题进行全面解析与深度解读，释疑解难，拓展延伸，真正做到了“一册在手，学习无忧”。



在立足讲全讲透、兼收并蓄各类信息的同时，《中学教材创新讲解》更注重帮助学生提高应试能力与探究能力，通过讲学练三方面的有机结合，达到夯实学生基础、开发学生潜能之目的。

“更新、更全、更实用”，这就是新上市的《中学教材创新讲解》。她是我们的，更是你们的。她给你的不仅仅是内容，更是一种理念；不仅仅是一个结果，更是一种方法。“会学”永远比“学会”更重要。亲爱的同学们，让我们共同携手，笑迎新课标，创造辉煌的明天。

CONTENTS 目录

Unit 1 School Life

| | |
|---|----|
| 单元导航 | 1 |
| Section 1 New Words and Ideas | 1 |
| 背景知识 | 1 |
| 热身自评 | 2 |
| 创新全解 | 2 |
| 学习自评 | 9 |
| Section 3 Grammar Makes Sense | 11 |
| 创新全解 | 11 |
| 学习自评 | 18 |
| Section 4 Reading for Meaning | 21 |
| Elementary and Secondary Education in Japan | 21 |
| 背景知识 | 21 |
| 热身自评 | 21 |
| 创新全解 | 22 |
| 学习自评 | 26 |
| On Being a Student | 27 |
| 背景知识 | 27 |
| 热身自评 | 27 |
| 创新全解 | 28 |
| 学习自评 | 31 |
| 综合自评 | 31 |
| 自评答案 | 40 |

Unit 2 Family

| | |
|-------------------------------------|----|
| 单元导航 | 48 |
| Section 1 New Words and Ideas | 48 |
| 背景知识 | 48 |

| | |
|-------------------------------------|----|
| 热身自评 | 48 |
| 创新全解 | 49 |
| 学习自评 | 54 |
| Section 3 Grammar Makes Sense | 56 |
| 创新全解 | 56 |
| 学习自评 | 59 |
| Section 4 Reading for Meaning | 61 |
| Family Names | 61 |
| 背景知识 | 61 |
| 热身自评 | 61 |
| 创新全解 | 62 |
| 学习自评 | 64 |
| Family | 64 |
| 背景知识 | 64 |
| 热身自评 | 64 |
| 创新全解 | 65 |
| 学习自评 | 66 |
| A Big Happy Family | 67 |
| 背景知识 | 67 |
| 热身自评 | 67 |
| 创新全解 | 68 |
| 学习自评 | 70 |
| 综合自评 | 70 |
| 自评答案 | 78 |

Unit 3 Keeping Safe

| | |
|-------------------------------------|----|
| 单元导航 | 84 |
| Section 1 New Words and Ideas | 84 |
| 背景知识 | 84 |
| 热身自评 | 85 |

| | |
|--|-----|
| 创新全解 | 85 |
| 学习自评 | 94 |
| Section 3 Grammar Makes Sense | 95 |
| 创新全解 | 95 |
| 学习自评 | 99 |
| Section 4 Reading for Meaning ... | 100 |
| Danny's Safety Tip's | 100 |
| 背景知识 | 100 |
| 热身自评 | 101 |
| 创新全解 | 101 |
| 学习自评 | 104 |
| Teresa's Safety Story | 104 |
| 背景知识 | 104 |
| 热身自评 | 105 |
| 创新全解 | 105 |
| 学习自评 | 109 |
| 综合自评 | 109 |
| 自评答案 | 117 |

Unit 4 Let's Talk Music

| | |
|--|-----|
| 单元导航 | 122 |
| Section 1 New Words and Ideas | 122 |
| 背景知识 | 122 |
| 热身自评 | 123 |
| 创新全解 | 123 |
| 学习自评 | 128 |
| Section 3 Grammar Makes Sense | 129 |
| 创新全解 | 129 |
| 学习自评 | 133 |
| Section 4 Reading for Meaning ... | 134 |
| Let's All Sing! | 134 |
| 背景知识 | 134 |

| | |
|---|-----|
| 热身自评 | 135 |
| 创新全解 | 135 |
| 学习自评 | 138 |
| Wang Luobin and Chinese Folk Songs | 139 |
| 背景知识 | 139 |
| 热身自评 | 139 |
| 创新全解 | 140 |
| 学习自评 | 141 |
| Rocky Mountain High; John Denver | 141 |
| 背景知识 | 141 |
| 热身自评 | 142 |
| 创新全解 | 142 |
| 学习自评 | 143 |
| Heart Song | 144 |
| 背景知识 | 144 |
| 热身自评 | 144 |
| 创新全解 | 144 |
| 学习自评 | 146 |
| 综合自评 | 146 |
| 自评答案 | 153 |

Unit 5 Experiencing Literature

| | |
|--|-----|
| 单元导航 | 159 |
| Section 1 New Words and Ideas | 159 |
| 背景知识 | 159 |
| 热身自评 | 160 |
| 创新全解 | 160 |
| 学习自评 | 171 |
| Section 3 Grammar Makes Sense | 172 |
| 创新全解 | 172 |
| 学习自评 | 174 |

| | |
|-------------------------------|-----|
| Section 4 Reading for Meaning | 175 |
| To a Daughter Leaving Home | 175 |
| 背景知识 | 175 |
| 热身自评 | 175 |
| 创新全解 | 176 |
| 学习自评 | 177 |
| Fables of Aesop | 177 |
| 背景知识 | 177 |
| 热身自评 | 178 |
| 创新全解 | 178 |
| 学习自评 | 182 |
| The Many Hungers | 183 |
| 背景知识 | 183 |
| 热身自评 | 183 |
| 创新全解 | 184 |
| 学习自评 | 184 |
| 综合自评 | 185 |
| 自评答案 | 192 |

Unit 6 Planning a Trip

| | |
|-------------------------------|-----|
| 单元导航 | 198 |
| Section 1 New Words and Ideas | 198 |
| 背景知识 | 198 |
| 热身自评 | 199 |
| 创新全解 | 199 |
| 学习自评 | 206 |
| Section 3 Grammar Makes Sense | 207 |
| 创新全解 | 207 |
| 学习自评 | 209 |
| Section 4 Reading for Meaning | 210 |
| Tips on planning a trip | 210 |
| 背景知识 | 210 |
| 热身自评 | 211 |

| | |
|-------------------------------|-----|
| 创新全解 | 211 |
| 学习自评 | 215 |
| Should Jason Go on This Trip? | 216 |
| 背景知识 | 216 |
| 热身自评 | 216 |
| 创新全解 | 217 |
| 学习自评 | 221 |
| 综合自评 | 222 |
| 自评答案 | 229 |

Unit 7 Culture and Cultural Diversity

| | |
|--|-----|
| 单元导航 | 235 |
| Section 1 New Words and Ideas | 235 |
| 背景知识 | 235 |
| 热身自评 | 236 |
| 创新全解 | 236 |
| 学习自评 | 246 |
| Section 3 Grammar Makes Sense | 247 |
| 创新全解 | 247 |
| 学习自评 | 250 |
| Section 4 Reading for Meaning | 251 |
| What Do You know About Culture and Cultural Differences? | 251 |
| 背景知识 | 251 |
| 热身自评 | 252 |
| 创新全解 | 253 |
| 学习自评 | 257 |
| What's Wrong? | 258 |
| 背景知识 | 258 |
| 热身自评 | 258 |
| 创新全解 | 259 |
| 学习自评 | 262 |
| 综合自评 | 263 |

| | |
|------------|-----|
| 自评答案 | 270 |
|------------|-----|

Unit 8 The Story of English

| | |
|------------|-----|
| 单元导航 | 276 |
|------------|-----|

Section 1 New Words and Ideas

| | |
|------------|-----|
| 背景知识 | 276 |
|------------|-----|

| | |
|------------|-----|
| 热身自评 | 277 |
|------------|-----|

| | |
|------------|-----|
| 创新全解 | 278 |
|------------|-----|

| | |
|------------|-----|
| 学习自评 | 282 |
|------------|-----|

Section 3 Grammar Makes Sense

| | |
|------------|-----|
| 创新全解 | 283 |
|------------|-----|

| | |
|------------|-----|
| 学习自评 | 287 |
|------------|-----|

Section 4 Reading for Meaning

| | |
|------------|-----|
| 背景知识 | 288 |
|------------|-----|

| | |
|------------|-----|
| 热身自评 | 288 |
|------------|-----|

| | |
|------------|-----|
| 创新全解 | 289 |
|------------|-----|

| | |
|------------|-----|
| 学习自评 | 290 |
|------------|-----|

| | |
|------------------------|-----|
| English Rules(略) | 291 |
|------------------------|-----|

| | |
|--|-----|
| The Story of English: Norman Influence | 291 |
|--|-----|

| | |
|------------|-----|
| 背景知识 | 291 |
|------------|-----|

| | |
|------------|-----|
| 热身自评 | 292 |
|------------|-----|

| | |
|------------|-----|
| 创新全解 | 292 |
|------------|-----|

| | |
|------------|-----|
| 学习自评 | 296 |
|------------|-----|

| | |
|------------|-----|
| 综合自评 | 297 |
|------------|-----|

| | |
|------------|-----|
| 自评答案 | 304 |
|------------|-----|

| | |
|------------------------------------|-----|
| We All Make Different Sounds | 288 |
|------------------------------------|-----|

| | |
|------------|-----|
| 背景知识 | 288 |
|------------|-----|

| | |
|------------|-----|
| 热身自评 | 288 |
|------------|-----|

| | |
|------------|-----|
| 创新全解 | 289 |
|------------|-----|

| | |
|------------|-----|
| 学习自评 | 290 |
|------------|-----|

| | |
|------------------------|-----|
| English Rules(略) | 291 |
|------------------------|-----|

| | |
|--|-----|
| The Story of English: Norman Influence | 291 |
|--|-----|

| | |
|------------|-----|
| 背景知识 | 291 |
|------------|-----|

| | |
|------------|-----|
| 热身自评 | 292 |
|------------|-----|

| | |
|------------|-----|
| 创新全解 | 292 |
|------------|-----|

| | |
|------------|-----|
| 学习自评 | 296 |
|------------|-----|

| | |
|------------|-----|
| 综合自评 | 297 |
|------------|-----|

| | |
|------------|-----|
| 自评答案 | 304 |
|------------|-----|

Unit 1

School Life



单元导航

| | |
|----------|--|
| 核心 词汇 | <i>n.</i> attitude, awareness, award, education, biology, essay, excellence, effect, aspect, observation, arithmetic, dozen, quality <i>v.</i> pause, attend, master, memorize, communicate <i>adj.</i> enthusiastic, gifted, eager, entire, cultural <i>prep.</i> beyond |
| 重点 短语 | ▶ come down to ▶ open up ▶ add to ▶ dozens of ▶ a great deal of ▶ apply to ▶ relate to ▶ add up to |
| 经典 句型 | 1. It is... that... (强调结构) 2. Do sth. and you will... (要是……,你就会……) |
| 语法 要点 | 1. Infinitives (不定式) 2. Subject-verb agreement (I)(主谓一致) |



Section 1 New Words and Ideas

背景知识

加拿大教育从幼儿园到大学都有公立和私立学校两种形式。教育由各省负责,这意味着不同省份的教育体制可能会有很大差别,但教育质量都很高。根据各省规定不同,中学可能到 11、12 或 13 年级。中学毕业后,学生可以升入大学、学院或 Cegep 学习。Cegep 是综合职业教育学院的法语缩写,是介于中学和大学之间的两年制综合教育或三年制的职业技术教育学校。

加拿大有两种官方语言,即英语和法语。因此,国际学生既可以在英语语言院校也可以在法语语言院校攻读学位。也有一些大学使用两种语言教学。学校设备齐全,采取小班上课形式,校园氛围浓厚。

热身自译

根据课文内容,选出最佳答案

What caused Jenny to show great interest in school?

- A. The fancy school that the school had.
- B. So many computers that the school had.
- C. The biology teacher who showed excellence in teaching.
- D. All the subjects that she was running on.

What is the process of receiving the National Teacher Award?

- ①the students write a good nominating essay
 - ②the award is honored to the teacher
 - ③the committee spends a day watching the teacher in action
 - ④a certain teacher shows his excellence in teaching
- A. ①③④② B. ④①③② C. ④③①② D. ①④③②

How does Mr. Smith do to make the students show enthusiasm about school?

- A. He respects them.
- B. He helps them open up their minds.
- C. He helps them to discover things that matter to them.
- D. All of the above.

According to the text, what makes a good teacher?

- A. To show excellence and make his class vivid.
- B. To truly care about the students.
- C. To serve the students and help them.
- D. All of the above.

创新全解

What does it take to win the hearts and minds of grade 10 students in today's world of education? 今天的教育领域里需要什么才能赢得 10 年级学生的心呢? [P2]

take 在这个句子中的含义为“需要,花费”。

► The plane from Beijing to Shanghai takes 2 hours.

从北京到上海的航班飞行时间是两个小时。

► How long does it take to go there by train?

乘火车到那里要多久?

知识拓展

① take sb. sth. = take sth. for sb. 花费某人时间或金钱做……

► It took him a lot of money to buy her a coat. = It took a lot of money for him to buy her a coat. 他花了很多钱为她买了一件外套。

② take sth. to do sth. 做……需要……

► It will take a lot of courage to tell the truth. 说真话需要很大的勇气。

③ take... for... a. 把……当作 b. 误……认为……

► We can't take friendship for granted.

我们不能把友谊视作理所当然的事情。

► I took him for Tom yesterday. 昨天我错把他当成汤姆了。

④ take in a. 把(物)带入, 携入 b. 收容(人), 留某人(住宿)

► Please take the washing in if it rains. 如果下雨, 请把洗好的衣服收进来。

► He takes in several students. 他留下几名学生住宿。

...get an enthusiastic response. ……得到热情的回应。[P2]

(1) enthusiastic

① *adj.* more/most enthusiastic 狂热的, 热烈的, 热心的

► She is an enthusiastic admirer of the singer.

他狂热地爱慕那位电影明星。

② be enthusiastic about (for, over) sth. 对……着迷, 热衷

► He became enthusiastic about classical music.

他变成了一个古典音乐迷。

► He is always enthusiastic about his teaching work.

他非常热衷于自己的教学工作。

知识拓展

① enthusiasm *n.* 热心, 热情, 积极性

► The new teacher is full of enthusiasm. 新老师十分热情。

② enthusiast *n.*

► a bicycling enthusiast 自行车迷

③ enthusiastically *adv.*

(2) response *n.* 回答, 回应, 答复

► a quick response 迅速答复

► He made no response to my question. 他没有回答我的问题。

► There was no response to the advertisement. 该广告没有任何反应。

知识拓展

① respond *vt.* 回答, 响应

▶ They didn't respond to my question. 他没有回答我的问题。

▶ respond to a letter 回复一封信

② responder *n.* 回应者, 响应者

No matter how fancy is, or how many computers there are, without a good teacher, learning is difficult and not at all interesting. 不管学校有多么神奇, 有多少台电脑, 没有一个好的老师, 学习将是十分困难并且毫无乐趣而言。[P2]

(1) 这是一个主从复合句, no matter 加疑问词引起让步状语从句。“no matter + what, when, where, how, who, whose”等连用构成 no matter what/when/where/how/who/whose, 从句可置于主句之前或之后, 意为“不管, 不论……”。

▶ No matter what happens, I will come on time.

不管发生什么, 我都会按时来的。

▶ No matter where you go, you should be polite.

不管你去哪里, 你都应该讲礼貌。

▶ They should enjoy equal rights, no matter whether they are women or men.
无论男女都应当有平等的权利。

▶ No matter who you are and where you are from, I love you forever.

不管你是谁, 来自哪里, 我都会永远爱你。

(2) fancy

① *n.* 想像力; 嗜好; 爱好

▶ He shut himself in a world of idle fancy.

他把自己关在捕风捉影的世界里。

▶ I had a fancy that he would do something unusual.

我总觉得他会做出不寻常的事情来。

▶ I think he will come, but it's only a fancy of mine.

我认为他会来, 不过这是我个人的猜想。

② *adj.* 别致的, 作装饰用的, 花式的

▶ fancy dresses 别致的连衣裙

▶ fancy cakes 花式蛋糕

▶ fancy goods 精美的小礼品

▶ They are too fancy for me. 对我而言, 它们太花哨了。

③ *v.* 想像

▶ I fancy that I have met her somewhere. 我猜想我在哪里见过她。

▶ Can you fancy him as a thief? 你能想像出他是个小偷吗?

► Can you fancy his doing such a thing? 你能想到他会干这样的事情吗?

知识拓展

have a fancy for 喜欢, 想要 take a fancy to 爱上, 喜欢
take a fancy of 引起……喜爱 fancy oneself as 自以为是, 自命不凡

► His new song took a fancy to many youth.

他的新歌受到众多青年人的喜爱。

► She fancies herself as an actress. 她自以为是是个女演员。

... a class for gifted students running on a "four subjects per semester" format.
..... 一个由有天赋的学生组成的班级, 这些学生按计划每学期连续学四门功课。

[P2]

(1) gifted *adj.* 有天赋的

► a gifted musician 有天赋的音乐家

知识拓展

gift *n.* 礼物, 天赋, 天资

固定结构为 "a gift for/of + *n.* /doing sth."

► a Christmas gift 圣诞礼物

► have a gift for music (painting) 有音乐 (绘画) 天赋

(2) run on 连续不断, 连排

► He will run on for hours about his job.

关于他的工作他能连续不断地说上几个小时。

(3) running on 现在分词作定语, 修饰 students, 相当于定语从句 who are running on a "four subject per semester" format.

It's not so much the subjects that keep her coming to school each day, eager and ready to work and to learn. 并不是由于这么多的课程才使得她每天去学校, 并渴望乐意去工作学习。[P2]

(1) It is... that... 强调句型

"It is (was) + that (who) + 其他成分" 强调除谓语动词以外的任何句子成分, 包括从句。

► She finished her homework yesterday night at home.

她昨天晚上在家里完成了家庭作业。

► It was she that/who finished her homework yesterday night at home. (强调主语)

► It was her homework that she finished yesterday night at home. (强调宾语)

► It was at home that she finished her homework yesterday night.

(强调地点状语)

► It was yesterday night that she finished her homework at home. (强调时间状语)

知识拓展

① 强调句特殊疑问句句式为“疑问词+is/was+it+that+句子的其他成分?”

► What is it that Tom has bought yesterday? 汤姆昨天买了什么?

② 在强调句中的反意疑问句和附加疑问句中, 主语用 it, 不用句中的主语。

► It was you that told me the good news, wasn't it?

是你告诉我的好消息, 对吗?

③ 对“not... until...”结构中的时间状语进行强调时, not 置于被强调的部分中。结构为“It is/was not until... that...”

► It was not until she came back home that he went to bed.

直到她回来他才上床睡觉。

(2) keep

① keep doing sth. 一直做某事; keep on doing sth. 坚持不懈地做某事

► I kept waiting for you for about two hours. 我等你大约有两小时了。

► I keep on learning English for several years. 我坚持学英语好几年了。

② keep sb. doing 使某人一直做某事

► Don't keep me waiting for a long time. 别让我等很长时间。

► They keep her working all day. 他们迫使她天天干活。

③ keep sb. from doing sth. = prevent/stop sb. (from) doing sth.

阻碍某人干某事

► The heavy rain kept them from going climbing. 大雪迫使我们无法爬山。

④ keep 后也可以接过去分词, 形容词, 副词短语等作宾语补足语。

► She has kept the important papers locked up. 她把重要的文件都锁起来了。

► Try your best to keep the room clean. 尽量保持房间的卫生。

(3) eager and ready to do sth. 是形容词短语作状语。

► The boy got home, tired and hungry. 这男孩子回到家, 又累又饿。

► The plane landed on the new airport safe and comfortable.

飞机降落在新机场, 安全又舒适。

Look at her timetable and you will find that she takes the ordinary subjects of mathematics, English, biology, and art this semester. 看看她的时间表你就会发现, 她这学期要学的是一些普通课程, 数学、英语、生物和艺术。[P2]

这是祈使句的一种特殊用法。其结构为“祈使句+ and/then...” (有时可以省略)+陈述句”, 其中陈述句相当于引导的条件句。

► Take my advice and your troubles will be over.

= If you take my advice, your troubles will be over.

听我的建议你就不会有麻烦了。

► Go straight on and you will see a bookstore.

一直向前走,你就会看到一个书店。

知识拓展

条件祈使句另一个句型是“祈使句 + or + 陈述句”,其中祈使句相当于 unless 引导的条件句。

► Hurry up, or you will be late for school.

= Unless you hurry up, you will be late for school.

如果你不快点,你上课就会迟到的。

Although the classes are long, and the material difficult, Jenny still found time to submit a 1,000-word essay in which she nominated her teacher Mr. Bob, for the Teacher of the Year Award. 尽管上课时间长,内容难,珍妮还是挤出时间递交了一份 1,000 词的文章。在文中她推荐她的老师 Bob 先生为“年度最佳教师”。[P2]

(1) although 引导让步状语从句,不可同时用 but,但可以用 still, yet 等加强语气。

► although he is poor, he is happy. 尽管他很穷,但他很快乐。

► Although it is difficult, we shall do it. 此事情虽难,但我们要做。

(2) 1,000-word 是“数词 + 单数名词”构成的复合形容词,用作前置定语修饰 essay 这类复合形容词。可以由“数词 + 单数名词 + 形容词”构成,其中形容词可以省略。

► Our new boss is a twenty-year-old boy.

我们的新老板是一个 20 岁大的男孩子。

如果形容词词组作后置定语,则去掉连字符,名词该用复数时要用复数。

► Finally, they arrived at a river over thirty metres wide.

最后,他们来到了一条 30 米宽的河边。

(3) in which 引导的定语从句是“介词 + which”结构。

► After three hour's flight, we came to the city in which he was born.

坐飞机三个小时后,我来到了他出生的那座城市。

► This is the hospital at which I used to work. 这就是我以前工作的医院。

注意:“介词 + which”定语从句中 which 不能换成 that。

"I can't really put my finger on why Mr. Smith is such a good teacher," says Jenny, sitting in the bright and open classroom that she shares with 20 other gifted learners. 珍妮坐在那间她与其他 20 个学生通用的宽敞明亮教室说:“我无法确切说出为什么史密斯先生是这么一位好老师。”[P2]

(1) put one's finger on 确切地说出

► The inventors couldn't put their fingers on the reason for the experiment's

failure. 这些发明家不能确切地指出试验失败的原因。

► They can't put their fingers on the cause of the accident.

他们不能确切地说出事故的原因。

知识拓展

burn one's finger 吃亏,蒙受损失,倒大霉

cross one's finger 祝好运

have a finger in the pie 参与某事,多管闲事

keep one's fingers crossed 祈求好运

snap one's finger 弹指作响,以引起侍者的注意

(2) sitting 是现在分词作的伴随状语(动词与句子主语是逻辑上的主谓关系,故用现在分词作状语)。

► Seeing his mother, he jumped with joy. 看到他母亲,他高兴得跳了起来。

(3) share 分享;共享

► What is my share of the expense? 我该分担的费用是多少?

► He had a share in the success. 他对那次成功有贡献。

知识拓展

share and share alike 平均分享(分担)

share in 分享,分担

share out 分配,分发

share economy 股份经济

share with 与……分享/分担

► Leaders must share joys and sorrows with the people.

领导必须与人民同甘共苦。

► I share my happiness with my friends. 我和我的朋友们一起分享我的快乐。

When asked to explain what it is that he does to make his students so enthusiastic about school, he pauses and thinks deeply. 当被请求解释一下,他作了什么使得学生对学校这么有热情时,他停了一会,沉思着。[P3]

(1) 当 when, while, until, if, unless 等引导的状语从句的主语和主句的主语相同,或从句的主谓语分别为 it 和 be 动词时,从句的主语及部分谓语(be 动词)可省略。

► When (we are) asked, we always are ready to help others.

只要有人提出要求,我们会随时提供帮助。

(2) pause n. 暂停,中断,休息

► There was a pause before she began to speak again.

她停顿了一下后,又开始说话了。