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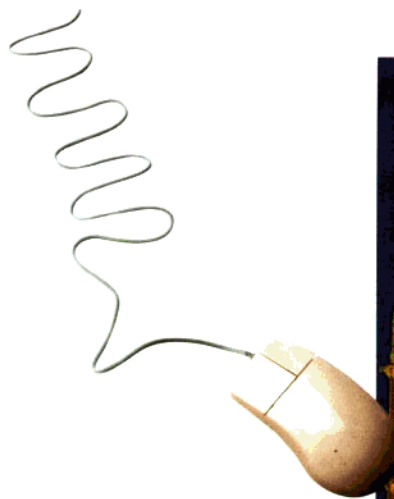
课时训练 三年级全学年

关注每一个学生
关怀学生发展的每个方面
中国名校名师主笔
更精训练
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顶尖高中英语课时训练

DINGJIAN GAOZHONG YINGYU KESHI XUNLIAN

(三年级全学年)

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编写说明

“中学各科课时训练”自1998年出版以来,受到广大读者的欢迎。随着素质教育的不断推进,新课程改革不断深入进行,新的教材的逐步试用,原来的“中学各科课时训练”存在不适应形势发展需要的问题。为了使丛书在保持原有优长的基础上,以新的面貌出现在读者面前,我们经过广泛调查研究,新编这套“顶尖中学各科课时训练”丛书。

“顶尖中学各科课时训练”按照教育部新颁布的九年义务教育全日制初级中学、全日制普通高级中学各科教学大纲精神,根据人民教育出版社新编教材重新进行编写。丛书保留了以课时为训练单位、以单元为测试单位的编写结构,保持了丛书原有优长,符合教学规律。训练、测试少而精,内容优化,题型多样,题目新颖。训练题、测试题注重对学生能力和素质的训练、考查,增加了应用型、能力型的题目所占的比重。丛书关注每一个学生,注意学生个体差异,体现层次性差别;关怀学生发展的每个方面,全面提高学生综合素质和学习能力。丛书注意培养口语交际能力、语文实践能力、创造性阅读和有创意表述能力;注意培养从数学角度发现和提出问题,并能综合运用数学知识分析问题和解决问题的能力,注重数学思想与方法;注意培养运用已学知识,联系生产、生活实际和科学技术实际分析、解决问题的能力,以及实验能力;注意培养正确的政治、历史、地理观念和运用已学知识分析、解决问题的能力,注意渗透可持续发展观念。丛书以学生为主体,重视学生自主学习,通过导学提出自主学习的方法,让学生独立获取新知识,培养学生质疑能力,提高预习质量,并在学习新知识的过程中及时“内化”知识,发展学习能力,提高学习效果。丛书注意对学生创造兴趣、创造思维、创造技能、创造人格的培养,注意设计具有探索性、开放性的题目,使学生的创新能力得到发展。丛书注意联系生活、生产实际和科学技术成果,设置新情境,以世界和平与发展的重大事件、热点问题,关乎我国国计民生的大事,诸如经济建设重大成就、科技新成果、人口资源环境等问题为重要内容,体现对世界、对国家、对民族、对社会、对人生的关注,体现科学精神和人文精神,培养人与自然、社会协调发展的观念。丛书注意培

养学生的实际参与能力，重视让学生将已学知识在实践中进行运用，使学生学活知识、用活知识，为创新做好准备。同时，丛书还注意体现中考、高考改革精神，顺应课程改革综合化的趋势，在提高学生的学科学习能力的同时，注意培养学生的跨学科学习能力。

“顶尖中学各科课时训练”按单元进行编写，每一个单元含单元名、课题与课时安排、自主学习提示、课时训练、单元测试。丛书依据教材的知识结构和教学进度划分单元，定出“课题”；依据教参提供的课时建议做出课时安排，用括号括在课题后。“自主学习提示”参照教学大纲、教材、教参的要求，针对每一个“课题”确定学习任务，提供预习方案，指导学生超前进行自主学习，培养学生理解、分析能力，培养学生发现问题、解决问题能力，特别注意培养学生的质疑能力。“课时训练”按照每一课时的授课内容编排相应的课时训练。经过系统的课时训练后，每一单元编排一套相应的单元测试。丛书附有“部分参考答案”，提供了有一定难度的课时训练的答案和全部的单元测试答案。由于本丛书要面向城乡不同层次的广大学生，因此题目难易有所兼顾，老师可以根据本校学生的具体情况有选择地让学生进行训练。

“顶尖中学各科课时训练”具有自主学习、课时训练、单元测试、自我评价四大功能，突出了科学、系统、实效、好用四大特点。丛书同时编排了课时训练和单元测试，吸收了我国传统教学一课一练和美国著名教育心理学家布卢姆形成性测试的成功经验。这样，它既是快速高效提高中学生学习成绩的有力工具，又是提高中学教师教学质量的理想参考书。

编 者

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Unit 1

That must be a record!

【自主学习提示】

I. 句型解析

1. The Guinness company hired two Englishmen to write what later became the Guinness Book of World Records. 吉尼斯公司雇佣了两名英国人写了后来成为《吉尼斯世界记录》的书。
(Reading: The Guinness Book of World Records)

* write a book 好理解，但 write 后加了 what 引导的从句就难理解了，这是英语和汉语的差异使句子难以掌握。what 引导的从句作主语、宾语或表语时，可以把它看成是一个名词性的词团或者是把它看成 sth/sb + that 的概念。如：

1) What is called “rose” is nothing but a flower. (what 从句作主语=The thing that...) 被叫做玫瑰的不过是一种花而已。

2) At last they made what was impossible possible. (what 从句作宾语= The thing that...) 终于他们把不可能的事情变成了可能。

3) He is no longer what he was. (what 从句作表语= The person that...) 他不再是以前的他了。

2. Impressive as the record is, it fades next to the story of Armstrong’s struggle against disease. 虽然这个记录给人留下深刻的印象，但是同阿姆斯特朗与疾病作斗争的事迹相比就逊色了。
(Reading: The Guinness Book of World Records)

* 让步状语句型之一：“表语+as+主语+系动词”或“副词+ as+主语+谓语动词”或“不及物动词+ as+主语+情态动词”。如：

1) Child as he is, he knows a lot.

虽然他是个孩子，但是他懂得很多。

(注意：表语如果是 a+可数名词单数，提前时一般省略 a)

2) Tired as he was, he went on doing the operation.

尽管他累了，可他仍然继续做手术。

3) Much as I love you, I can not live with you.

虽然我爱你，却不能和你生活在一起。

4) Try as he might, he was not able to keep up with his classmates.

虽然他努力了，可他无法跟上同学。

* 让步状语从句还可以用 although, though, while 引导，不需要倒装，也可以用 whatever/ no matter what, however/no matter how, whenever/no matter when 等引导。如：

5) No matter what I said, they would not believe me.

无论我说什么，他们都不信。

6) However hard I tried, the door would not open.

我怎么试，门都不开。

* next to 在此句中的意思是“和……比较”。如：

7) Next to you I am rich.

和你相比，我还算是有钱人。

3. **No records that are dangerous to the person who is attempting it or to others are allowed.**

不允许记录那些对本人及他人生命构成危险的尝试。

(Reading: The Guinness Book of World Records)

* 英语时常把否定词置于主语前，这种现象要引起注意。如：

1) Nothing in the world is as precious as life.

世上没有比生命更宝贵的东西。

2) No children are allowed to see the film.

不允许孩子看这部电影。

4. **Watching Lin Yong and his friends fly through the air makes you wonder whether the sport is too dangerous.** 观看林永和他的朋友们在空中翻腾会使你怀疑这项运动是否太危险了。

(Reading: Are You Experienced?)

* 动名词（动词 + ing 形式）结构可以作主语、宾语或表语。如：

1) Being a lawyer means living with danger. （作主语）

当律师意味着和危险相伴。

2) The enthusiastic people celebrated winning the bid for the 29th Olympic Games in 2008.

（作宾语）

热情的人们庆祝赢得 2008 年第 29 届奥运会的主办权。

3) His hobby is collecting stamps. （作表语）

他的业余爱好是集邮。

5. **The last “Double Eagle” remained missing until 1996, when police officers managed to get the coin back in a secret operation.** 最后一枚双鹰金元直到 1996 年在一次秘密行动中警察才找回。

(Reading: Collecting Stamps and Coins)

* till 和 until 可以作介词或连词，本句中是介词。要注意使用 till 和 until 时，汉英之间的差异。如：

1) He kept in touch with her until she got married. （连词）

他和她保持联系，一直到她结婚才中断。（keep 表示持续性动作，所以可以用肯定结构）

2) He did not get in touch with her until 2004. （介词）

他直到 2004 年才跟她联系上。（get 表示非持续性动作，所以只能用否定结构）

* 注意以下两句的区别：

3) He ate until 8 o'clock.

他一直吃到 8 点钟。

4) He didn't eat until 8 o'clock.

他到 8 点才吃。

II. 词汇碰撞

1. set down 放下, 搁下; 记下, 记载, 写下

* 及物动词短语。如:

1) How shall I set myself down in the hotel register?

在旅馆的登记簿上, 我应如何写自己的身份呢?

* 和 set 有关的常用短语:

set about doing.../ set out to do... 开始做……, 着手处理……

set off 出发, 启程

set fire to sth/set sth on fire 放火烧……

set a record 创记录

set down the record 把记录记载下来

set an example to sb 为……树立榜样

set sb/sth doing 使……动起来。如:

2) What he said set us thinking.

他所说的话令我们思考。

2. confirm 进一步证实, 确定, 使有效

* 及物动词。如:

1) Please confirm your telephone message by writing to me.

请给我来封信, 好进一步证实你在电话中传达的消息。

2) My employer will confirm that I was there on time.

我的雇主将会证实我是准时到达的。

3) Afterwards, the Chinese delegation was given a certificate by the IOC in Moscow, which confirmed the decision.

然后国际奥委会在莫斯科发给中国代表团一本证书, 确定这个决定有效。

3. stand out 明显, 醒目; 突出, 杰出

* 及物动词短语。如:

1) He stood out as a poet.

作为诗人他是杰出的。

2) The new building is tall enough to stand out among the others.

新楼高得足以抢过其他楼房的风头。

3) The red flag stood out against the blue sky.

在蓝天的衬托下红旗显得格外醒目。

4) Among the brilliant athletic achievements, a few records stand out because of the moving life stories behind them.

在辉煌的运动成就之中, 有一些记录由于它们背后的感人故事而显得格外突出。

4. fade 枯萎; 退色, 失去光泽; 渐渐消失

* 可作及物或不及物动词。如:

1) Cut flowers soon fade. (不及物)

剪下来的花朵容易枯萎。

- 2) The memory of her sufferings in her childhood will never fade from her mind. (不及物)

她永远不会忘却童年时代所受的苦难。

- 3) The sun has faded the (color of the) curtains. (及物)

阳光使窗帘退色了。

5. make for 有利于……, 有助于……; 造成; 移向, 走向

* 动词短语。如:

- 1) The large print makes for easier reading.

大号字体便于阅读。

- 2) This plan will make for a successful product launch.

这个计划将促成产品的成功上市。

- 3) The reporters made for the courtroom.

记者们朝法庭走去。

* 和 make 有关的常用短语:

make it 及时赶到; 办成功, 达到目的; 规定时间

make out 辨认出; 理解, 懂得

make up 弥补, 补偿; 虚构, 捏造

be made up of 由……组成=consist of

6. in a row 成一排; 连续发生相同的事情

* 介词短语。如:

- 1) This is her third win in a row.

这是她所赢得的三连冠。

- 2) Price has fallen for the third month in a row.

物价持续下降了三个月。

专项强练

I. 翻译短语。

1. keep track of sth _____

2. set down the records _____

3. reach a length of _____

4. six years in a row _____

5. in the first place _____

6. set a record _____

7. apply for a position _____

8. as a result _____

9. worth a fortune _____

10. a world of knowledge _____

II. 翻译句子。

1. When he entered, her smile faded.

2. Constant quarrels do not make for a happy marriage.

3. I need to keep track of where my money is going.

4. The illness was diagnosed as cancer.

5. The walk in the mountain confirmed his fear of heights.

III. 语法出击

主 语

1. 带有修饰的主语较难识别。如:

1) The wounded taken from the front need immediate treatment in the field hospital. (过去分词短语修饰主语 The wounded)

从战场上运来的伤员需要立即在战地医院接受治疗。

2) He who does not reach the Great Wall is not a real man. (定语从句修饰主语 He)

不到长城非好汉。

3) My goal to be a college student is not far away. (动词不定式修饰主语 My goal)

我上大学的目标并不遥远。

2. 不定式作主语并不难理解。如:

4) To win the Golden Globe Award is a great honor for a film-maker.

赢得金球奖是电影制作人的莫大荣誉。

3. 动名词作主语。如:

5) Taking exercise early in the morning has become part of her retired life.

早晨锻炼身体已成为她退休生活的一部分。

4. 句子也可以作主语,但一定要有连接词。如:

6) Whether Jenny will pass the interview depends on her confidence in herself.

珍妮能否通过面试取决于她是否有自信。

7) That he came late made the teacher angry.

他迟到这事使老师生气。

5. 只有 it 可以充当形式主语。如:

8) It (形式主语) was quite entertaining to read these accounts of strange and unusual feats and facts (真正的主语).

翻阅对这些前所未有、超乎寻常的技艺和事实的记录,真是愉快之极。

9) It (形式主语) was late in the evening when the accident happened at the corner of the street (真正的主语).

事故在街角发生的时间是晚上较晚的时候。

【自我评估】

I. 单词拼写。

1. The first _____ (版本) has become a bestseller since it was published in 1955.
2. The stone _____ (重达) 100 kilograms has been removed.
3. Is this song _____ (熟悉的) to the youth today?
4. Armstrong was _____ (诊断) with cancer in 1996.
5. He left his room without _____ (允许).
6. He is the sort of person who _____ (突出) in the crowd.
7. It is interesting to watch a game with _____ (热情的) people.
8. Many _____ (极限) sports are about beauty, harmony and thrills.
9. He gave up German in order to _____ (集中精力) on English.
10. The people _____ (爆发) into cheers when Mike turned up.

II. 句型转换。

1. When he arrived at a place that was called Small River, he was warmly received.
_____ at _____ was called Small River, he was warmly received.
2. Tian'anmen Square is the largest square in the world, covering an area of some 40 hectares.
Tian'anmen Square is the largest square in the world _____ an area of _____ 40 hectares.
3. He was tired, but he continued to work.
_____ he was, he continued working.
4. Martin Luther King was murdered in 1968.
1968 _____ the murder _____ Martin Luther King.
5. The wounded that have been taken from the front need immediate treatment in the field hospital.
The wounded _____ from the front _____ for immediate treatment in the field hospital.

III. 单项选择。

- () 1. It is the people _____ determine the wheel of history.
A. they B. those C. what D. who
- () 2. _____ he got on well with his work was a secret to his parents.
A. Whether B. How C. What D. If
- () 3. _____ is clear to us, he is an honest man.
A. It B. As C. That D. What
- () 4. _____ the meeting himself gave them a great encouragement.
A. The president will attend B. The president to attend
C. The president attended D. The president's attending
- () 5. All the coins were brought back to the bank, _____ all but two were destroyed.
A. where B. in which C. which D. Both A and B

- () 6. _____ as an assistant engineer for almost three years, but he is still not fit for his work.
 A. After working B. Having been working
 C. He has worked D. After he has worked
- () 7. Next to the temple _____ two small rooms _____ the monks can eat and sleep.
 A. are; in which B. is; where C. have; which D. has; what
- () 8. He began to sing a folk song, and soon all the others _____.
 A. took part in it B. joined it C. took it up D. joined to it
- () 9. Why didn't you tell me _____?
 A. in the first place B. in the beginning
 C. at first D. all the above
- () 10. One of the professors who _____ from America would give us a talk.
 A. had come B. come C. comes D. is coming

IV. 完型填空。

One afternoon I was sitting at my favorite table in a restaurant, waiting for the food I had ordered to arrive. Suddenly I 1 that a man sitting at a table near the window kept glancing in my direction, 2 he knew me. The man had a newspaper 3 in front of him, which he was 4 to read, but I could 5 that he was keeping an eye on me. When the waiter brought my 6 the man was clearly puzzled(困惑) by the 7 way in which the waiter and I 8 each other. He seemed even more puzzled as 9 went on and it became 10 that all the waiters in the restaurant knew me. Finally he got up and went into the 11. When he came out, he paid his bill and 12 without another glance in my direction.

I called the owner of the restaurant and asked what the man had 13. "Well," he said, "that man was a detective(侦探). He 14 you here because he thought you were the man he 15." "What?" I said, showing my 16. The owner continued, "He came into the kitchen and showed me a photo of the wanted man. I 17 say he looked very much like you! Of course, since we know you, we told him that he had made a 18." "Well, it's really 19 I came to a restaurant where I'm known," I said. "20, I might have been in trouble."

- () 1. A. knew B. understood C. noticed D. recognized
- () 2. A. since B. even if C. though D. as if
- () 3. A. flat B. open C. cut D. fixed
- () 4. A. hoping B. thinking C. pretending D. continuing
- () 5. A. see B. find C. guess D. learn
- () 6. A. menu B. bill C. paper D. food
- () 7. A. direct B. familiar C. strange D. funny
- () 8. A. chatted with B. looked at C. laughed at D. talked about
- () 9. A. the waiter B. time C. I D. the dinner
- () 10. A. true B. hopeful C. clear D. possible
- () 11. A. restaurant B. washroom C. office D. kitchen
- () 12. A. left B. acted C. sat down D. calmed down

- () 13. A. wanted B. tried C. ordered D. wished
 () 14. A. met B. caught C. followed D. discovered
 () 15. A. was to beat B. was dealing with C. was to meet D. was looking for
 () 16. A. care B. surprise C. worry D. regret
 () 17. A. must B. can C. need D. may
 () 18. A. discovery B. mistake C. decision D. fortune
 () 19. A. a pity B. natural C. a chance D. lucky
 () 20. A. Thus B. However C. Otherwise D. Therefore

V. 阅读理解。

As any homemaker who has tried to keep order at the dinner table knows, there is far more to a family meal than food. Sociologist Michael Lewis has been studying 50 families to find out just how much more.

Lewis and his co-workers carried out their study by videotaping(录像) the families while they ate ordinary meals in their own homes. They found that parents with small families talk actively with each other and their children. But as the number of children gets larger, conversation gives way to the parents' efforts to control the loud noise they make. That can have an important effect on the children. "In general the more question-asking the parents do, the higher the children's IQ scores," Lewis says. "And the more children there are, the less question-asking there is."

The study also provides an explanation for why middle children often seem to have a harder time in life than their siblings(兄弟姐妹). Lewis found that in families with three or four children, dinner conversation is likely to center on the oldest child, who has the most to talk about, and the youngest, who needs the most attention. "Middle children are invisible," says Lewis. "When you see someone get up from the table and walk around during dinner, chances are it's the middle child." There is, however, one thing that stops all conversation and prevents anyone from having attention: "When the TV is on," Lewis says, "dinner is a non-event."

- () 1. The writer's purpose in writing the text is to _____.
 A. show the relationship between parents and children
 B. teach parents ways to keep order at the dinner table
 C. report on the findings of a study
 D. give information about family problems
- () 2. Parents with large families ask fewer questions at dinner because _____.
 A. they are busy serving food to their children
 B. they are busy keeping order at the dinner table
 C. they have to pay more attention to younger children
 D. they are tired out having prepared food for the whole family
- () 3. By saying "Middle children are invisible" in Paragraph 3, Lewis means that middle children _____.
 A. have to help their parents to serve dinner

- B. get the least attention from the family
 C. are often kept away from the dinner table
 D. find it hard to keep up with other children
- () 4. Lewis' research provides an answer to the question _____.
 A. why TV is important in family life
 B. why parents should keep good order
 C. why children in small families seem to be quieter
 D. why middle children seem to have more difficulties in life
- () 5. Which of the following statements would the writer agree to?
 A. It is important to have the right food for children.
 B. It is a good idea to have the TV on during dinner.
 C. Parents should talk to each of their children frequently.
 D. Elder children should help the younger ones at dinner.

附加练习

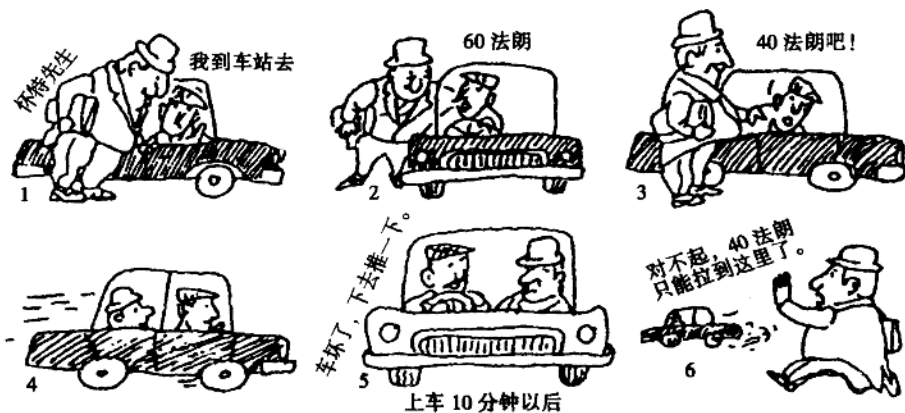
下面六幅画描述了怀特 (White) 先生上个月某一天所经历的事情。故事发生在去火车站的路上。请认真观察分析, 然后用英语叙述这段经历。

要求: 1. 100 词以上。(为鼓励学生多练笔, 开阔思路, 本书的写作长度要求略有增加)

2. 可适当增加描述, 使故事生动。

3. 叙述中要使用复合句; 尽量学着使用分词短语。

参考词汇: 法郎 franc—francs (pl)



Unit 2

Crossing limits

【自主学习提示】

I. 句型解析

1. It was well known that Africa had contacts with India and the Red Sea civilizations from the earliest times. 非洲最早就和印度和红海文明有接触, 这(在当时)是众所周知的。

(Reading: Reaching Out across the Ocean)

- * It was is known that... 的句型, 实际上 it 是形式主语, 真正的主语是 that 引导的整个句子。此类句型还有: It is said that..., It is reported that..., It is clear that... 等。如:

- 1) It is said that they have moved into a new house.

据说他们搬进了新房子。

- 2) It was reported that three men had been taken prisoner after the battle was over.

当时报道说战役结束后有三人被俘。

- 3) It was clear that he wanted to be alone.

很清楚, 他想一个人待着。

2. By trading with the fleet the African Kings were showing their friendship to the emperor of China. 通过和舰队的贸易往来, 非洲国王们对中国的皇帝表示了他们的友谊。

(Reading: Reaching Out across the Ocean)

- * 由 by 引导的状语, 可用来简化句子, 把复合句变成简单句。如:

- 1) By working hard, he passed the entrance examinations.= Because he worked hard, he...

由于他学习勤奋, 所以通过了入学的各门考试。

- 2) Only by reading English books can you improve your English.=Only if you read English books, you can...

只有读英文书, 你才能提高英语水平。

- * by 和时间连在一起用, 可以表示“不迟于; 到……时(为止)”。如:

- 3) By the middle of the 1920s the farthest corners of the earth had already been explored.

(By+过去时间, 句子用过去完成时)

到 20 世纪 20 年代中期为止, 地球的最偏远地区都已经被人们探知了。

- 4) By 2010 the old system will have been replaced by a new one. (By+将来时间, 句子用将来完成时)

到 2010 年, 一个新系统将会取代这个旧系统。

II. 词汇碰撞

1. search 搜索, 搜寻; 探求, 调查

* 可以作及物动词, 也可以作不及物动词。如:

1) The whole town has been thoroughly searched. (及物动词, 被动态)

整座城都彻底地搜查过了。

2) For the rest of the morning he searched aimlessly through the town. (不及物动词)

上午剩余的时间他毫无目标地在整个城里搜寻。

3) I searched everywhere for the book. (不及物动词)

我到处找这本书。

* 还可以作名词。如:

4) The search for a cure for this frequent disease is being funded by the government.

政府正提供资金以探索这种多发病的治疗方法。

5) He went into the kitchen in search of a drink.

他进厨房找喝的。

* 注意 in search of 是短语, 相当于 look for。但 in the/one's search of /for 不是短语。如:

6) They spent much time in the search for evidence.

他们花了很多时间寻找证据。

2. reach 抵达, 达到; 扩展(到), 延伸, 伸出

* 可以作及物动词, 也可以作不及物动词。如:

1) The land reaches as far as the river.

这块地一直延伸到河边。

2) It was a major development that Africans were reaching out to China.

非洲人与中国接触是一项重要的进展。

* reach out to 向……伸出手, 对……感兴趣, 想和……接触, 想帮助。如:

3) She reached out to me and I took hold of her hands.

她把手伸向我, 我抓住了她的双手。

4) They need to find new ways of reaching out to young people.

他们需要找到接触年轻人的新方法。

* 可以作名词。有关短语有:

within reach of... 伸手可及的距离

within sb's reach 在某人力所能及的范围内, 在某人能达到的范围内

out of/beyond/above one's reach 达不到的, 力所不及的; 不能理解

3. trade 买卖, 交易, 贸易

* 作及物动词或不及物动词。如:

1) We trade with other countries.

我们和其他国家做生意。

2) I usually trade at this department store.

我通常在这家百货商店买东西。