

# 新课标学案——专家伴读

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# E

# 英语



必修

供高二年级使用



天津古籍出版社

## 《新课标学案——专家伴读》丛书编委会

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# 前言

《普通高中新课程方案》的颁布和实施对高中教学提出了新的更高要求,促使我们加快更新观念,深化教学改革,适应时代的要求。为促进高中新课程改革的顺利进行,提高教学效率和质量,结合各县区高中学校的教学实际情况,我们组织数百名优秀骨干教师对新课标、高中各学科所选新教材进行认真分析研究,编写出这套全新的高一教辅资料。与广大师生一起共探课改的新途径。

在教辅的编写过程中,我们从点滴做起,落实基础,强调能力,突出创新。从辅导学生自主学习课程的思路出发,通过精心设计的研讨式问题、系统化的知识结构、丰富多彩的互动课堂,来帮助学生深刻理解所学课程,培养其创新意识、实践能力、综合能力,全面提高广大高中学生的综合素质。

整套书的编写注重理论联系实际,灌注积极创新和人与自然、社会协调发展的意识;内容上着力突出学科思想和能力立意;情境和背景材料贴近生活,贴近时代,贴近课堂,紧密联系学生实际;训练突出应用性和能力性。全套资料具有科学性、人文性、基础性、实用性、时代性、创新性、综合性以及指导性,为新课改献上了一份厚礼。

《新课标学案——专家伴读》英语分册每单元分为“学习目标”、“探究平台”、“互动合作”、“自我评价”、“拓展提高”五个部分,帮助学生明确学习目标,深入学习过程,自主探究,合作共建,评价自我,综合提高。

【学习目标】依据“新课标”构建的目标体系对每单元内容的教学目标和学习目标进行分解,使教师教和学生学更有针对性和整体性。

【探究平台】新课标强调学生形成积极主动的学习态度,倡导学生“主动参与、乐于探究、勤于思考”,以培养学生“获取知识”、“分析和解决问题”的能力。《伴读》从知识、能力、方法和观察等角度设置目标,以学生的自学为主,在老师的指导下,积极主动地探索规律,学会创新。

【互动合作】在合作学习中由于有学习者的积极参与,高密度的交互作用和积极的自我概念,使教学过程远远不只是一个认知的过程,同时还是一个交往与审美的过程。《伴读》设置的互动课堂,使师生、生生互相交流,共同研讨,真正实现了课堂教学的师生平等,真正促进了课堂教学教的方式和学的方式的转变,为学生创造了自我学习、自我实践、自我发展的空间,开发学生潜能,减轻学业负担,培养学生成为“基础厚实、人格健全、能力突出、自主发展”的高素质人才。

【自我评价】知识在演练中深化,方法在应用中活化,技能在训练中强化,本书通过适度的、有针对性的课堂反馈使学生进行自我评价,反思提高。

【拓展提高】源于教材、宽于教材、高于教材;训练双基,强化能力。本部分的设置主要是让学生探索解题思路,探求解题规律与技巧,达其开阔视野、拓展思维、创新提高之目的。

《专家伴读》是广大教师集体智慧的结晶,必将对新标标的顺利进行产生积极的影响。但是,由于新教材刚刚推出,教辅的编写时间仓促,不足之处在所难免,敬请广大师生在使用中及时提出宝贵意见,以利于修改和完善。

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# Unit 1 Exploring Learning Resources

## 【学习目标】

词汇	approach, gallery, documentary, commerce, journal, expand, branch, area, suffer, trust, disturbing, shame, poster, throat, burst, official, architect, sidewalk, pavement, combine, explore, merely, unique, motivate, authentic, artificial, relevant, complex, engagement, accomplish, interview, endless, schoolwork, instructional, data, educator, evaluate, evidence, application, software, informed
短语	take the role of, make jokes, focus on, in spite of, be known for, speak up, concentrate on, take notes, on the other hand, rely on, hear from, bring in, burst open, make one's way, take one's place, up to, compared with, make decisions, instead of, take place, lead to, make good use of, make better sense of, search for, make sure
句型	1. Li Ming wondered what it would be like to work with... it 作形式主语。 2. Li Ming suggested each member write a... suggest sb. (should) do 建议某人做某事 3. 定语从句
语法	so 与 such

## 【探究平台】

### I. 词汇学习

#### A. 活用词汇

请按照要求写出下面所给词的正确形式

##### Section 1

- mere → adv. \_\_\_\_\_
- learner → v. \_\_\_\_\_
- sense → adj. \_\_\_\_\_
- assignment → v. \_\_\_\_\_
- approach → n. \_\_\_\_\_
- organizer → v. \_\_\_\_\_
- good-natured → n. \_\_\_\_\_
- gathering → n. \_\_\_\_\_
- locate → n. \_\_\_\_\_
- disinterested → adj. 反义词 \_\_\_\_\_
- rehearse → n. \_\_\_\_\_
- disturbing → v. \_\_\_\_\_
- official → n. \_\_\_\_\_

##### Section 4

- motivate → n. \_\_\_\_\_
- opportunity → n. 同义词 \_\_\_\_\_
- engagement → v. \_\_\_\_\_
- interview → v. \_\_\_\_\_

B. 单词拼写: 请根据所给提示, 用单词的正确形式填空 (首字母或汉语提示已给出)

##### Section 1

- You will need to complete three written a \_\_\_\_\_ per semester.

2. What is the best way of a \_\_\_\_\_ this problem?
3. There is an art g \_\_\_\_\_ in our school.
4. A child's vocabulary e \_\_\_\_\_ through reading.
5. The bank has b \_\_\_\_\_ all over the country .
6. He has made a great contribution to the scientific \_\_\_\_\_ (领域).
7. He could not live with the \_\_\_\_\_ (羞愧) of other people knowing the truth.
8. The party \_\_\_\_\_ (遭受) a humiliating defeat in the general election.
9. Can they be \_\_\_\_\_ (信任) to take care of the business while we are away?
10. There came a \_\_\_\_\_ (令人不安的) piece of news.

#### Section 4

1. The word p \_\_\_\_\_ means a flat part at the side of a road for people to walk on.
2. She s \_\_\_\_\_ her weight from one foot to the other.
3. These ideas will be e \_\_\_\_\_ in detail in chapter 7.
4. The school has decided to adopt a different a \_\_\_\_\_ to deal with those naughty students.
5. We need to e \_\_\_\_\_ how well the policy is working.
6. The new indentation will have wide \_\_\_\_\_ (应用) in industry.
7. This \_\_\_\_\_ (数据) was collected from 69 countries.
8. We found further scientific \_\_\_\_\_ (证据) for this theory.
9. An \_\_\_\_\_ (教育家) is a person who is an expert in the theories and methods of education.
10. A teacher should have \_\_\_\_\_ (无限的) patience with students.

### II. 攻克短语

#### Section 1

- |                   |                 |
|-------------------|-----------------|
| 1. 扮演……的角色 _____  | 2. 开玩笑 _____    |
| 3. 尽管 _____       | 4. 以……出名 _____  |
| 5. 清楚响亮地说 _____   | 6. 立即, 马上 _____ |
| 7. 集中注意力于…… _____ | 8. 另一方面 _____   |
| 9. 依靠 _____       | 10. 查找 _____    |
| 11. 从……选 _____    | 12. 前进 _____    |
| 13. 就座 _____      | 14. 忙于…… _____  |

#### Section 4

- |                 |                |
|-----------------|----------------|
| 1. 与……比较 _____  | 2. 为……提供 _____ |
| 3. 作决定 _____    | 4. 发生 _____    |
| 5. 导致, 通向 _____ | 6. 例如 _____    |

### III. 语言点探究

1. Xiumei immediately took the role of organizer. (P.2)  
take the role of 的意思是: 担任……的角色。  
思维发散: play the role of 扮演……的角色。
2. And were always making jokes. (P.2)

同学们你们知道如何用 joke“开玩笑”吗?想想下列“玩笑”怎么开?

和某人说笑话 \_\_\_\_\_ a joke \_\_\_\_\_ sb.; 拿某人或某事开玩笑  
\_\_\_\_\_ jokes \_\_\_\_\_ sb. / sth.; 戏弄某人 \_\_\_\_\_ a joke  
\_\_\_\_\_ sb.; 开得起玩笑 \_\_\_\_\_ a joke; 讲笑话 \_\_\_\_\_ jokes.

思维发散:joke 还可以做动词,意思是“说笑话,开玩笑”。而 joker 是名词,意思是“爱开玩笑的人,爱说笑话的人”

3. Most of the time they stayed focused on the topic in spite of the joking round but sometimes they got ... (P.2)

(1) 你还记得“stay”吗?在这个句子中它的意思是“维持、保持原有状态”,是 \_\_\_\_\_ 动词,其后可以接副词、介词短语、形容词或名词。

试一试:完成句子

1) 整个星期都很暖和。The weather \_\_\_\_\_ all week.

2) 他在部队里一直是一个普通的士兵。

He \_\_\_\_\_ during all his time in the army.

链接高考:(NMET 2003)

—Why don't you put the meat in the fridge?

—It will \_\_\_\_\_ fresh for several days.

A. be stayed                  B. stay                  C. be staying                  D. have stayed

发散思维:你能想出 stay 的下列几个短语吗?

不出门,呆在家里面 stay \_\_\_\_\_; 呆在外面 stay \_\_\_\_\_; 熬夜 stay \_\_\_\_\_; 与某人/某物保持距离 stay \_\_\_\_\_ sb. /sth.

(2) 认识“focus on”

1) focus on 意思是“集中于”如:

每个练习各有不同的语法重点。Each exercise focuses on a different grammar point.

2) focus attention / one's eyes on 意思是“集中注意力/精力于”。如:

他注视着她。He focused his eyes on her.

(3) 还记得它们四个吗? sometime, sometimes, some times, some time

sometime 是副词,意思是 \_\_\_\_\_,表示不确定的时间,可以与将来时,也可以与过去时连用;sometimes 是频度副词,意思是 \_\_\_\_\_,常与一般现在时或一般过去时连用;some time 是名词词组,意思是 \_\_\_\_\_,常指将来;some times 是名词词组,意思是 \_\_\_\_\_。

考考你:用它们填空

Will you come again \_\_\_\_\_ next week?

I'll stay here for \_\_\_\_\_.

He often goes to school on foot. But \_\_\_\_\_ he goes to school by bus.

I have been to Beijing \_\_\_\_\_, so I am familiar with it.

4. But he always seemed to remain aloof. (P.2)

认识“remain”。在这个句子中它的意思是“保持”,是 \_\_\_\_\_ 动词。

看例句猜 remain 的词义:

(1) After the fire, very little remained of the house. \_\_\_\_\_

(2) Much remains to be settled. \_\_\_\_\_

(3) How long will you remain here? \_\_\_\_\_

5. Li Ming suggested each member write a ... (P. 2)

你知道如何“提建议”吗? 我们来认识“suggest”

suggest sth. \_\_\_\_\_ sb. 向某人提建议; suggest \_\_\_\_\_ sth. 建议做某事

事; suggest + that 从句(从句的谓语是 should do. \_\_\_\_\_ 可以省略)

试一试:完成句子

(1) 我向他们提了一个计划。I suggested \_\_\_\_\_.

(2) 我提议回家。I suggested \_\_\_\_\_ = I suggested that we \_\_\_\_\_.

发散思维:suggest 还有“表明,暗示,使想起”的意思。这时它后面的宾语从句不用虚拟语气,而用陈述语气。如:

His pale face suggested that he was ill.

试一试:The students suggested they \_\_\_\_\_ a rest after the exams but the unhappy look on the teacher's face suggested that he \_\_\_\_\_.

A. should have, should agree

B. should have, agreed

C. have, didn't agree

D. have, shouldn't agree

链接高考:(2002 上海)

\_\_\_\_\_ be sent to work there?

A. Who do you suggest

B. Who do you suggest that should

C. Do you suggest who should

D. Do you suggest whom should

思维拓展:

suggest 的名词是 \_\_\_\_\_,它是可数名词。向别人提建议 \_\_\_\_\_ a suggestion to sb.

同义词:advise

请填空:建议某人做某事 advise sb. \_\_\_\_\_ sth.; 建议做某事 advise \_\_\_\_\_ sth.

其名词是 \_\_\_\_\_;它是不可数名词。

6. The show he had watched was one of a three-part series. (P. 2)

three-part 是数字+单数名词构成的复合形容词,作前置定语,修饰名词 series.

如:我们计划去青岛旅行两天。We are planning \_\_\_\_\_ to Qingdao.

思维拓展:这类形容词可以由“数字+单数名词+形容词(表示大、小、长、宽、深等)构成”。

如:

我们的新老师是一个 19 岁的女孩。Our new teacher is a \_\_\_\_\_ girl.

如果形容词短语做后置定语,则去掉连字符,名词该用复数时用复数。

Finally they arrived at a river thirty meters wide.

→Finally they arrived at a \_\_\_\_\_ river.

链接高考:(2003 上海)

Many students signed up for the \_\_\_\_\_ race in the sports meeting to be held next week.

A. 800-meter-long B. 800-meters-long C. 800-meters-length D. 800-meter-length



7. He preferred this to relying on books... (P.3)

(1) 还记得“prefer”吗? 先热身,完成句子:

我喜欢茶胜过咖啡。

I prefer tea \_\_\_\_\_ coffee. (= I like tea better than coffee.)

我喜欢步行胜过骑自行车。I prefer \_\_\_\_\_ to \_\_\_\_\_.

我喜欢写信。I prefer \_\_\_\_\_.

我希望你单独去那儿。I preferred you \_\_\_\_\_ alone. / I preferred that you \_\_\_\_\_ alone.

总结:prefer...to...中 to 是介词,prefer 与 to 可以分别与名词或动名词连用,但是它们要保持一致。prefer to do / doing 意思是“喜欢做……”;prefer sb. to do 意思是“希望某人做……”

思维拓展:如何“宁愿 A,也不愿 B”

我们用:prefer to do...rather than do... / would(had) rather do...than do...如:

She'd rather die than give a speech. 她宁愿死也不愿演讲。

(2) 如何“依赖/依靠别人”,来看“rely on”

rely on/ upon 后可以直接接宾语。也可以用 rely on sb. to do sth. 表示“依赖某人做某事”试一试:

我们依靠自己的努力。We rely on \_\_\_\_\_.

他依靠我帮助他。He relied on me \_\_\_\_\_.

同义词:depend on/ rest on/ count on

8. At that time, married women held high... (P.3)

如何理解“结婚”。在这个句子中“married”是形容词,意思是“结婚的,已婚的”。

“结婚”小结:

(1) 结婚。如:他们下周结婚。They are going to marry next week.

(2) 嫁,娶,与……结婚。如:她嫁给了一个法国人。She married a Frenchman.

(3) 为……主持婚礼。如:一位老友为他们主持婚礼。An old friend married them.

你试一试:

她下个月要与李明结婚了。\_\_\_\_\_

她直到 50 才结婚。\_\_\_\_\_

发散思维:marry 的词组

(1) be married (to) (与……)结婚;嫁(给……)(表示状态)

(2) get married (to) (与……)结婚;嫁(给……)(表示动作)

(3) marry sb. to sb. 把某人嫁给某人

考考你:用它们填空

She \_\_\_\_\_ Robert for a year.

She \_\_\_\_\_ a farmer last year.

The mother \_\_\_\_\_ her daughter \_\_\_\_\_ a man with a lot of money.

9. They agreed to have another group... (P.3)

agree 的几个词组:agree to do 同意做某事;agree to “同意”后面一般接计划、安排、建议、意见等名词;agree with “同意”后面一般接人,agree with 还有“适合于……,与……一致”的意

思; agree on“就……取得一致意见”

考考你:用它们填空:

They \_\_\_\_\_ our study plan at once.

I don't \_\_\_\_\_ what you said.

They \_\_\_\_\_ the date of the meeting.

He \_\_\_\_\_ help us when we need help.

The climate here doesn't \_\_\_\_\_ me.

10. ...nobody had heard from Mr. Aloof. (P.4)

hear 的几个词组:

hear from sb. 收到某人的来信;得到某人的消息。hear of sb. / sth. 听说,知道。hear about sth. 得悉,听说;它有时与 hear of 替换使用。hear sb. out 听某人说完。will / would not hear of 不同意,不予考虑。

考考你:用它们填空:

How often do you \_\_\_\_\_ your sister ?

I don't know the writer, but I have \_\_\_\_\_ him.

I \_\_\_\_\_ such a thing. (表示不同意)

We had better \_\_\_\_\_ him \_\_\_\_\_ before we make a decision.

11. The group would just have to go without his section... (P.4)

go without 的意思是“随身没带……就走了;没有……也行;忍受……没有之苦”。如:

(1) 他没有带书就走了。He went without the books.

(2) 他不抽烟也行。He can go without smoking.

(3) 这个可怜的男孩时常没饭吃。The poor boy often has to go without dinner.

12. Li Ming brought in some ... (P. 4)

bring in 在句子中的意思是“带进”。它还有其他的意思。

看例句猜词义:

This factory has brought in advanced technology. \_\_\_\_\_

They will bring in more rice this year. \_\_\_\_\_

We can bring in some pictures in the book. \_\_\_\_\_

He brought in 500 yuan this month. \_\_\_\_\_

发散思维:bring 的几个词组

bring about 引起,造成;bring back 带回来,使……回忆;bring down 使落下,使倒下;bring out 拿出,说明,出版(书籍等);bring up 提出,抚养,呕吐;bring with 随身带

考考你:用它们的适当形式填空:

What has \_\_\_\_\_ the quarrel?

The whole scene \_\_\_\_\_ the days of my childhood.

They tried hard to \_\_\_\_\_ the price.

Dirt often \_\_\_\_\_ disease.

The meaning of the word is \_\_\_\_\_ very clearly in the next paragraph.

At the meeting he \_\_\_\_\_ many questions.

He often \_\_\_\_\_ an umbrella \_\_\_\_\_ him.

13. Now it was time for her to explain ... (P.4)

It is time for sb. to do sth. 意思是“到某人该做某事的时候了”。如:

我该吃早饭了。It is time for me to have lunch.

发散思维:还记得下列词组吗?

It is time for sth. 是做某事的时候了; It is time to do sth. 是做某事的时候了; It is time that sb did sth. 是某人做某事的时候了(that 从句通常用过去式)

试一试:一句多译

你该去上学了。

It is time \_\_\_\_\_

It is time \_\_\_\_\_

It is time \_\_\_\_\_ . It is time that you \_\_\_\_\_

思维拓展:It / That / This is the + 序数词 + time + that - clause(that 从句中用现在完成时。)的意思是“是某人第几次做某事了”。注意:如果是 is 换成 was 则用过去完成时。

试一试:

(1) This is the second time that I \_\_\_\_\_ her. (meet)

(2) This was the second time that I \_\_\_\_\_ her. (meet)

(3) It's time they \_\_\_\_\_ to school.

A. go                      B. will go                      C. went                      D. have gone

(4) It is the fourth time we \_\_\_\_\_ Tian'an Men.

A. visit                      B. are visiting                      C. visited                      D. have visited

14. ... the door at the back of the room burst open and ... (P.4)

burst open 的意思是“突然打开”。burst sth. open 的意思是“猛然打开……”

如: The door burst open. The firefighters burst the door open and rescued them.

你能想出下列词组吗?

闯进 burst \_\_\_\_\_ ; 打断, 扰乱 burst \_\_\_\_\_ sb. /sth. ;

突然发出 burst \_\_\_\_\_ ;

突然大哭 burst into \_\_\_\_\_ / burst out \_\_\_\_\_ ;

突然大笑 burst into \_\_\_\_\_ / burst out \_\_\_\_\_ ;

试一试:

门突然打开了。The door \_\_\_\_\_ .

他突然闯了进来。He \_\_\_\_\_ .

她突然大哭起来。She \_\_\_\_\_ tears. / She \_\_\_\_\_ crying.

他闯进来打断了会议。He \_\_\_\_\_ the meeting.

15. As Mr. Aloof took his place with the other ... (P.4)

take place 的意思是“就座”。

你能想出下列 place 的短语如何表达吗?

让位于,被……代替 \_\_\_\_\_ place to sb. /sth; 发生,进行 \_\_\_\_\_ place;  
代替,替换 \_\_\_\_\_ the place of sth. /sb 或 \_\_\_\_\_ one's place; 代替,替换  
\_\_\_\_\_ place of 或 \_\_\_\_\_ one's place

试一试:

The wedding \_\_\_\_\_ yesterday.

She couldn't attend the meeting so her assistant \_\_\_\_\_

Computers have \_\_\_\_\_ type-writers in most offices.

\_\_\_\_\_ for dinner. (请各位入席。)

You can use milk \_\_\_\_\_ cream in this recipe.

#### IV. 语法导学 So 与 Such

##### 一、so 的用法

so 可用作副词和连词,作副词,可译作“这样地;像……一样;(……也)正是那样”;作连词,可译作“所以;那么。”下面我们来看看它的用法,主要从它常用的几个句型研究它:

1. so 通常置于所修饰的形容词、副词之前。so 修饰“a(an) + 形容词 + 名词”时,排列顺序为“so + 形容词 + a(an) + 名词”。如:

我从来没有看过这么有趣的电影。I've never seen so amusing a film.

别那样怒气冲冲。Don't look so angry.

2. so + 助动词或情态动词 + 另一主语。

此句型是主谓倒装结构,表示前句所述肯定情况也适用于另一主语。其中 so 作“也这样;也如此”解。

注意:so 后的系动词、助动词或情态动词须同前一句的谓语动词保持一致。如:

我喜欢看这本书,我的妻子也喜欢。I enjoy reading the book and so does my wife.

拓展:so 用于肯定句,否定句则用 neither。如:

——我不喜欢胡萝卜。I don't like carrots.

——我也不喜欢。Neither do I.

3. so + 主语 + 助动词或情态动词

此句型的主语与前一句的主语相同,因而主谓不倒装。这种句型表示说话者对前句所提到的情况或事实表示赞同,其中 so 作“不错;确实如此”解。如:

(1)——今天天气很冷。- It is cold today. ——不错,是很冷。- So it is.

(2)——他学习很努力。- He studies hard. ——确实如此。- So he does.

4. 主语 + 表示看法、意见等动词 + so

在此句型中,so 只用于避免重复前面所说的内容,等于代替肯定的名词性从句。可与 believe, imagine, do, expect, fear, guess, hope, say, speak, suppose, think 等动词及 I'm afraid 连用。如:

——他打算去留学吗? - Is he going to study abroad?

——我想是的。- I believe so. (= I believe he is going to study abroad. )

注意:think so, believe so, expect so, 等变为否定形式有两种方法:(1)可以用动词的否定结构。如:I don't believe(suppose, think ...)so 等;(2)也可用 not 代替 so,如:think not, be-

lieve not 等,但 be afraid so, fear so, hope so 等变为否定形式只能用 not 代替 so。如: I hope not, I fear not, I'm afraid not.

要注意此用法不能和表示确信、疑问的词连用。如:

I'm sure of it. 我确信如此。(不能说 I'm sure so. )

#### 5. 主语 + do + so

在此句型中, so 和动词 do 连用, 可用来替代上文出现过的动宾和动状结构, 以避免重复。

如:

(1) - Have you handed in your homework? 你的作业交了没有?

- I did so yesterday. (did so = handed in my homework. )(动宾结构)我的作业交了。

(2) - Jack can jump over the fence. 杰克能跳过这个栅栏。

- I'm not sure whether David can do so. (do so = jump over the fence. )(动状结构)大卫能不能, 我没把握。

6. so that 意思是“为了, 以便”, 引导目的状语从句。so that 引导的目的状语从句中一般有 can, could, may, might 等情态动词。而且主句和从句之间不用逗号。如:

Jack studied hard so that he might get a good job. 为了能找到一份好工作, 杰克努力学习。

so that 还可以引导结果状语从句, 意思是“因此, 结果”, 这时其从句中的谓语动词不和情态动词连用, 一般用逗号和主句隔开。如:

他没有把时间计划好, 结果没按时完成这项工作。

He didn't plan the time well, so that he didn't finish the work in time.

7. so...that 引导结果状语从句, 意思是“如此……以至于……”。在这个句型中 so 是副词, 所修饰的中心词往往是形容词或副词, 因此所用句型结构是:

(1) so + adj. / adv. + that 如:

她把那些事件描述得活灵活现, 我几乎像是亲眼目睹。

She described the events so graphically that I could almost see them.

(2) so + adj. + a(n) + 可数名词单数 + that so 所修饰的中心词是形容词, 然后与形容词一起修饰名词, 冠词应置于形容词之后。如:

汤姆有一本那么好的书, 他整天带着它。

Tom has so good a book that he carries it with him every day.

(3) so + many / few + 可数名词复数或 so + much / little + 不可数名词 + that

通常当被修饰中心词是可数名词复数或不可数名词时用 such, 但是当 many / few 修饰复数名词, much / little 修饰不可数名词时用 so。如:

There are so many tape recorders in that store that I don't know which to choose. 那家店里那么多录音机, 我都不知道选哪一个好了。

He had so little education that he couldn't teach these children. 他没受过多少教育, 教不了这些孩子。

(4) so + adj. / adv. 位于句首时, so 所引导的句子要部分倒装。

So deep is the river that we can't swim across it.

#### 二、such 的用法

1. such 修饰单数名词时, 放于不定冠词 a(an) 之前, 若名词前有 one, no, any, some, all, many 等修饰时, such 放在这些修饰词之后。如:

他就是这么一个人。 He's such a man.

这样的桌子,有一张就够了。 One such table is enough.

没有这么一回事。 There is no such thing.

2. such 位于句首时,句子须倒装,谓语动词的单复数根据其后的名词决定。如:

我对未来的希望就是这样。 Such is my hope for the future.

事实就是这样。 Such were the facts.

3. 在 such...that..., such...as... 句型中,如从句不缺少句子成分,用 that 引导,表示“如此……以至于”;如从句中缺少句子成分,用 as 引导,表示“像……一样的”“像……”。如:

他的胳膊很长,几乎能碰到天花板。 He had such long arms that he could almost touch the ceiling.

正如我们所料,她是一位好老师。 She is such a good teacher just as we expect.

4. 用于某些短语中,如: such as 表示列举,有“例如、诸如”等意思, as such 则是“作为一个……,本身”等意思, such and such 表示“某某,这种那种的”等意思。如:

I like drinks such as tea and soda. 我喜欢诸如茶和汽水之类的饮料。

Wealth, as such doesn't matter much. 财富本身算不了什么。

Such and such results follow from such and such causes. 这样那样的原因就产生这样那样的结果。

5. such...that... 引导四种不同的句子结构:

(1) such + a(n) + 形容词 + 单数名词 + that 从句。如:

This is such a good book that all of us like it very much. 这是一本很好的书,我们大家都喜欢读一读。

It was such a fine day that nobody wanted to stay at home. 天气这么好,没有人愿意呆在家里不出去。

It was such an interesting film that I saw it twice. 这是一部很有意思的电影,我看了两次。

(2) such + 形容词 + 复数名词 + that 从句。如:

He had such long arms that he could almost touch his knees. 他的胳膊很长,几乎就能够到他的膝盖。

They are such good students that the teacher likes them. 他们都是很好的学生,老师喜欢他们。

(3) such + (形容词) + 不可数名词 + that 从句,如:

The book is written in such easy English that beginners can understand it. 这本书是用简单的英语写成的,连初学者都能看懂。

It was such fine weather yesterday that we went swimming. 昨天天气很好,我们去游泳了。

(4) one (no, any, all, many, some, several, 等) + such + 可数名词 + that 从句。如:

There are many such good books that I can't decide which one to choose. 有这么多的好书,我无法决定选择哪一本。

He gave us several such examples about the phrase that we understood it pretty well. 关于这个短语,他举了好几个这样的例句,我们终于完全弄懂了。

### 三、巩固练习

(1) 用 so...that... 和 such...that... 填空:

1. He mastered English \_\_\_\_\_ well \_\_\_\_\_ he was able to write long articles in English.
2. He improved his English \_\_\_\_\_ greatly \_\_\_\_\_ he began to talk freely with foreigners.
3. It was \_\_\_\_\_ hot a day \_\_\_\_\_ they went swimming.
4. Pingpong is \_\_\_\_\_ a popular game \_\_\_\_\_ people all over the world play it.
5. He had \_\_\_\_\_ little education \_\_\_\_\_ it was not easy for him to solve the embarrassing problem.
6. He made \_\_\_\_\_ a lot of mistakes in his maths exercises \_\_\_\_\_ he had to do them all over.
7. I have had many \_\_\_\_\_ falls \_\_\_\_\_ I cannot rise to my feet again.
8. His English was \_\_\_\_\_ limited \_\_\_\_\_ he could not understand what the native said.
9. The story was \_\_\_\_\_ interesting \_\_\_\_\_ we had a good laugh over it.
10. The foreigner had \_\_\_\_\_ many coughs during the night \_\_\_\_\_ he could hardly fall asleep.

(2)从 A,B,C,D 中选出一个正确答案。

1. She said that she was so busy \_\_\_\_\_ she couldn't spare any time to talk to me.  
A. as                      B. then                      C. that                      D. even
2. The room is \_\_\_\_\_ hot that I feel quite breathless.  
A. too                      B. so                      C. very                      D. such a
3. It was \_\_\_\_\_ serious accident that he was kept in hospital for a month.  
A. such a                      B. such                      C. so                      D. so a
4. It was \_\_\_\_\_ that a hundred people looked lost in it.  
A. so large a room                      B. so large room  
C. a such large room                      D. such large a room
5. Can you believe that in \_\_\_\_\_ rich country there should be \_\_\_\_\_ many poor people?  
A. such; such                      B. such a; so                      C. so; so                      D. so; such
6. There were \_\_\_\_\_ in his farmyard that they ate up all the flowers in the garden.  
A. such many goats                      B. so many goats  
C. goats so many                      D. goats such many
7. There was \_\_\_\_\_ little information about him that we had \_\_\_\_\_ much difficulty in finding him.  
A. such; so                      B. so; such                      C. such; such                      D. so; so
8. I was having \_\_\_\_\_ time that I didn't want to leave.  
A. such a nice                      B. so nice                      C. such nice a                      D. such nice
9. \_\_\_\_\_ that no fish can swim in it.

A. So the lake is shallow

B. So shallow the lake is

C. So shallow is the lake

D. So is the lake shallow

10. So carelessly \_\_\_\_\_ that he almost ran into another car on the way home.

A. he drives

B. he drove

C. he did drive

D. did he drive

#### V. 难句分析

1. Groups of students were sitting around tables discussing their assignment of the semester...

句子分析: discussing 是 \_\_\_\_\_ 做 \_\_\_\_\_. 表示的动作与主句的谓语动词 sitting 同时发生。

2. Ideas were flying as fast as the wind as the students in Li Ming's group brainstormed what they already knew about the topic and how they wanted to approach the research and presentation.

句子分析: 这是一个主从复合句。Ideas were... wind 是 \_\_\_\_\_. as the students... presentation. 是 as 引导的 \_\_\_\_\_. as 的意思是 \_\_\_\_\_. what 与 how 引导的 \_\_\_\_\_ 从句做动词 brainstorm 的 \_\_\_\_\_。

3. Li Ming wondered what it would be like to work with him in a group.

句子分析: what 引导的 \_\_\_\_\_ 从句做动词 wondered 的 \_\_\_\_\_. 在 what 引导的从句中, it 做 \_\_\_\_\_ 主语, 真正的主语是 \_\_\_\_\_。

4. Dazhi remembered that he had seen a documentary on TV recently about the festivals and gatherings that were common during that period.

句子分析: 这是一个主从复合句。第一个 that 引导的 \_\_\_\_\_ 从句做动词 remembered 的 \_\_\_\_\_. 第二个 that 引导的是一个 \_\_\_\_\_ 从句, the festivals and gathering 是 \_\_\_\_\_。

5. As he made his way to the front of the class, he offered each student... under one arm.

句子分析: 这是一个主从复合句。he offered... 是主句。as 引导的是一个 \_\_\_\_\_ 从句, as 的意思是 \_\_\_\_\_。

### 【互动合作】

#### Section 1

Read the passage and answer the following questions.

1. What were the students talking about?
2. Who was the organizer?
3. Why was Li Ming chosen to keep the notes?
4. What was the job of Xiu Mei?
5. What was the job of Qianqian?
6. How did Li Ming find the information for his task?
7. Who opened the presentation?

#### Section 4

#### Why Shall We Do Project-based Learning?

Discussion: Work with your classmates and tell other people your idea about the following questions.



1. What does project—based learning mean?
2. In your opinion, what are the advantages of this learning method?
3. What can you learn from doing the project?

#### Learning resources

1. Why do students enjoy easy access to learning resources?
2. List the forms of information sources.
3. What is the most convenient source of information?

#### Technology and Student Achievement

Discussion: What is more important in learning: technology or thinking skills?

### 【自我评价】

#### I. 单项选择

1. They usually sit on the sofa after supper, \_\_\_\_\_ TV.  
A. to watch      B. watch      C. watching      D. watched
2. Altogether ten people died in the accident, \_\_\_\_\_ the driver.  
A. besides      B. except      C. included      D. including
3. Are you feeling \_\_\_\_\_ better today?  
A. much      B. even      C. still      D. any
4. The store stays \_\_\_\_\_ until ten at night.  
A. opening      B. open      C. opened      D. openly
5. They went swimming \_\_\_\_\_ all the danger signs.  
A. instead of      B. in front of      C. in spite of      D. in respect of
6. They stood beside the teacher, with their eyes \_\_\_\_\_ what the teacher was doing.  
A. focus on      B. focusing on      C. focused on      D. to focus on
7. Seeing him \_\_\_\_\_ me of his father.  
A. cured      B. informed      C. reminded      D. warned
8. I know what it feels like \_\_\_\_\_ some one.  
A. to miss      B. missing      C. missed      D. miss
9. He suggested they \_\_\_\_\_ Beijing.  
A. to visit      B. visiting      C. visit      D. visited
10. (2002 上海) He is the only one of the students who \_\_\_\_\_ a winner of scholarship for three years.  
A. is      B. are      C. have been      D. has been
11. He is one of the students who \_\_\_\_\_ a winner of scholarship for three years.  
A. is      B. are      C. have been      D. has been
12. (2003 北京) New York, \_\_\_\_\_ last year, is a nice city.  
A. that I visited      B. which I visited      C. in which I visited      D. where I visited
13. We visited the factory \_\_\_\_\_ your father worked ten years ago.  
A. that      B. when      C. where      D. which