



新课标

同一堂课

高效全程导学

GAOXIAO QUANCHENG DAOXUE

丛书总主编：薛金星

配套人民教育出版社实验教科书

高中英语 必修 ②



北京师范大学
BEIJING NORMAL UNIVERSITY

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同一堂课·高效全程导学

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前言

同学们,《高中新课标高效全程导学》丛书和大家见面了,它作为你学习的良师益友,将伴随你度过高中三年宝贵的学习时光。

随着课程改革的不断深化和新教材在全国范围的使用,新的教育理念日益深入人心,新的课程标准也得到认真贯彻。为适应新的学习需要,我们精心组织编写了这套丛书。编写的宗旨是“导学”——激发兴趣,启迪探究,拓展认知,锤炼能力;编写的体例是“全程”——与教材同步,以单元(章)为大单位,以课(节)为小单位,按课前、课中、课后三个学习阶段,设三个模块,每个模块设若干栏目,对同学们应掌握的知识 and 应具备的能力进行指导和训练。随着这些模块和栏目的日修月炼,教材所包含的丰富内容,将如“好雨知时节”那样,“润物细无声”地化为同学们的“知识与技能,过程与方法,情感态度与价值观”。

第一模块是“预而立之”。中国有古训“凡事预则立,不预则废”。就是说不论做什么事情,预先做好准备,才能成功;不预先做好准备,就会失败。学习当然也如此,课前的预习是一个重要环节。做好课前预习,课堂上才能充分开展师生间的互动和交流,收到好的学习效果。“预而立之”设两个栏目:一是[课标导航]。本栏目将帮助同学们明确学习目标,知道学习精力应往哪儿使;同时在学习目标引导下,收集相关信息,养成关注信息的习惯和处理信息的能力;二是[自学引领]。本栏目将帮助同学们创设自学情景,指导自学方法,培养终身受益的自学能力,同时也为提高课堂学习效率奠定良好基础。

第二模块是“博而学之”。《中庸》中说:“博学之,审问之,慎思之,明辨之,笃行之。”这里论述的是学习过程中必须把握住的几点要领:要广泛地学习知识,详尽地探究原理,慎重地思考得失,明确地辨别正误,切实地进行实践。把握住这几点,课堂学习效果自然会好。本模块设四个栏目:一是[知识窗口]。帮助同学们掌握本课(节)应知应会的基础知识,通过[知识窗口]认识世界;二是[要点探究]。引领同学们深入探究本课(节)的重点和难点,整体把握教材内容;三是[例题精析]。选择有代表性的典型例题,进行解说,指明思路,训练思维;四是[互动平台]。通过提出若干思考题进行师生间、同学间互动交流,总结知识规律和解决方法。本模块需要申明两点:一是每个学科都有各自的特点,因而所设栏目可能因学科不同而有所变动;二是课堂学习是以教师为主导进行的,同学们要在本模块所设栏目引领下,很好地配合教师的教学。

第三模块是“学而习之”。《论语》开篇第一句说：“子曰：学而时习之，不亦说乎！”课后复习，不仅能巩固所学知识，而且能温故而知新，提升学习质量，的确是学习生活中必不可少的一步。因而“学而习之”是本丛书的重点模块，设三个栏目：一是[达标演练]。旨在巩固已学过的知识，同时也是自我评价，测试一下自己是否达到了“预而立之”所提出的学习目标；二是[能力提升]。本栏目所列练习题是[达标演练]题的延伸和深化，培养探究精神，提高灵活运用所学知识的能力；三是[拓展创新]。本栏目所列习题，是在以上两类习题基础上的拓展，有一定难度，思维空间也更为广阔，适于创新意识的培养和创新能力的提高。

在以上三个模块之外，本丛书大部分科目在每个单元(章)之后还配置了[单元评价]，每册书之后配置了[综合评价]。这些练习题更注重上、中、下三个档次题的难度搭配，习题内容也更注重联系同学们的生活经验，联系社会热点问题，联系当代科技发展的前沿知识，其题型、内容、难度都极力向高考题拉近。同学们只要认真做好这些练习题，实质上就是进行一次次高考的实战演习。

同学们，这套丛书由全国各地最富有教学经验的老师们编写，他们了解同学们的实际，熟知学科知识的体系和结构，也洞悉高考改革的趋向。同学们只要随身携带这套丛书，就必将起到你行进中的手杖和指示灯的作用。当你顺利步入高等学府的殿堂时，这套丛书仍会是你学习生活中永远的记忆。



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第一单元

Cultural Relics

第一部分 Reading

课标导航

本单元的中心话题是“文化遗产”，内容涉及“琥珀宫殿”兴衰的全过程以及它在历史上曾起到的作用。从课文中我们可以感到“琥珀宫殿”所遭遇的灾难是全人类的一大损失。同时，本单元的语言技能和语言知识的设计都是围绕这一话题展开的。

1. 知能目标：

(1) 重点单词和词组

cultural, relic, survive, remain, state, look into, rare, dynasty, vase, belong, belong to, in search of, amber, gift, ton, stone, melt, heat, design, fancy, style, jewel, king, in return, reception, light, mirror, wonder, at war, remove, furniture, secretly, wooden, doubt, mystery, apart, take apart, trial, eye-witness, consider, opinion, evidence, prove, pretend, maid, castle, sailor, think highly of, treasure, besides

(2) 语法

定语从句 关系副词 (when, where)

文中出现了包含有定语从句的句子：

Later, Catherine II had the Amber Room moved to the palace outside St Petersburg where she spent her summers.

This was a time when the two countries were at war 等等。

先行词指代地点用 where

eg. This is the school where we study.

eg. This is the room where I live.

先行词指代时间用 when

eg. I can remember the day when you were born.

eg. I came in at the moment when you were reading a book.

关系副词 = 介词 + which

eg. This is the room where/in which I live.

eg. I forgot the year when/in which the story happened.

(使用关系副词还是关系代词取决于它在句子中所作的成分)

名词性从句

文中出现了 After that, what really happened to the Amber Room remains a mystery.

主语从句: What I want is a good book.

宾语从句: I didn't know how he could do that.

表语从句: The problem is where I should go.

同位语从句: His suggestion that you should take the advice is right.

2. 活动形式：

个人活动: 首先让学生考虑一下他们所知道的文化遗产, 如果这个遗产遗失了, 他们会有什么感觉? 为什么? 如果同学们发现了文化古迹, 他们又会怎样对待和处理?

小组活动: 把学生分成若干组, 让同学们以组为单位, 进行讨论, 每个组员都要阐述自己的观点, 然后每组得出一个统一的结论。

班级活动: 每组选派一名代表, 阐述本组的观点, 由其他组的成员进行评述, 最后由老师进行归纳总结。

自学引领

通过老师的介绍以及对本课的学习, 让学生对文物的定义有所了解, 同时激发学生的文化遗产保护意识。既然琥珀宫殿属于世界文化遗产, 那么学生是否知道我国有哪些名胜古迹属于世界文化遗产的范畴? 要知道到 2004 年, 我国已有 30 处文物古迹和自然景观被联合国教科文组织世界遗产委员会列入《世界遗产名录》。他们是:

1. 泰山 1987 (Mount Taishan)
2. 北京故宫 1987 沈阳故宫 2004 (The Imperial Palace of the Ming and Qing Dynasties in Beijing and Shenyang)
3. 长城 1987 (The Great Wall)
4. 敦煌莫高窟 1987 (The Mogao Caves)
5. 秦始皇陵以及兵马俑坑 1987 (The Mausoleum of the First Qin Emperor and the Terracotta Warriors)
6. 周口店北京猿人遗址 1987 (The Peking Man Site at Zhoukoudian)
7. 黄山 1990 (Mount Huangshan)
8. 九寨沟风景名胜区 1992 (The Jiuzhaigou Valley Scenic and Historic Interest Area)
9. 黄龙风景名胜区 1992 (The Huanglong Scenic and Historic Interest Area)
10. 武陵源风景名胜区 1992 (The Wulingyuan Scenic and Historic Interest Area)



nic and Historic Interest Area)

11. 河北承德避暑山庄以及周围寺庙 1994 (The Mountain Resort and its Outlying Temples, Chengde)
12. 曲阜古庙、孔府、孔林 1994 (The Temple and Cemetery of Confucius and the Kong Family Mansion in Qufu)
13. 武当山古建筑群 1994 (The Ancient Building Complex in the Wudang Mountains)
14. 西藏布达拉宫 1994 (Historic Ensemble of the Potala Palace, Lhasa)
15. 庐山 1996 (The Lushan National Park)
16. 峨眉山—乐山大佛风景名胜区 1996 (Mount Emei and the Leshan Giant Buddha Scenic Area)
17. 平遥古城 1997 (The Ancient City of Pingyao)
18. 苏州园林 1997 (The Classical Gardens of Suzhou)
19. 丽江古城 1997 (The Old Town of Lijiang)
20. 颐和园 1998 (The Summer Palace)
21. 天坛 1998 (The Temple of Heaven: an Imperial Sacrificial Altar in Beijing)
22. 大足石刻 1999 (Dazu Rock Carvings)
23. 武夷山 1999 (Mount Wuyi)
24. 青城山—都江堰 2000 (Mount Qingcheng and Dujiangyan Irrigation System)
25. 安徽古村落—西递、宏村 2000 (Ancient Villages in Southern Anhui-Xidi and Hongcun)
26. 龙门石窟 2000 (Longmen Grottoes)
27. 明清皇家陵寝 2000 (Imperial Tombs of the Ming and Qing Dynasties)
28. 云岗石窟 2001 (Yungang Grottoes)
29. 三江并流 2003 (Three Parallel Rivers of Yunnan Protected Areas)
30. 高丽的王城、王陵和贵族墓葬 2004 (Capital cities and Tombs of the Ancient Koguryo Kingdom)

学生可就他们所知道的用英语做一下简要介绍,老师可以给予适当的提示。老师还可以借此机会激发学生的爱国热情。

➔ 要点探究

1. Frederick William I, the King of Prussia, could never have imagined that his greatest gift to the Russian people would have such a strange history.

imagine

to form a mental picture or image of 想像。

eg. Imagine you've been shipwrecked. 想像你遭遇到了船舶失事。

eg. Try to imagine a jet which is more than seventy meters long and more than five stories high at the tail. 试着想像下一架喷气式飞机长七十多米,尾部比五层楼还要高。

to think; conjecture 以为;假想

eg. I imagine him as a big tall man. 我以为他是个高大的人。

eg. He imagines that people don't believe in him. 他总是认为人们不信任他。

gift

n.

something that is bestowed voluntarily and without compensation 礼品;赠品。

eg. He gave a gift for my birthday. 他送了一个生日礼物给我。

a talent, an endowment, an aptitude 天赋,天资;才能

eg. He has a gift for poetry. 他有做诗的天赋。

eg. a man of many gifts 多才多艺的人。

2. The man who has it insists that it belongs to his family.

belong to

(1)属于;为……的财产

eg. It has belonged to my family for a long time. 它成为我的家产已很多年了。

eg. That dictionary belongs to the library. 那本词典是图书馆的。

(2)为……的一员

eg. Do you belong to the trade union? 你是工会会员吗?

(3)和……有关联

3. Although it feels as hard as stone, it easily melts when heated.

feel

v.

to touch 摸,触;试探

eg. I can't feel where the key is. 我摸不出钥匙在哪里。
to perceive through the sense of touch 感觉;感知;经受。

eg. I felt the car move. 我感觉汽车在动。

to be aware of 认为,以为;相信

eg. I felt that she was lying. 我觉得她在撒谎。

vi.

to have sense 有感觉;觉得

eg. I feel exactly like you. 我的感觉与你完全一样。

to seek or explore something by the sense of touch 摸索;摸索着寻找。

eg. He felt in his pocket for the money. 他在口袋里摸索着找钱。

the sense of touch (客体)给人某种感觉;(摸上去)给人(某种)手感。

eg. Ice feels cold. 冰摸上去是冷的。

n.

the sense of touch 触觉;手感;感觉

eg. The silk has a soft smooth feel. 这丝绸摸上去柔软



光滑。

eg. Let me have a feel. 让我摸一摸。

eg. There is a feel of summer. 有一种夏天的感觉。

melt

vt., vi.

to be changed from a solid to a liquid state by application of heat or pressure or both 融化; 熔化

eg. Iron will melt when it is made very hot. 当铁烧得很热时就会熔化的。

eg. The snow on top of the mountains melted away under the sun. 山顶上的雪在阳光下融化了。

to become softened in feeling 软化(人的心肠或态度)

eg. Our hearts melted at the child's tears. 孩子的眼泪使我们的心变软了。

to cause to disappear gradually 消失; 使消失

eg. The crowd melted away. 人群散去了。

eg. The fog soon melted in the morning sun. 在早晨阳光下, 雾很快消散了。

When heated = When it is heated. 是一种省略句, 在状语从句中如果从句的主语和主句的主语一致, 通常省略从句的主语和系动词。

If invited, I will go. = If I am invited, I will go. (如果有人邀请我, 我就去。)

When heated, ice will become water. = When ice is heated, it will become water. (加热的话, 冰会变成水。)

4. However, the next king of Prussia decided not to keep it.

keep

vt., vi.

to retain possession of 保留; 保守

eg. I keep old letters. 我保存旧信。

to remain in a state or condition 保持; 继续

eg. We will keep on trying hard, if we get anything done, will notify you. 我们将继续努力, 有结果会通知你。

eg. Keep calm! 安静!

to cause to continue in a state 保卫; 保护

eg. Keep the baby warm. 别把婴儿冻着。

to restrain (常与 from 连用) 防止; 抑制

eg. Keep one's temper. 抑制住不发脾气。

eg. keep the child away from the hot stove. 别让孩子走近热炉子。

to raise 赡养; 饲养

eg. to keep a dog. 养狗。

eg. Farmers usually keep chickens in their backyard. 农民们通常在自己的后院养鸡。

to manage, tend, or have charge of 经营; 经销; 管理

eg. to keep a shop. 开商店。

eg. to keep house. 治家。

to prevent or deter(常与 from 连用) 远离; 不接触

eg. Keep away from the scene of the accident. 勿靠近事故现场。

关于 keep 的短语:

keep at 坚持做, 不放弃

keep away 使离开, 使站开

keep back 阻止, 阻挡

keep in with 和...保持友谊

keep off 避开; 不接近

keep on 继续; 保持

keep out 关在门外; 不准入内

to keep the smoke out 室内禁止吸烟

keep out of 躲开; 置身于...之外

keep up 继续; 坚持; 保持; 维持

keep up with 跟上; 不落后; 赶上

5. In 1770, the room was completed the way she wanted it.

complete

adj.

having all necessary or normal parts, components, or steps 完整的; 全部的

eg. This is a complete story. 这是一个完整的故事。

having come to an end 结束的; 完成的; 终了的

eg. This year is now complete. 这一年到此结束。

vt.

to bring to a finish or an end 完美; 使完整; 完成

eg. Work is not completed yet 这个工作还未完成。

eg. When will work on the highway be completed? 高速公路什么时候能完工?

6. However, before the Nazis could get to the summer palace, the Russians were only able to remove the furniture and small art objects from the Amber Room.

remove

v. tr.

to move from a place or position occupied 移动; 从占有的地方或位子上挪开

eg. removed the dishes from the table. 把盘子从桌上拿走。

to transfer or convey from one place to another 迁移; 从一个地方转移到另一个地方

eg. Removed the family to the West Coast. 把家迁移到西海岸。

to take off 取下

eg. removed her jewelry. 取下她的首饰。

to take away; withdraw 拿走; 撤回

eg. Removed his name from consideration. 他的名字排除在考虑的范围之外。

v. intr.

to change one's place of residence or business; move
搬迁; 改变住宅或生意的地点; 搬家

eg. Removed from the country to the town. 从乡下搬到了镇上。

7. doubt

vt.

to be uncertain or skeptical (about) 怀疑; 不相信; 不能肯定 [+whether/if][+that]

eg. I doubt whether Tom has done that. 我不太相信汤姆会那么做。

vi.

to be uncertain or skeptical (about) 怀疑 [(+ of/about)]

eg. They doubted of the feasibility of the project. 他们对这个计划的可行性表示怀疑。

n.

a lack of conviction or certainty. 怀疑, 不相信 [C][U] [(+about)][+whether/if]

a point about which one is uncertain or skeptical 疑问, 不确定 [U]

eg. The result of the election remains in doubt. 选举的结果仍然不能肯定。

a lack of certainty that often leads to irresolution 疑虑

eg. We are trying to get rid of his doubts. 我们正试图消除他的疑虑。

8. After that, what really happened to the Amber Room remains a mystery.

remain

(1) to continue in the same state or condition 保持不变; 继续保持同一种状态或情况

eg. These matters remain in doubt. 这些事情仍然值得怀疑。

(2) to continue to be in the same place; stay or stay behind

留下逗留在同一地方; 停留或者留下

eg. We are remaining at home. 我们留在家里。

eg. Only a few students remain. 只留下了一些学生。

(3) to be left as still to be dealt with 尚待; 剩余的; 仍需要处理的

eg. A cure of the disease remains to be found. 尚待发现疾病的治疗。

互动平台

1. 在这一部分, 老师可以让学生用英语解释所学的单词, 或者老师说出某一个单词的英语解释, 让学生来猜单词。

2. 要求学生根据自己的理解, 用所学的知识造句。

3. 就在学习的过程中所遇到的困惑向老师提问。

达标演练

I. 单项选择 (从 A、B、C、D 四个选项选出可以填入空白处的最佳选项)

- () 1. All my classmates are very rich now, while I _____ poor.
A. am remained B. was
C. remained D. remain
- () 2. — This green coat looks nice on you and it is only 200 yuan.
— OK, _____.
A. I'll need it B. I'll take it
C. It's much too expensive D. I'd like to sell it
- () 3. I doubt _____ he will come.
A. whether B. that
C. when D. why
- () 4. He left _____ any of his friends _____ him _____.
A. with; seeing; off B. without; seeing; off
C. without; see; / D. with; see; out
- () 5. _____ is _____ the students to find out the meaning and the usage of new words.
A. What a dictionary does; help
B. What dictionary does; to help
C. How a dictionary does; help
D. All that a dictionary does; helps
- () 6. How long can I _____ the book, a week or two?
A. have B. read
C. keep D. carry
- () 7. The landowners in India would not vote to lose their land and wealth, _____ it resulted _____ a fairer society.
A. even if; in B. even though; of
C. as if; in D. whether; of
- () 8. Towards _____ evening, _____ heavy rain began to fall.
A. the; a B. /; a
C. /; the D. the; /
- () 9. The house _____ my father.
A. is belonged to B. belongs to
C. is belonging to D. is being belonged to
- () 10. — Do you have _____ more to get in the market?
— No, only some bread and butter.
A. something B. everything
C. nothing D. anything
- () 11. The teacher as well as her students _____ to visit the Moter Company tomorrow.
A. go B. are to go

- C. is to go D. is about to go
- ()12. The cloth _____ soft, so I decide to buy it.
A. touched B. smells
C. looks D. feels
- ()13. The building is _____.
A. twenty-metre-high B. twenty metre high
C. twenty-metres-high D. twenty metres high
- ()14. The book _____ three yuan, but it only _____ me two yuan.
A. spends , take B. costs , spend
C. costs, cost D. pays, cost
- ()15. They are _____ the same size. You can take _____ half of the bread.
A. in, either B. with, either
C. in, both D. at, none
- ()16. —Hello. May I speak to Mr Wang, please?
_____.
A. Hold the line, please B. Wait for a minute
C. Here it is D. Here he is
- ()17. You can choose _____ book you like among these.
A. no matter what B. whatever
C. whose D. whichever
- ()18. This kind of paper was as soft and light as silk but _____ expensive.
A. much less B. much little
C. many less D. much more than
- ()19. It had rained for several days. The clothes had _____ near the fire to dry.
A. hang up B. to hung up
C. to be hung up D. to be hanged up
- ()20. The line is engaged. I can't _____ now.
A. get on B. get along
C. get through D. get down

➔ 能力提升

II. 完形填空

While I was waiting to enter university, I saw in a newspaper a teaching job 1 at a school about ten miles from where I lived. Being very short of 2 and waiting to do something 3, I applied(申请), 4 as I did so, that without a degree and with no 5 of teaching my chances of getting the job were 6.

However, three days later, a letter 7, calling me to Croydon for a 8 with the headmaster. It proved to be a 9 journey, a train to Croydon station, a ten-minute bus ride and then a walk of at 10 a quarter of a mile. As a result, I arrived there, feeling 11 hot to be nervous. It was clearly the 12 himself that 13 the door. He was

short and round.

"The school," he said, "is made up of one 14 of twenty-four boys between seven and thirteen." I should have to teach all the subjects except art, 15 he taught himself. I should have to 16 the class into 17 groups and teach them in turn at three different 18, and I was 19 at the thought of teaching maths—a 20 at which I wasn't very good at school.

Before I had time to ask about my salary, he got up to his feet, "Now," he said, "you'd better meet my wife. She is the one who really runs this school."

- ()1. A. kept B. lost C. wanted D. found
()2. A. money B. time C. students D. clothes
()3. A. harmful B. useful C. funny D. secret
()4. A. expecting B. whispering
 C. fearing D. considering
()5. A. material B. experience
 C. means D. books
()6. A. nice B. great C. slight D. helpful
()7. A. arrived B. returned C. written D. received
()8. A. match B. meeting C. quarrel D. sightseeing
()9. A. difficult B. pleasant C. comfortable D. short
()10. A. most B. least C. last D. first
()11. A. very B. almost C. so D. too
()12. A. teacher B. headmaster
 C. student D. door-keeper
()13. A. shut B. opened C. repaired D. kicked
()14. A. group B. class C. dozen D. score
()15. A. what B. that C. which D. this
()16. A. connect B. join C. tear D. divide
()17. A. one B. two C. three D. four
()18. A. classes B. subjects C. levels D. places
()19. A. excited B. disappointed
 C. glad D. angry
()20. A. lesson B. book C. subject D. problem

III. 阅读理解

(A)

China's economy up 8.2 per cent

China's economy grew 8.2 percent year-on-year to 6,212.4 billion yuan (US \$ 748.5 billion) during the first three quarters of 2000, said Ye Zhen, spokesman for the State Statistics Bureau.

The growth rate in the third quarter was 8.2 per cent, 0.1 percentage point lower than the second quarter but 0.1 per centage point higher than the first quarter, said Ye yesterday.

The growth rate for the entire year is expected to exceed

last year's rate of 7.1 per cent, he said.

China continued to see a strong growth in exports during the first three quarters of the year, Ye said.

Customs statistics indicate that China's exports reached US \$ 182.3 billion during the first three quarters of this year, an increase of 33.1 per cent from last year.

Imports reached US \$ 163.1 billion, a rise of 38.7 per cent, leaving China with a trade surplus of US \$ 19.2 billion.

Industrial output was up 11.6 per cent in the first three quarters, 2.3 per cent higher than the same period last year, as China's State-owned company continued to show signs of increasing efficiency.

Investment in fixed assets was up 12.9 per cent in the first three quarters, 4.8 per cent higher than the same period last year.

Due to oil price in the first three quarters, the consumer price index was up 0.2 per cent, while the index was down 1.6 per cent at the end of last year's third quarter.

However, China's retail price index remains in negative territory so far this year with a fall of 1.7 per cent.

"Despite negative factors such as insufficient demand and an irrational economic structure, we believe China's economy will keep moderate growth throughout the fourth quarter and into next year," Ye said.

China will continue to carry out an active fiscal (财政) policy to stimulate domestic demand in the fourth quarter and next year, he said.

"The policies to expand domestic demand in the past three years have already greatly improved the country's overall strength," he added.

- () 21. According to the passage, it is written in the view of _____.
- A. politics B. economics
C. statistics D. mathematics
- () 22. From the passage, the growth rate in the first quarter is _____.
- A. 8.1% B. 8.2%
C. 8.3% D. 8.4%
- () 23. As Ye Zhen said, what had made the whole economic situation better?
- A. foreign capital
B. China's policies to expand domestic demand
C. insufficient demand
D. irrational economic structure

(B)

When should a child start learning to read and write?

This is one of the questions I am most frequently asked. There is no hard and fast rule, for no two are alike, and it would be wrong to set a time when all should start being taught the intricacies (纷繁难懂之处) of reading letters to form words.

If a three-year-old wants to read (or even a two-year-old for that matter), the child has the right to be given every encouragement. The fact that he or she might later be "bored" when joining a class of non-readers at child school is the teacher's affair. It is up to the teacher to see that such a child is given more advanced reading material.

Similarly, the child who still cannot read by the time he goes to junior school at the age of seven should be given every help by teachers and parents alike. They should make certain that he is not dyslexic (诵读困难的). If he is, a specialist's help should immediately be sought (寻找).

Although parents should be careful not to force youngsters aged two to five to learn to read (if badly done it could put them off reading for life), there is no harm in preparing them for simple recognition of letters by labelling (标明) various items in their room. For instance, tie a nice piece of cardboard to their bed with BED written in neat, big letters.

Should the young child ask his parents to teach him to read, and if the parents are capable doing so, such an attraction should not be ignored (忽视). But the task should never be made to look like a hard job and the child should never be forced to continue, should his interest start to flag (消退).

- () 24. This passage is mainly about _____.
- A. What qualities people teaching children reading should have
B. different age groupings of children to be taught reading
C. when and how children should be taught reading
D. various problems of children who start learning to read
- () 25. In the writer's opinion, children start learning to read _____.
- A. early and fast B. at different times
C. by a certain rule D. from word games
- () 26. A three-year-old child who wants to read should _____.
- A. be encouraged
B. go to an infant school
C. start from fun stories
D. join a class of non-readers
- () 27. The purpose of labelling items in the room is to _____.

- A. make it more colorful
- B. teach children to write neatly
- C. help children recognize simple letters
- D. force children to develop the habit of reading

- () 28. The writer suggests that _____.
- A. children should ask their parents to teach them to read
 - B. children should not feel bored if given advanced reading material
 - C. children starting to read should ask specialists for help
 - D. children should be taught with patience, care and a sense of humour

(C)

Rabies(狂犬病) is causing problems along the East Coast of the United States. This year, the number of rabies cases reported in New York, New Jersey, Florida, and Connecticut has gone up.

Rabies is a disease in animals. It is caused by a germ(细菌). When one animal bites another, the disease is spread.

All mammals(哺乳动物) can get rabies, but it is most often found in wild animals such as raccoons(浣熊), skunks(臭鼬), and foxes. A dog or a cat can get rabies if it is bitten by a diseased animal. So can people. Rabies can kill animals and people that are not treated by a vet(兽医) or a doctor right away.

How can you tell if an animal has rabies? It acts strangely. It may be mean or it may be unusually friendly and show no fear of people.

- () 29. Rabies is a _____.
- A. terrible germ
 - B. usual disease
 - C. deadly disease
 - D. social problem
- () 30. If an animal _____, it may have rabies.
- A. acts in a strange way
 - B. is not afraid of people
 - C. is unusually friendly
 - D. all the above answers
- () 31. When your pet is bitten by a diseased animal, you should _____.
- A. go to see a doctor right away
 - B. be careful to take it to the vet
 - C. keep it indoors and feel it nothing
 - D. try to catch it or shoot it with a gun
- () 32. Rabies spread in _____.
- A. birds
 - B. snakes
 - C. fish
 - D. mammals

(D)

Mr Hitlon was a tall and thin man. He seemed weak and

could not hurt anybody. He killed several enemy soldiers when he was in the army. And he was hurt in the war and had to return to the town where he was born. He found a job in the factory. He kept the gate for thirty-two years and didn't make any mistakes. He knew everybody in the factory well and even knew where they lived.

The factory made several kinds of televisions. Some of their parts were expensive. Nobody dared take them away when the old man was on duty. A few young men thought he was old and wanted to steal something one night. Mr Hitlon found them as soon as they went in the workplace. They began to fight with him but before long they found they were no match for him and were going to run away. But it was too late. The old man caught them all and called the police station. From then on nobody dared steal anything there.

One morning a few people came. At the gate Mr Hitlon stopped them and said, "Show your pass to me, please."

A man who seemed an official called out, "Don't you know who I am?"

Mr Hitlon had a look at him and said to his helper, "This gentleman doesn't know his name. It seems that he needs our help?"

- () 33. Mr Hitlon had to leave the army because _____.
- A. the factory needed a gatekeeper
 - B. he had killed some enemy soldiers
 - C. he was too weak to stay in the army
 - D. the enemy hurt him in the war

- () 34. Mr Hitlon didn't make any mistakes because _____.
- A. he knew every worker in the factory.
 - B. he was strict in his work
 - C. he had been a soldier
 - D. he looked after the expensive parts well

- () 35. The word "dare" in the story means _____.
- A. 敢
 - B. 想
 - C. 愿
 - D. 使

- () 36. _____, so they decided to steal something in the factory.
- A. The young men wanted to repair their TV sets
 - B. The young men wanted to make fun of Mr Hitlon
 - C. The young men thought Mr Hitlon old and weak
 - D. The young men wanted to kill Mr Hitlon

 拓展创新

高考试题欣赏 (NMET 2004 年春季北京)

Blameless

I was a freshman in college when I met the Whites.

They were completely different from my own family, yet I felt at home with them immediately. Jane White and I became friends at school, and her family welcomed me like a long-lost cousin.

In my family, it was always important to place blame when anything bad happened.

"Who did this?" my mother would scream about a dirty kitchen.

"This is all your fault, Katharine," my father would insist when the cat got out or the dishwasher broke.

From the time we were little, my sister, brothers and I told on each other. We set a place for blame at the dinner table.

But the Whites didn't worry about who had done what. They picked up the pieces and moved on with their lives. The beauty of this was driven home to me the summer Jane died.

In July, the White sisters and I decided to take a car trip from their home in Florida to New York. The two older sisters, Sarah and Jane, were college students, and the youngest, Amy, had recently turned sixteen. Proud of having a new driver's license (驾照), Amy was excited about practicing her driving on the trip. She showed off her license to everyone she met.

The big sisters shared the driving of Sarah's new car during the first part of the trip, but when they reached less crowded areas, they let Amy take over. Somewhere in South Carolina, we pulled off the highway to eat. After lunch, Amy got behind the wheel. She came to a crossroads with a stop sign. Whether she was nervous or just didn't see the sign no one would ever know, but Amy continued into the crossroads without stopping. The driver of a large truck, unable to stop in time, ran into our car.

Jane was killed immediately.

I was slightly injured. The most difficult thing that I've ever done was to call the Whites to tell them about the accident and that Jane had died. Painful as it was for me to lose a good friend, I knew that it was far worse for them to lose a child.

When Mr and Mrs White arrived at the hospital, they found their two daughters sharing a room. Sarah had a few cuts on the head; Amy's leg was broken. They hugged (拥抱) us all and cried tears of sadness and of joy at seeing their daughters. They wiped away the girls' tears and made a few jokes at Amy as she learned to use her crutches (拐杖).

To both of their daughters, and especially to Amy, over and over they simply said, "We're so glad that you're alive." I was astonished. No blame. No accusations.

Later, I asked the Whites why they never talked about the fact that Amy was driving and had run a stop sign.

Mrs White said, "Jane's gone, and we miss her terribly. Nothing we say or do will ever bring her back. But Amy has her whole life ahead of her. How can she lead a full and happy life if she feels we blame her for her sister's death?"

They were right. Amy graduated from the University of California and got married several years ago. She works as a teacher of learning-disabled students. She's also a mother of two little girls of her own, the oldest named Jane.

- () 1. The author of the passage is _____.
- Mrs White's niece
 - Jane's school friend
 - The Whites' cousin
 - Sarah's friend from college
- () 2. How did the author's parents differ from the Whites?
- The author's parents were less caring
 - The author's parents were less loving
 - The author's parents were less friendly
 - The author's parents were less understanding
- () 3. How did the accident occur?
- Amy didn't stop at a crossroads and a truck hit their car
 - Amy didn't know what to do when she saw the stop sign
 - Amy didn't slow down so their car ran into a truck
 - Amy didn't get off the highway at a crossroads
- () 4. The accident took place in _____.
- Florida
 - California
 - South Carolina
 - New York
- () 5. The Whites did not blame Amy for Jane's death because _____.
- they didn't want Amy to feel ashamed and sorry for the rest of her life
 - Amy was badly injured herself and they didn't want to add to her pain
 - they didn't want to blame their children in front of others
 - Amy was their youngest daughter and they loved her best
- () 6. From the passage we can learn that _____.
- Amy has never recovered from the shock
 - Amy changed her job after the accident
 - Amy lost her memory after the accident
 - Amy has lived quite a normal life

第二部分 Listening

课标导航

本单元的听力部分描述了三个自称为目击者的人,描述他们在琥珀宫遭到毁坏时他们的所见所闻。这部分的训练目的是帮助学生通过“听”获取关于琥珀宫的信息。提高学生根据声音符号在头脑里成像的能力。同时,要求学生根据所听到的信息补全表格。

1. 知能目标:

训练学生在听的过程中抓住并弄懂关键的词句及短文的能力,从而使学生从整体上把握段意,获取答题信息。

听力中出现的重点词汇:

be from... ,hear sth. /sb. do, to one's surprise, miner, explode, German, look for, bury, maid, truck, hear about, castle, burn, let sb. do, tell sb. sth., help sb. do, tell sb. sth., help sb. do, survivor, search for, sailor, submarine, sink, ask sb. to do

2. 活动形式:

在听课文材料之前设计一个开放型的活动,让学生充分发挥自己的想像力,猜测一下在琥珀宫身上到底发生了什么事。

(1) 教师设计句式

I think...

I believe...

In my opinion...

I suppose...

I guess...

(2) 小组活动

把班级分成若干小组,以组为单位展开讨论,同时利用教师设定的句式。讨论之后,每组得出一件组内认为是最有可能发生的事。由组内统一意见。

(3) 班级活动

讨论之后各组派出一名代表进行陈述,由老师进行归纳总结。

自学引领

由老师进行启发,充分调动学生的好奇心理,同时激发学生的文物保护意识。

要点探究

1. 听力文章中出现的长难句

(1) The sound came from a mine that hasn't been used for a long time.

此句包含有一个定语从句 that hasn't been used for a long time 修饰先行词 mine。此句可翻译成:声音来自一个已经废弃很久的矿场。

(2) Now I own a little restaurant near the mine.

= Now I have a little restaurant of my own.

= Now I am the leader of a little restaurant.

现在我在矿场附近拥有一个自己的小餐馆。

(3) I was told to help our soldiers put some big wooden boxes with treasures onto the ship.

They told me to help our soldiers to put some big wooden boxes onto the ship. There are many treasures in the boxes.

他们让我帮助那些士兵把装有珠宝的木箱抬到船上。

(4) Now a group of people who are searching for the Amber Room have asked me to help them find the ship.

此句中含有一个定语从句 who are searching for the Amber Room 修饰先行词 a group of people。此句可译成:

如今,一群寻找琥珀宫的人要我帮他们寻找沉船。

2. 听力文章中出现的关键词

(1) I am Jan Hasek, an old miner from the Czech Republic.

be from = come from

(2) In April, 1945 I heard something explode at midnight.

hear (感官动词) + O. (宾语) + do/doing/done

感官动词 + O. (宾语) + do 表示整个过程

I saw the girl go upstairs. 我看见小女孩上了楼。

感官动词 + O. (宾语) + doing 表示动作正在进行

I saw the girl going upstairs. 我看见小女孩正在上楼。

感官动词 + O. (宾语) + done 表示宾语被……

I felt my foot touched. 我感到有东西碰了我的脚。

(3) To my surprise, all the holes in the mine were filled! mine

n.

矿

丰富的资源;宝库

eg. A good encyclopedia is a mine of information. 一部好百科全书是知识宝库。

地雷

炸药

(4) They say the Amber Room and some gold are buried in the mine.

bury

vt. 埋葬

eg. Many men were buried underground when there was an accident at the mine. 矿上发生意外事故时,许多矿工都被埋在地下。

隐藏;掩蔽

eg. The dog has buried a bone. 狗藏了一根骨头。

(5) I was a maid at the castle in Kaliningrad during the war.

maid

n.

女仆 (= maidservant)

eg. Ask the hour maidservant to clean the dirt off the floor. 叫那个女钟点工把地板上的污垢擦掉。

少女; 未婚女子

(6) Later, all the Russian workers had to leave the castle.

castle

n. 城堡

eg. In this old castle you can see pictures from the 17th century. 在这座古老的城堡里你可以看到十七世纪的图片。

(7) Before we could reach the next port, a Russian sub sank the ship.

sub = submarine

n.

潜艇

adj.

海生的; 海中的; 适于海中的

sink vi., vt.

① 沉浸; 使沉没, 沉底, 下降, 降低

eg. The ship is sinking. 这船正在下沉。

eg. The ground sinks to the sea. 陆地向海里沉降。

② 变小; 减少; 减低价值; 减弱

eg. The wind has sunk down. 风势已弱。

③ 瘫倒

eg. She sank to the ground. 她瘫倒在地上。

④ 衰弱; 失败

eg. He is sinking fast. 他已濒临死亡。

(8) There are few survivors.

survivor

n.

幸存者, 生还者, 残存物

互动平台

本部分针对书中所列出的表格回答问题。具体可以采取师生互动的方式, 由老师提出问题, 让学生以组为单位展开讨论, 最后得出统一答案。

NAME	Jan Hasek	JOB	a miner
PLACE	Czech Republic	TIME	1945; now
What he heard	Something exploded		
What he saw/sees	He saw some German soldiers putting boxes in the mine. All the holes in the mines were filled.		
What he did/does	Nothing.		
What he believes	The Amber Room and some gold are buried in the mine.		

NAME	Anna Petrov	JOB	a maid
PLACE	a castle in Konigsberg	TIME	1941~1945
What he heard	She heard about the Nazis stealing many treasures from Russia and that something exploded at the end of August, 1944. What he saw/many trucks came to the castle one night before Christmas in 1941. She saw fires from the castle one night in August, 1944.		
What he did	Nothing.		
What he believes	The pieces of the Amber Room were burnt during the war.		