

英语课文整体辅导手册

(第二册)

湖北省教学研究室 主编



湖北教育出版社

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编者说明

英语课文整体教学，作为课文教学的思想体系，其主要观点和要求已列入1986年版全日制中学英语教学大纲（第九页）。我省已有不少中学教师在按课文整体教学的精神进行英语教学。我们根据有关英语课文整体教学的论述，并按信息——理解——语言——运用的程序，就统编高中英语教材编写了《英语课文整体教学辅导手册》，这是第二册。本册完全按教材课文的内容和顺序编写。每课既可作教师课时计划的基础，又可作学生课内外操练的材料，实用性较强。本手册的编写不同于一般的练习和辅导材料，它首先注意到课文教学的整体性，与此同时，把理解课文的思想内容摆在极为重要的地位。课文整体教学要求在教师的主导作用下，帮助学生把英语知识转化为技能，即紧密地结合课文内容对学生进行英语听、说、读、写（译）的技能培养。由于学校类型不同，学生学习英语的情况不一样，为了使手册适合实际情况，我们希望运用时教师根据我们提出的：整体统帅局部，局部寓于整体；化难为易，语言结构的教学紧密结合课文内容及非模式化四个原则作增、删、修订等工作。希望学生在预习和复习的基础上利用手册进行操练，以期收到应有的效果。为了提高听说能力，建议在使用时把手册上的一些练习，就地找语音语调好的教师制成录音磁带，以便增强和发展

学生的听说能力。

限于编者的水平和时间，本书错误在所难免，希望读者指正并希望对编写提出意见，以利今后进一步修改。

本书由湖北省教学研究室主编，参加编写的有黄炳灵、刘兆义、杨方正；省教学研究室英语组陈辉岳、宋桂月、陈松林审定。

1991年元月28日

CONTENTS

LESSON 1	PORTRAIT OF A TEACHER	1
LESSON 2	THE TALLEST GRASS.....	18
LESSON 3	ALL THESE THINGS ARE TO BE ANSWERED FOR.....	31
LESSON 4	ALL THESE THINGS ARE TO BE ANSWERED FOR (Continued)	46
LESSON 5	WINTER SLEEP	60
LESSON 6	ALBERT EINSTEIN	76
LESSON 7	ALBERT EINSTEIN (Continued)	91
LESSON 8	THE PROFESSOR AND HIS INVENTION	106
LESSON 9	SPORTS AND GAMES.....	120
LESSON 10	THE LAST LESSON.....	136
LESSON 11	THE LAST LESSON (Continued)...	154
LESSON 12	WALKING IN SPACE	170
LESSON 13	MADAME CURIE AND RADIUM	187
LESSON 14	THE GIFTS	201
LESSON 15	THE GIFTS(Continued).....	215
LESSON 16	ADVENTURE ON HIGHWAY 66...	228
	KEYS TO THE EXERCISES	241

LESSON ONE

PORTRAIT OF A TEACHER

简介(Introduction)

Do you still remember the lesson *A LITTLE HERO*? It tells us about a little Italian boy, who gave his young life to his country. And the little hero will always be loved by us all as well as by the Italian people. That lesson was written by Edmondo De Amicis, an Italian writer.

This lesson *PORTRAIT OF A TEACHER* was also written by Edmondo. It tells us about a teacher, who gave the whole of his life to education. His name was Mr Crossett, hero of the lesson.

Mr Crossett was an excellent teacher. He loved his work and was very strict in it. He taught his students not only to be men of wide knowledge but also to be men of fine character. So Mr Crossett was loved and respected by all his students. As an engineer working on the soul of human beings, he will always be loved by all people as well.

课文理解(Text Comprehension)

I. 根据课文内容, 选择最佳答案:

- () 1. The father cried out in surprise because he learned from the evening paper that
- A. his first teacher was given a medal by the Department of Education.
 - B. his first teacher lived not far away from him.
 - C. his first teacher had died.
 - D. his first teacher was still living.
- () 2. From the text, we learn that
- A. Mr Crossett was well-known in Deleville.
 - B. Mr Crossett recognized his old student at once.
 - C. the father had much difficulty in finding his first teacher.
 - D. Albert Borden had a good memory although he was a very old man.
- () 3. Mr Crossett couldn't remember his old student
- A. until he saw Albert.
 - B. before Albert told his name to him.
 - C. until Albert told him the year in which he had studied and the name of the school.
 - D. Both B and C.
- () 4. Mr Crossett gave up his teaching because
- A. he was too old to teach.

- B. he lost his memory.
C. his hands shook constantly.
D. he was forced to by the school.
- () 5. Tears came to Albert's eyes because
A. Mr Crossett gave him his old paper.
B. he saw his own copybook.
C. he was deeply moved.
D. he was sorry at the sight of his exercises.
- () 6. Albert Borden was the boy
A. who looked sick and feverish in the class.
B. who made faces in the class.
C. who left the classroom quietly.
D. who had promised to be good.

I. 根据课文内容, 回答下列Yes/No(Tag)问句:

7. Did Mr Crossett live in the same town as Albert did?
8. Was it easy for Albert Borden and his son to find Mr Crossett's house?
9. Did Albert recognize Mr Crossett at once when he saw him?
10. Did the 84-year-old man wish to go back to his school?
11. Did Mr Crossett get angry with what the naughty boy had done in the class?
12. Mr Crossett didn't stop his lesson, did he?

13. Did all the students leave the classroom after class?
14. The naughty boy apologized for what he had done, didn't he?
15. Mr Crossett told the boy to remember the incident, didn't he?

■ . 根据课文内容, 回答下列Wh问句:

16. How old was Mr Crossett when he was given a medal?
17. What did Albert Borden decide to do when he learned that his first teacher was still living?
18. How did the father and his son get to Deleville?
19. What did Albert want to do when he saw his old teacher?
20. Whose grandfather was an engineer?
21. How long did Albert Borden talk with his first teacher?
22. What did they talk about?
23. What did Mr Crossett keep in a closet?
24. What did Mr Crossett say to his students?
25. What did the naughty boy do when the class was over?

IV . 根据课文内容, 回答下列How/Why问句:

26. Why did Albert cry out in surprise?

27. Why did the Department of Education give Mr Crossett a medal?
28. Why did Albert Borden want to go and see Mr Crossett?
29. Why did Mr Crossett stop his teaching?
30. Could you imagine how Mr Crossett was forced to give up his teaching?
31. Why did Mr Crossett keep a record of all his old students?
32. Why did Mr Crossett walk to one of the students?
33. What did the boy make faces for?
34. Why didn't Mr Crossett stop his lesson?
35. Why did Mr Crossett ask the boy not to think any more about the incident?

语言(Language)

V. 选择与所给单词划线部分发音相同的答案:

- () 1. complete A. permit B. least C. department
- () 2. otherwise A. closet B. incident C. notice
- () 3. package A. announce B. rapidly C. shaking
- () 4. course A. cough B. courage C. force
- () 5. should A. shut B. shoulder C. shook

VI. 选择与句中划线部分意义相近的答案:

- () 6. Mr Crossett had completed 60 years of teaching before he retired(退休).

A. finished B. loved C. passed

- () 7. The class passed without incident.

A. without any difficulty

B. without anything taught

C. without anything unexpected happening

- () 8. What forced him to give up teaching?

A. take up B. stop C. continue

Ⅶ. 选择填空:

- () 9. I had thought that the old man _____ nearly 20 years.

A. had died

B. had been dead

C. died

D. was dying

- () 10. Can you imagine that he _____ teaching till two years ago?

A. gave up

B. doesn't stop

C. did away with

D. kept up

- () 11. You'll find there isn't much trouble _____ on with the old man.

A. to get

B. get

C. getting

D. gets

- () 12. All that the engineer was saying at the meeting had _____ because nobody knew German.

A. to be recorded B. recorded

C. to record

D. record

- () 13. The teacher had many difficulties _____ in order to open a school in the village.

- A. overcome(克服) B. overcoming
C. overcame D. to overcome

()14. The_____ must try to carry on in spite of
(不顾) the difficult conditions.

- A. alive B. lively C. life D. living

()15. Mr Crossett went up to the headmaster
and _____ .

- A. shook his hands
B. shook hands with him
C. shake his hand
D. shook him with the hand

()16. Mr Crossett found the two boys _____ .

- A. talking in low voices
B. to talk in low voice
C. talking with a low voice
D. talk in a low voice

()17. _____ them how to learn is more impor-
tant than just teaching them a lot of facts.

- A. To teach B. Teaching
C. Teach D. For

()18. The teacher told the boy not to worry
about that, _____ .

- A. patted him on the head
B. patting him on his head
C. patted his head
D. patting him on the head

()19. Do you still remember the date _____ we met for the first time?

- A. in which B. which
C. on which D. of when

()20. I saw clearly my name and the date _____ Mr Crossett had marked down in his notebook.

- A. which B. when
C. on which D. with which

【注】(1) have trouble/difficulty (in) doing something (干某事有困难), in 可以省略。又如: She had no trouble climbing over the wall. 她翻越那堵墙毫不费力。

若指有几项具体困难时, 可用 difficulty 的复数形式, 如: We still have three difficulties in completing the work. 完成此工作我们还有三个具体困难。

(2) 第13题选 D。to overcome 作定语, 修饰前面 many difficulties, 意思是: (有) 许多有待克服的困难。比较下列句子:

They had some difficulty (in) helping the boy.
帮助那个孩子, 他们有些困难。

They had some difficulty to clear away.
他们还有些困难要排除。

They had some difficulty thrown in the way of the police.

他们给警方设置了一些阻碍。

(3) living=alive (活着的); alive 一般情况下只用

作表语。living 既可用作表语,也可用作定语。例如: The soldier was still alive. (=He was still living.) You couldn't find any living creatures there. 在那儿你找不到任何生物。另外, living 还可作“生活的”解。如: living conditions 生活条件; a living-room 起居室。lively 生动的, 活泼的: a lively discussion 热烈的讨论; in a lively way 用生动的方法; The whole country is lively with the development of industry and agriculture. 全国工农业在发展, 一片蓬勃景象。

(4)第17题选B。英语中要注意保持句子的平衡。如: To teach is to learn twice. 或 Teaching is learning twice. 不能说 To teach is learning twice. 也不能说 Teaching is to learn twice. 又如: Seeing is believing. To see is to believe.

(5)第18题选D。拍他的头 pat him on the head, 通常不说 pat his head。类似的表达还有:

hit somebody on the head 击中某人的头部

hit somebody in the face 打中某人的脸部

beat somebody on the head 打某人的头部

touch somebody on the shoulder

摸(碰)某人的肩

take somebody by the hand 拉着某人的手

catch somebody by the hand 抓住某人的手

注意: 表示身体部位的名词前面要用 the, 而不用物主代词。

另外此句前部分后面用的是逗号, 前后之间没有用and,

but 等连词, 说明 told 和 patted 不是并列谓语成分, 故用 patting him on the head 分词短语, 作状语。请比较下面的句子:

He shook his head and said no to them.

He shook his head, saying no to them.

Shaking his head, he said no to them.

(6)第19题用 on which, 作定语从句中的状语; 第20题用 which, 作定语从句中 had marked down 的宾语。试比较下面的句子:

Please remember the date which I tell you.

请记住我们告诉你的日期。(which作tell的宾语)

Please remember the date when I told you the story.

请记住我给你讲这个故事的日期。(when 作定语从句的状语)

当表示地点的名词后面使用关系词时也要注意:

They visited the park which we built two years ago.

他们参观了我们的两年前修建的公园。(which 作 built 的宾语)

They visited the park where we were building a restaurant.

他们参观了那个我们正在里面建餐店的公园。(where 作定语从句中的状语, 表示地点)

Ⅶ. 在B句每空内填入一个单词, 使A, B两句意义相同或相近:

21. A. While he was looking through the paper, he suddenly cried out in surprise.

B. _____ the paper, he suddenly _____ a cry of surprise.

22. A. The Department of Education gave him a medal for having completed sixty years of teaching.

B. _____ for sixty years, he was _____ a medal _____ the Department of Education.

23. A. Let's drive over there in the afternoon.

B. _____ we _____ there _____ car in the afternoon?

24. A. We had no trouble in finding his house.

B. It was _____ for us _____ his house.

25. A. "Don't do that again," he said firmly.

B. He _____ the boy firmly _____ that again.

Ⅷ. 将句中划线部分改为分词短语:

26. He looked at me curiously because he didn't recognize me.

27. They had talked for about half an hour, then they went to the Department of Education.

28. As he was deeply moved by what the teacher