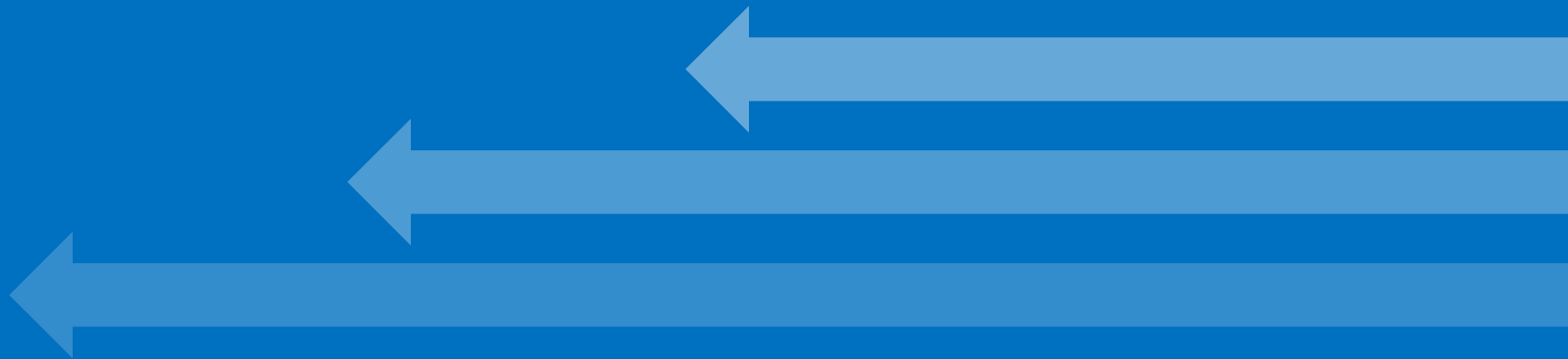


senior high school education

Section III Using Language





课前预习设计

课堂提升素养

课前预习设计

课前预习设计

自读课文 疏通文脉大意

Read the text on Pages 56~57 carefully and then choose the best answer.

1. What's the main idea of the text? **D**

A. How an American doctor, Henry Heimlich, created the Heimlich manoeuvre.

B. How to do the Heimlich manoeuvre.

C. We should help each other.

D. Chen Wei, a high school student in Beijing, did the Heimlich manoeuvre to Zhang Tao and saved his life.

2. What did Chen do to Zhang? **B**

A. With the help of Zhang's friends, he was able to help Zhang lay on the ground.

B. Chen did the Heimlich manoeuvre without hesitation.

C. Standing in front of Zhang, Chen did the Heimlich manoeuvre.

D. With the help of the doctor, Chen rushed Zhang to the hospital at once in an ambulance.

3. What can we know from Paragraphs 4~5? C
- A. If someone is choking, first slap the victim's back.
 - B. When doing the Heimlich manoeuvre, wrap your arms around the victim's neck.
 - C. If slapping does not work, do the Heimlich manoeuvre right away.
 - D. Make a fist with one hand and place it in the lower part of the victim's stomach.

4. From which is the text probably taken? **A**
- A. A health magazine.
 - B. A biology textbook.
 - C. A research paper.
 - D. A travel brochure.

精读课文 疏通理解障碍

[读文清障]

- ①interrupt [ˌɪntə'rʌpt] *vi.& vt.* 打断; 打扰 *vt.* 使暂停; 使中断
- ②scream [skri:m] *vi.& vt.* (因愤怒或恐惧)高声喊; 大声叫 *n.* 尖叫; 尖锐刺耳的声音
- ③fellow ['feləʊ] *adj.* 同类的; 同事的; 同伴的; 同情况的 *n.* 男人; 家伙; 同事; 同辈; 同类
- ④diner ['daɪnə(r)] *n.* (尤指餐馆的)就餐者
- ⑤choke [tʃəʊk] *vi.& vt.* (使)窒息; (使)哽咽
- ⑥steak [steɪk] *n.* 牛排; 肉排
- ⑦throat [θrəʊt] *n.* 咽喉; 喉咙
- ⑧desperate ['despəreɪt] *adj.* 绝望的; 孤注一掷的; 非常需要的

⑨slap [slæp] *vt.*(用手掌)打、拍 *n.* (用手掌)打、拍; 拍击声

slap sb. on the back

拍某人的后背

⑩with the help of sb.

在某人的帮助下

⑪help sb. to one's feet 帮助某人站起身来

⑫Heimlich manoeuvre

[ˈhaɪmlɪk məˌnu:və(r)] 海姆利希急救法

⑬instantly *adv.* 立即, 马上

conj. 一.....就.....

[同义词] immediately *adv.*立即, 马上

⑭make sure 确保

- ⑮bite *n.* (咬下的)一口
- ⑯collapse [kə'læps] *vi.*(突然)倒塌; (因病等)昏倒
- ⑰practical ['præktɪkl] *adj.*切实可行的; 实际的; 实践的
- ⑱in fact 事实上, 实际上
- ⑲see sb. doing sth. 看到某人正在做某事
- ⑳obstruction [əb'strʌkʃn] *n.* 阻碍; 堵塞; 阻塞物
- ㉑fist [fɪst] *n.* 拳; 拳头
- ㉒grab[græb] *vt.*(grabbed, grabbed)抓住; 攫取 *n.* 抓取; 抢夺
- ㉓tightly ['taɪtli] *adv.*紧紧地; 牢固地; 紧密地
[反义词]loosely *adv.*宽松地
- tight [taɪt] *adj.*牢固的; 紧身的; 绷紧的; 严密的 *adv.*紧紧地; 牢固地

②④motion ['məʊʃn] *n.* 运动; 移动

②⑤recommend *vt.* 推荐

②⑥face up/down 面朝上(朝下)

②⑦count *v.* 有价值; 很重要; 要紧

Every minute counts. 一刻千金/分秒必争。

②⑧stand by 袖手旁观; 待命行动; 支持

②⑨justify ['dʒʌstɪfaɪ] *vt.* 证明.....有道理; 为.....辩护; 是.....的正
当理由

justified *adj.* 有正当理由的; 合乎情理的

③⑩responsibility *n.* 责任

have a responsibility to do sth. 有责任做某事

③⑪welfare ['welfeə(r)] *n.* 幸福; 福祉; 安康; 福利

[原文呈现]

Chen Wei, a high school student in Beijing, had his dinner **interrupted**^① when he heard someone **screaming**^② from another table.[1] A **fellow**^③ diner^④ at the restaurant, Zhang Tao, was **choking**^⑤ on some **steak**^⑥. He was now holding his throat^⑦ with his face turning red, while his **desperate**^⑧ friends were **slapping**^⑨ him on the back.[2]

[1]本句是一个主从复合句。其中“a high school student in Beijing”作Chen Wei的同位语，have sth. done结构，意为“让某事被做”，由过去分词作宾补；when引导的时间状语从句，其中hear sb. doing sth.意为“听见某人做某事”。

[2]本句是一个并列句，由while连接，表示对比，意为“然而”。在第一个分句中包含with复合结构(with + 宾语 + 现在分词)，在句中作方式状语。

Chen wasted no time. He got up and ran to Zhang's table at once. With the help of^⑩ Zhang's

friends, he was able to **help Zhang to his feet**^⑪. Then, standing behind Zhang, [3] Chen did the Heimlich manoeuvre^⑫. The food was instantly^⑬ forced out, and Zhang began to breathe again. Ten minutes later, an ambulance arrived. The doctors checked Zhang and made sure^⑭ that he was fine. [4] They suggested he eat more slowly and take smaller bites^⑮ before they left. [5]

[3]此处是v.-ing形式作方式状语，Chen与stand之间是主动关系。

[4]此处是宾语从句，作make sure的宾语。

[5]本句中“he eat more slowly and take smaller bites”是省略了that的宾语从句，suggest表示“建议”，其中从句的谓语是省略了should的虚拟语气。“before they left”是before引导的时间状语从句。

Choking victims usually have only about four minutes before they **collapse**^{①⑥} and sometimes die, leaving no time for an ambulance to arrive. [6] To solve this problem, [7] in 1974, an American doctor, Henry Heimlich, created the Heimlich manoeuvre, saving thousands of lives around the world. Doing the Heimlich manoeuvre[8] is quick, **practical**^{①⑦}, and easy. It is so easy, in fact^{①⑧}, that almost anyone can learn how. [9]

[6]此处是v.-ing形式作结果状语。

[7]此处是不定式作目的状语。

[8]此处是v.-ing形式作主语，谓语动词用第三人称单数形式。

[9]本句中的“so...that...”引导结果状语从句。

If you see someone choking^{①⁹}, [10] first call the emergency services. Then, make sure that the victim is really choking: A choking person cannot speak. Slapping the victim's back will often force out the obstruction^{②⁰}. If this does not work, you can perform the Heimlich manoeuvre by standing behind him and wrapping your arms around his waist. [11] Make a **fist**^{②¹} with one hand and place it in the upper part of his stomach. Grabbing^{②²} your fist with your other hand tightly^{②³}, [12] push up and into his stomach in one **motion**^{②⁴}. Continue doing this until the obstruction is forced out. [13]

[10]此处是if引导的条件状语从句。

[11]此处是介词短语作方式状语，其中and连接两个v.-ing短语作介词by的宾语。

[12]此处是v.-ing短语作方式状语。

[13]此处是until引导的时间状语从句。

Doing the Heimlich manoeuvre on a small child is not recommended^{②⑤},
as you may hurt him. [14] Instead, lay the child **face down**^{②⑥} on your lap
with the head lower than the rest of his body, and then give firm slaps to
his upper back until he can breathe again. [15]

[14]此处是as引导的原因状语从句。

[15]本句中and连接了两个并列的祈使句。在第一个分句中包含with复合结构，在句中作状语。在第二个分句中包含until引导的时间状语从句。

With choking victims, every minute counts^{②⑦}. You cannot just stand by^{②⑧} and do nothing. Luckily, Chen had learnt how to give first aid in school. [16]Seeing Zhang choking, [17] he remained calm and reacted immediately. Chen later said about the incident, “How could I **justify**^{②⑨} sitting there and doing nothing? [18] We are all humans and we all have a responsibility^{③⑩} to look after one another's **welfare**^{③①}.”

[16]此处是“疑问词+不定式”结构，在句中作learnt的宾语。

[17]此处是v.-ing短语作时间状语。

[18]此处是and连接的两个v.-ing形式作宾语。

[课文翻译]

北京的高中生陈伟在吃晚餐时突然听到另一桌有人尖叫，就停了下来。餐馆里一个叫张涛的用餐者被牛排噎住了。只见他按着喉咙，脸涨得通红，而他绝望的几个朋友正拍打他的后背。

陈伟毫不迟疑。他立刻起身，跑到张涛桌前。在张涛朋友们的帮助下，陈伟帮助张涛站了起来。接着，陈伟站到张涛的背后，实施海姆利希急救法。食物瞬间排出，张涛又能开始呼吸了。十分钟后，救护车赶到。医生们为张涛做了检查，确保他没有大碍。离开前，医生建议他吃饭要细嚼慢咽，小口进食。

噎食者通常大约四分钟后就会瘫倒在地，有时甚至死亡，等不到救护车的到来。为解决这个问题，美国医生亨利·海姆利希于1974年发明了海姆利希急救法，挽救了世界上成千上万人的生命。海姆利希急救法快速、实用、简单。事实上，它非常容易操作，几乎所有人都能学会。

如果你发现有人被噎住，首先拨打急救电话。然后，确定此人是否是被噎住了：人被噎住时是无法说话的。拍打噎食者的后背通常可以将异物排出。如果这个方法不奏效，你可以站在他的身后，用双臂环抱其腰部实施海姆利希急救法。一只手握拳，置于其上腹部，另一只手紧紧握住这个拳头，双手快速用力向上往里推压腹部。重复上述动作，直至异物排出。

不建议对小孩实施海姆利希急救法，因为你可能会伤到他。相反，让孩子脸朝下趴在你的膝盖上，使其头部低于身体其他部位，然后用力拍打其上背部，直至他能再次呼吸。

救助噎食者，分秒必争。不要袖手旁观。幸运的是，陈伟在学校学过急救方法。看到张涛噎住，他保持冷静，且反应迅速。后来，陈伟谈起此事时说道：“我有什么理由坐在那儿袖手旁观呢？我们都是人，我们都有责任关心彼此的幸福。”

自查语基 落实基本知能

I .核心词汇

根据语境写出正确的单词

1. an elderly man living alone 一位独居老人
2. fall onto the carpet 掉到地毯上
3. send for an ambulance 叫一辆救护车来
4. a needle and thread 一根针和线
5. in a ward 在病房里

6. in a state of panic 处在惊恐状态
7. scream at me 冲着我喊
8. choke to death 窒息而死
9. a social welfare programme 一项社会福利计划
10. collapse on the sofa 倒在沙发上
11. live in a wealthy suburb of Chicago
住在芝加哥郊区的一处富人区
12. get a gym membership 获得健身房会员资格

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