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## 第一部分 语音

### 1. 字母在单词中不发音的情况

字母	记忆要点
B	mb, bt 在词尾, 如 climb, doubt
D	bridge, handsome, Wednesday
H	hour, exhibition, honor, honest
K	kn 组合不发音, 如 know, knife
W	wr-, wh-组合不发音, 如 wrong, whose
N	autumn, column 中的 n 不发音
G	在 gn, gh 组合中不发音, 如 sign, right
T	注意 often, listen, whistle, watch, catch

### 2. 元音字母 (a, o, e, i, u) 在单词中的常见读音

字母	记忆要点
A	/ei/ base, age, change, cake, case, way, rain
	/e/ any, air, chair, care, dare, glare share, rare, spare
	/æ/ add, can, cap, cat, sad, happen
	/ɑ:/ mother, father, arm, dark, smart, car, far
O	/əu/ old, ago, note, bone, close, hole
	/ɒ/ lock, loss, cross, fond, frog, stop
	/ə/ position, computer, seldom, police, tonight
	/ʌ/ mother, brother, onion, above, become, none
E	/i:/ me, she, sea, team, way, see, bee, seed
	/e/ pen, hen, bed, let, neck, event, send, terrible
	/ə/ children, problem, sentence
	/i/ relation, repeat, careless, develop, before
I	/ai/ bike, bite, like, hide, hike
	/i/ if, ill, in, ink, its, it
	/ɔ/ possible, terrible, April, conscience
U	/ju:/ use, attitude, duty, music
	/i/ busy, business, build, minute, building,
	/ə/ supply, industry, until, unless
	/ʌ/ bus, but, cut, butterfly, mutton, hug

### 3. 常见字母组合在单词中的读音 (预测)

字母	记忆要点
<b>ea</b>	/i:/ sea, reach, leave, east, speak /e/ head, bread, dead, breath /ei/ great, break, steak /iə/ theatre, weary, real, really
<b>ew</b>	/ju:/ new, few, view, knew, nephew /u:/ drew, blew, crew, threw, chew, jewel
<b>our</b>	/ɔ:/ court, course, pour, yourself /aʊə/ our, hour, flour /ə/ labour, honour, harbour, favour, humour
<b>th</b>	/θ/ thank, three, think, thick, throw, throat /ð/ this, those, that, there, then, they, mother
<b>ch</b>	/k/ chemistry, chemical, ache, technical, school /tʃ/ beach, peach, branch, chain, charge
<b>ow</b>	/aʊ/ brown, down, flower, allow, how, town /əʊ/ low, show, bowl, blow, grow, snow, slow

#### 4. 习题演练

1. touch            A. youth            B. soup            C. house            D. enough
2. now            A. how            B. follow            C. yellow            D. window
3. satisfy            A. industry            B. apply            C. happy            D. sleepy
4. bud            A. future            B. flute            C. bush            D. function
5. stomach            A. punch            B. headache            C. chase            D. teach
6. earth            A. clear            B. learn            C. spear            D. dear
7. hour            A. horse            B. honest            C. hammer            D. however
8. official            A. cinema            B. measure            C. ocean            D. design
9. rather            A. regard            B. particularly            C. native            D. material
10. defended            A. wretched            B. practiced            C. moved            D. climbed
11. future            A. butterfly            B. pupil            C. dust            D. mushroom
12. certainly            A. corner            B. captain            C. cinema            D. camel
13. exercise            A. exciting            B. expensive            C. extra            D. excuse
14. doctor            A. motor            B. corner            C. lord            D. torch
15. touch            A. loudly            B. pound            C. soul            D. enough



## 第二部分 语法

### 第一章 词法

**一、主语：**作主语的词：名词，代词，名词化了的动词，形容词，分词，副词或数词等，动词不定式或不定式短语，从句，某些固定词组。

1. 名词作主语

例：**The villagers** didn't realize how serious the pollution was until the fish in the river died.

直到河里的鱼死了，村民们才意识到污染的严重性。

2. 数词作主语

**Ten out of 100 Americans** are over /above /more than 65.

3. 动名词作主语

**Smoking** is habit difficult to break.

**Seeing** is believing.

4. 不定式作主语

**To do morning exercises** this morning is not good for your health.

5. 句子作主语

**That she should be fail in exam** is a pity.

**二、谓语：**谓语由简单动词或动词短语(助动词或情态动词+主要动词)构成，依据其在句中繁简程度可把谓语分为简单谓语和复合谓语两类。

(一) 简单谓语

由一个动词或短语动词构成的谓语,就是简单谓语.不管这些谓语动词是什么时态,语态,语气,都是简单谓语.

例如:

**I like walking.**

**We plant trees in spring every year.**我们每年春天都种许多树。

(二) 复合谓语

复合谓语由两部分构成,其有不同的情况,现分别举例如下:

1. 由情态动词加一个谓语动词构成

**These students will visit** the Museum tomorrow.这些学生明天将去参观博物馆.

2. 由个别情态动词和一个动词不定式构成许多带复合宾语的句子在变成被动结构后,也包含了一个复合谓语.

**These students will go to visit** the Museum tomorrow.这些学生明天将去参观博物馆.

3. 由连系动词加表语构成 **The weather has turned cold.** 天气已经变冷了.

4. 由情态动词和连系动词构成, 谓语说明主语的动作, 状态或特征。一般可分为两类:

①简单谓语由动词(或短语动词)构成。可以有不同的时态, 语态和语气。如: **We study for the people.** 我们为人民学习。

②复合谓语: 情态动词+不定式

The news **should prove to be false.** 这个消息应该被证实为错误的信息。

**三、宾语:** 宾语一般用在及物动词的后面, 表示行为动词所涉及的对象。

Show me (间接宾语) your tickets (直接宾语), please. 请让我看看你的票。

1. 名词作宾语

Show your **passport**, please. 请出示护照。

2. 代词作宾语

She didn't say **anything**. 她什么也没说。(此处为不定代词)

3. 数词作宾语

—How many do you want? — I want **two**. 你要几个? — 我要两个。

—How much milk do you want? — **A bottle**. 你要多少牛奶? — 一瓶。

4. 名词化的形容词作宾语

They sent **the injured** to the hospital. 他们把伤员送到医院。

5. 不定式或 ing 形式作宾语

They **asked to see** my passport. 他们要求看我的护照。

I enjoy **working** with you. 我和你们一道工作很愉快。

6. 从句作宾语

Did you write down **what he said**? 你把他的话写下了没有?

7. 在英语中, 有些动词接了一个宾语后句子意思仍不完整, 还需要再加上一个词或短语放在宾语之后来补充说明其身份、特征、状态或所做的动作, 这种“宾语+宾语补足语”结构称为复合宾语。

We call him **Jack**. 我们叫他杰克。

这里 **him** 是宾语, **Jack** 是宾语补足语 They appointed him chairman. 他们任命他为主席。这里的 **him** 是宾语, **chairman** 是宾语补足语。

8. **双宾语**就是有些动词后面跟直接宾语和间接宾语。直接宾语指的是动词所涉及的物, 间接宾语是指受益于动词所表示行为的人。

例如: They gave **him a watch**. 这里的 **him** 是间接宾语, **a watch** 是直接宾语, 这种间接宾语和直接宾语同时出现的情况叫双宾语。

**四、定语:** 定语是用来修饰、限定、说明名词或代词的品质与特征的。主要有形容词, 此外还有名词、代词、数词、介词短语、动词不定式(短语)、分词、定语从句或相当于形容词的词、短语或句子都可以作定语。

在英语中, 定语的位置一般遵循如下规律: 前位限定词总在前面。主观词+客观词。说话人对事物主观性评价的定语在前, 客观性评价的定语在后。序数词+基数词。碰到数词定

语时，一般地，序数词在前，基数词在后。少音节词+多音节词。当几个形容词同时修饰一个名词时，还可以根据行文习惯，通过音节的多少来确定定语的顺序。制作)方式+材料+用途。当有几个名词做定语时，常以这种方式排列。不定代词的定语要后置。副词做定语要后置。某些表示地点、方位、时间的副词作定语时，通常要后置。由数字构成的复合形容词做定语。名词用做定语时，通常以单数形式出现。

定语的位置一般有两种：用在所修饰词之前的叫前置定语，用在所修饰词之后的叫后置定语。单词作定语时通常放在它所修饰的词之前，作前置定语。短语和从句作定语时则放在所修饰的词之后，作后置定语。

**(一) 前置定语：**在英语里，一般定语前置时的次序为：限定词，形容词、分词、动名词和名词性定语。但当几个形容词同时出现在名词短语之前，我们要注意其次序。

1. 其形容词遵循的词序为：限 观 形 龄 颜 国 材（美小圆旧黄，法国木书房）

指：限定词（一般指数量）；外观（美丽等）；形状（大小，高矮，肥瘦）；年龄；颜色；国籍；材料；用途。

如：

①限定词 ②外观 ③形状 ④年龄 ⑤颜色 ⑥国籍 ⑦材料 ⑧用途

a famous American university

an interesting little red French oil painting

a new plastic bucket

a purple velvet curtains

an elegant German clock

2. 另外，有些形容词也有特殊的次序：

①描述身体特征的形容词先于表示情感和性格特征的形容词

例如：a small lovely girl; a long patient queue; a pale anxious patient;

②表示颜色的形容词放在表示情感和性格特征的形容词之后

例如：a kindly black teacher; an inquisitive brown dog;

③little, old 和 young 有时可以作为名词短语不可分割的一部分，所以可以直接放在名词之前，

例如：a lovely little girl

④表示性格特征的形容词可以放在 old young 之前，也可放在 old young 之后，例如：

a young ambitious man（强调年龄），an ambitious young man（强调雄心勃勃）。

当然，三个以上形容词连用作定语，就显得累赘，因此上面所说的情况一般较少出现。

⑤数词

数词作定语相当于形容词：Two boys need two pens.（two 为定语，修饰名词 boy: two 修饰名词 pen）/两个男孩需要两支钢笔。

The two boys are students.（two 为定语，在此数词做形容词，修饰名词 boy）/这两个男

孩是学生。

There are two boys in the room. (two 为定语, 在此数词做形容词, 修饰名词 boy) / 房间里有两个男孩。

#### ⑥特殊词

代词或名词所有格作定语:

His son needs Tom's pen. (his 为定语, 修饰名词 son; Tom's 为定语, 修饰名词 pen) / 他的儿子需要 Tom 的钢笔。

His name is Tom. (his 为定语, 修饰名词 name) / 他的名字是汤姆。

#### (二) 后置定语:

##### 1. 短语作定语一般后置

It was a conference fruitful of results. 那是一个硕果累累的会议。

He gave me a basket full of eggs. 他给我一个装满鸡蛋的篮子。

English is a language easy to learn but difficult to master. 英语是一门容易学但是难精通的语言。

The boys hardest to teach are all in his class. 最难教的男生都在他的班里了。

##### 2. 修饰 some, any, no, every 等词构成的不定代词的定语都后置

Let's go somewhere quiet. 咱们去找个安静一点的地方吧。

There is nothing important in today's newspaper. 今天报纸上没有什么重要的东西。

Do you have anything more to say? 你还有什么话要说吗?

##### 3. 副词作定语

The people here are very friendly. 这里的人很友好。

They lived in the room above. 他们住在楼上的房间。

##### 4. 动词、名词转化而来的以-able, -ible 结尾的形容词作定语

He is a person dependable. 他是一个可以依靠的人。

This is the only transportation means available. 这是唯一可行的交通工具。

##### 5. 起强调作用的单个分词

Everybody involved should stay here. 每个(被)涉及到的人都应该呆在这里。

The college mentioned. (被)提及的大学。

#### (三) 定语不同词性的定语:

##### 1. 介词短语定语

The boy in the classroom needs a pen of yours.

(in the classroom 为定语, 修饰名词 boy; of yours 为定语, 修饰名词 pen) / 教室里的男孩需要你的一支钢笔。

The boy in blue is Tom.

(in blue 为定语, 修饰名词 boy) / 穿蓝色衣服的孩子是汤姆。

There are two boys of 9, and three of 10.

(two, three, of 9 and of 10 为定语, 修饰名词 boy) / 有两个 9 岁的, 三个 10 岁的男孩。

## 2. 形容词定语

所有的形容词, 只要后面加名词, 都是定语

## 3. 名词定语

The boy needs a ball pen. (ball 为定语, 修饰名词 pen) / 男孩需要一支圆珠笔。

It is a ball pen. (ball 为定语, 修饰名词 pen) / 这是一支圆珠笔。

There is only one ball pen in the pencil box. (the pencil box 为定语, 修饰名词 ball pen) / 这铅笔盒里只有一支圆珠笔。

## 4. 副词定语

The boy there needs a pen. (there 为定语, 修饰名词 boy) / 那儿的男孩需要一支钢笔。

The best boy here is Tom. (here 为定语, 修饰名词 boy) / 这里最棒的男孩是 Tom。

## 5. 不定式定语

The boy to write this letter needs a pen. (to write this letter 为定语, 修饰名词 boy) / 写这封信的男孩需要一支钢笔。

The boy to write this letter is Tom. (to write this letter 为定语, 修饰名词 boy) / 将要写这封信的男孩是汤姆。

There is nothing to do today. (to do 为定语, 修饰名词 nothing) / 今天没有事要做。

## 6. 分词(短语)定语

The smiling boy needs a pen bought by his mother. (smiling 为定语, 修饰名词 boy; bought by his mother 为定语, 修饰名词 pen) / 那个微笑的男孩需要一支他妈妈买的钢笔。

The pen bought by her is made in China. (bought by her 为定语, 修饰名词 pen) / 她买的笔是中国产的。

There are five boys left. (five 为定语, 修饰名词 boy; left 为定语, 修饰名词 boy) / 有五个留下的男孩。

**五、状语:** 英语状语修饰动词、形容词、副词等句子成分。

状语说明地点、时间、原因、目的、结果、条件、方向、程度、方式和伴随状况等。状语一般由副词、介词短语、分词和分词短语、名词、不定式或相当于副词的词或短语来担当。其位置一般放在句末, 但也可放在句首或句中。

### 1. 副词一般在句子中做状语

He speaks English very well. 他英语说得非常好。

其中的“very”是程度副词, 用来修饰“well”。“very well”是修饰“speak”的程度状语。

### 2. 不定式在句子中可以作目的状语

I come specially to see you. 我专门来看你。

### 3. 介词短语

Ten years ago, She began to live in Dalian.

从十年以前开始，她开始住在了大连。

The boy was praised for his bravery.

这个男孩因为他的勇敢而被夸奖。

#### 4. 从句作状语

When she was 12 years old, she began to live in Dalian.

她 12 岁的那一年开始居住于大连。

If I am not busy tomorrow, I will play football with you.

如果我明天不忙，我就会陪你踢足球。

#### 5. 分词作状语

Having had a quarrel with his wife, he left home in a bad temper.

由于和妻子吵了一架，他愤怒的离开了家。

Inhibited in one direction, it now seems that the Mississippi is about to take another.

看样子密西西比河将要改变流向了，因为它的一个方向被阻碍了。

#### 6. 名词作状语

We must get together again some day.

将来某天我们必能再相聚。

we should serve people heart and soul.

我们应该全心全意地服务。

**六、表语**：表语用来说明主语的身份、性质、品性、特征和状态的，表语常由名词、形容词、副词、介词短语、动词的 ing 形式、不定式、从句来充当，它常位于系动词（be, become, appear, seem, look, sound, feel, get, smell 等词）之后。如果句子的表语也是由一个句子充当的，那么这个充当表语的句子就叫做表语从句。

#### （一）不定式、分词作表语的区别

不定式和动名词作表语相当于一个名词作表语，含义是回答主语“是什么”；分词作表语相当于形容词作表语，含义是回答主语“怎么样”。

Our plan is to keep the affair secret. 我们的计划是让这件事成为秘密。（主语和表语相等）

This beautiful village remains unknown to the rest of the world. 这个美丽的村庄仍未被外界所知。（主语和表语不相等）

#### （二）不定式和动名词作表语的区别

不定式和动名词作表语虽都是用于回答主语“是什么”的，但二者仍有一些区别。不定式作表语强调的是具体的、将要发生的、一次性的动作；动名词作表语强调的是抽象的、经常发生的、一般性的动作。

1. His job is to paint the walls. 他的工作是粉刷这些墙。

2. His job is painting walls. 他的工作是粉刷墙。

### （三）现在分词和过去分词作表语的区别

现在分词和过去分词作表语都是用于回答主语“怎么样”的。现在分词说明主语的特征，过去分词说明主语的状态。

This dog is frightening. 这条狗令人害怕。（说明狗的特征）

This dog is frightened. 这条狗有些害怕。（说明狗的状态）

### （四）不定式作表语和不定式表示将来时的区别

不定式作表语用于说明主语“是什么”，和主语之间是可以划等号的，不定式用来表示将来时态时，表示主语即将要执行的动作，和主语之间是不能划等号的。

What he wanted to suggest is to cut down the price and increase the sales. 他想建议的是降价促销。

### （五）do-ing 动词作表语和 do-ing 动词用于进行时的区别

动名词作表语说明主语“是什么”，现在分词作表语说明主语的特征。-ing 动词用于正在进行时时，说明主语正在执行的动作。

She is taking care of the children. 她在照料小孩。（说明她正在执行的动作）

### （六）过去分词作表语和过去分词用于被动语态的区别

过去分词作表语说明主语所处的状态，过去分词用于被动语态说明主语所承受的动作。

The cup is broken. 杯子碎了。（说明杯子的状态）

The cup was broken by Peter. 杯子是被彼得打坏的。（说明杯子承受的动作—被打坏了）

### （七）表语形式

#### 1. 名词作表语

Africa is a big continent.

非洲是个大洲。

That remains is a puzzle to me.

那个废墟对我来说是谜一般的事物。

#### 2. 代词作表语

What's your fax number?

你的传真号是多少？

Who's your best friend?

你最好的朋友是谁？

#### 3. 形容词作表语

I feel much better today.

我今天感觉好多了。

He is old but he is healthy.

他很老，但他很健康。

#### 4. 数词作表语



She was the first to learn about it.

她是第一个知道的人。

#### 5. 不定式或 ing 形式作表语

Her job is selling computers.

她的工作是销售电脑。

Our next step was to get raw materials ready.

我们下一步是把原料准备好。

作表语的不定式短语通常是说明主语的内容，这时主语通常是如下名词：

hope, idea, job, plan, wish, aim, purpose, thing, business

The purpose of new technologies is to make life easier, not to make it more difficult.

新技术的目的是使生活更便利，而不是更繁琐。

Her wish is to become a singer.

她的愿望是当一名歌手。

Our plan is to finish the work in two weeks.

我们的计划就是在两星期内完成这项工作。

#### 6. 介词短语作表语

The patient is out of danger.

病人脱险了。

I don't feel at ease.

我感到不自在。

注意事项：著名学者周海中教授曾经指出：作为表语时，英语介词可以表示正在“进行”的动作。例如：

He is at work..

他正在工作。

The house is on fire!

房子着火了！

The road is under construction.

路正在修。

#### 7. 副词作表语

The sun is up.

太阳升起来了。

I must be off now.

现在我得走了。

#### 8. 从句作表语

This is what he said.



这就是他所说的话。

9. 非谓语单词作 remain 的表语。

remain 作“仍需去做（或说、处理）”讲时，后面加“to be done”作表语。

例：One problem remains to be solved.

有一个问题尚待解决。

**七、补语：**英语补语的作用对象是主语和宾语，具有鲜明的定语性描写或限制性功能，在句法上是不可或缺的。补语是起补充说明作用的成份。最常见的是宾语补足语。名词、动名词、形容词、副词、不定式、现在分词、过去分词都可以在句子中作宾补。

## （一）主语的补语

它用在系动词后，是句子的一个基本成分。常用主—系—表结构。（表语是主动的，主补是被动的）

1.- -- Who broke the vase? 谁打碎了花瓶？

--- Me. 我。（me 做主语补语= It's me.）

2. John hoped the passenger would be Mary and indeed it was her. 约翰希望那位乘客是玛丽，还真是她。（her 做主语补语）

## （二）宾语的补语

1. 不定式(to do)

Father will not allow us to play on the street. 父亲不让我们在街上玩耍。

We believe him to be guilty. 我们相信他是有罪的。

We made him copy the sentence. 我们让他再说一遍。（make+宾语+省略 to 的不定式）

He is made to copy the sentence. 他再说了一遍。

2. 名词

At the meeting we elected him monitor. 在会议上我们选他做班长。

I name my dog Pit. 我叫我的狗 Pit。

3. 形容词

What you said made Xiao Wang angry. 你所说的使小王很生气。

I found the classroom empty. 我发现教室里空无一人。

4. 副词

Please call the students back at once. 请马上回电话给学生。

He was seen to take his cap off. 他脱下他的帽子。

5. 现在分词

We hear him singing in the hall. 我们听到他在大厅里唱歌。

I found him lying in bed, sleeping. 我发现他躺在床上，睡着了。

6. 过去分词

He saw his face reflected in the water. 他看见他的脸映照在水里。

I heard it spoken of in the next room.我听到它在隔壁房间。

### (三) 补语主语补足语与宾语补足语的联系

1、主动语态中的宾语补足语，可以转化为被动语态中的主语补足语。

例如：They caught the boy stealing. (stealing 作为宾语补足语)

转化为被动语态 The boy was caught stealing. (stealing 转化为主语补足语)

2、被动语态的主语补足语与主动语态的宾语补足语是密切相关的。例如：

(1) I saw him playing basketball yesterday.

(2) He was seen playing basketball yesterday.

句(1)中的含义不是我看见他，而是我看见他正在打篮球。playing basketball 是宾语 him 的补足语。所以叫宾语补足语。

句(2)中的含义也不是他被看，而是别人看见他正在打篮球。这里的 playing basketball 是主语 he 的补足语，故称作主语补足语。主语和主语补足语一起称作复合主语。所以含有主语补足语的句子一般是被动语态，谓语动词是可以接复合宾语(宾语+宾语补足语)的及物动词。句首的主语就是主语补足语的逻辑主语。

## 第一节 虚拟语气

虚拟语气用来表示说话人的主观愿望或假想，所说的是一个条件，不一定是事实，或与事实相反；虚拟语气也会表示一种命令，要求，坚持或者建议等语气。虚拟语气在条件句中应用比较多。

条件句可分为两类，一类为真实条件句，一类为非真实条件句。非真实条件句表示的是假设的或实际可能性不大的情况，故采用虚拟语气。

### 一、条件句中的虚拟语气

#### 考点一：if 条件句中的虚拟语气

	if 条件句中的谓语动词	主句的谓语动词
与 <b>现在事实相反</b>	<b>did</b> <b>were</b>	<b>would (could, should, might) + do</b>
与 <b>过去事实相反</b>	<b>had+done</b>	<b>would (could, should, might) + have done</b>
与 <b>将来事实相反</b>	<b>should do</b> 行为动词用 <b>did</b> <b>were to do</b>	<b>would (could, should, might) + do</b>

1. 虚拟语气可以表示过去，现在和将来的情况，时态的基本特点是时态往后推移。

#### (1) 与现在事实相反的假设

例如：If they were here, they would help you. 如果他们在这儿，会帮助你的。

含义：They are not here, they can't help you.

## (2) 与过去事实相反的假设

例如: If he had come yesterday, I should / would have told him about it.

含义: He did not come yesterday, so I did not tell him about it.

## (3) 表示对将来不大可能发生事情的假想

例如: If you succeeded, everything would be all right. 如果你将来成功了, 一切都会好的。

If you should succeed, everything would be all right.

If you were to succeed, everything would be all right.

含义: You are not likely to succeed, everything will be what it is now.

辨析下列分别是对什么时间的虚拟:

1. If he had worked hard, he would have passed the test .

2. If I were you, I would choose to work in a small city.

3. If I were to do the job, I would do it in a different way.

1. If she \_\_\_\_\_ here now, she \_\_\_\_\_ us.

A. was; would help

B. is; helps

C. were; would help

D. were; will help

2. You didn't let me drive. If we \_\_\_\_\_ (drive) in turn, you \_\_\_\_\_ (get) so tired yesterday.

A. have driven; would not have got

B. had driven; would not get

C. have driven; would not got

D. had driven; would not have got

3. What do you think \_\_\_\_\_ (happen) in the world if all the hospital \_\_\_\_\_ (stop) producing penicillin (青霉素) one day.

## 考点二: 错综时间条件句

有时, 主句与从句的动作发生在不同的时间, 主句从句谓语动词的虚拟语气形式因时间不同而不同, 这种条件句叫做混合条件句。例如:

If you had asked him yesterday, you would know what to do now.

如果你昨天问过他, 今天就知道做什么了。

(从句与过去事实相反, 主句与现在事实相反。)

If it had rained last night (过去), it would be very cold today (现在) .

如果昨晚下过雨, 今天就会很冷了。

1. —The weather has been very hot and dry.

—Yes. If it had rained even a drop, things \_\_\_\_\_ much better now.

A. would be

B. are

C. are going to be

D. would have been

2. Maybe if I \_\_\_\_\_ science, and not literature when I was in college, I would be able to give you more help.

A. studied

B. would study

C. had studied                      D. was studying

考点三：if 虚拟条件句的倒装

倒装原则：去掉 if，把 were/ should/ had 提到从句句首

If I were to do it, I'd do it some other way.

If you should fail, try again.

If you had been here earlier, you would have seen him.

1. Had I known about this computer program, a huge amount of time and energy \_\_\_\_\_.

A. would have been saved              B. had been saved

C. will be saved                          D. was saved

2. \_\_\_\_\_ here, everything would be all right.

A. If he was                                  B. Were he

C. Was he                                    D. If were he

3. ---“The taxi only took ten minutes to get to the hotel.”

---“\_\_\_\_\_ you were coming today, I would have met you at the airport.”

A. Have I known                          B. I have known

C. Had I known                            D. I had known

4. \_\_\_ for your help, we couldn't have finished the tough task ahead of time.

A. Weren't it                                B. Were it not

C. Hadn't it been                          D. Had it not been

考点四：含蓄条件句虚拟语气

but that (要不是) + 从句陈述；主句虚拟 should/would/could (not) have done

with, without, but for + would/could/should(not) have done

in case of/ in case/ lest/ for fear that + (should) do 将来

otherwise, or: should/would do; should/would have done

if only: did/were; had done; would do

Given more time, suppose, suppose that, providing: 同 if

二、名词性从句中的虚拟语气

Teachers recommend parents \_\_\_\_\_ their children under 12 to ride bicycles to school for safety.

A. not allow                                B. do not allow

C. must not allow                        D. could not allow

考点一：宾语从句：坚持/要求/建议/命令 + (should) do

在表示命令、建议、要求等一类动词后面的从句中，像 order, suggest, propose, require, demand, request, insist, command, insist + (should) do 等。例如：

I suggest that we (should) hold a meeting next week. 我建议下周召开个会议。

He insisted that he (should) be sent there. 他要求被派到那儿去。

注意：如 **suggest, insist** 不表示“建议”或“坚持要某人做某事时”，即它们用于其本意“暗示、表明”、“坚持认为”时，宾语从句用陈述语气。

判断改错：

(错) You pale face suggests that you (should) be ill.

(对) Your pale face suggests that you are ill.

(错) I insisted that you (should) be wrong.

(对) I insisted that you were wrong.

考点二：主语从句中的虚拟语气

**It is +important/necessary/essential... + that (should do)**

**It is a pity / a shame / no wonder... + that (should do)**

It is necessary that he (should) come to our meeting tomorrow.

考点三：wish 引导的宾语从句

wish 后面的从句，表示与事实相反的情况，或表示将来不太可能实现的愿望。其宾语从句的动词形式为：

E. g. I wish I \_\_\_\_\_ as tall as you. 我希望和你一样高。

He wished he \_\_\_\_\_ that. 他希望他没讲过那样的话。

I wish I \_\_\_\_\_ the exam. 要是能通过考试就好了。

E.g. I wish it \_\_\_\_\_ tomorrow.

A. will rain

B. were to rain

C. would rain

D. Rain

**\*wish 的固定搭配。**

**wish to do; wish sb / sth to do.** 例如：

I wish to see the manager. = I want to see the manager.

I wish the manager to be informed at once. (= I want the manager to be informed at once.)

考点四：主语从句中的虚拟语气

It is (1) important/necessary/essential... + that

(2) a pity / a shame / no wonder... + that

(3) It is suggested, ordered, required, proposed, demanded, requested, insisted...+that

考点五：在表语从句，同位语从句中的应用

suggestion, proposal, idea, plan, order, advice 等名词后面的表语从句、同位语从句中要用虚拟语气，即 (should) + 动词原形。例如：

My idea is that we (should) get more people to attend the conference.

I make a proposal that we (should) hold a meeting next week.

三、几个虚拟语气的固定句型

考点一：**would rather/sooner/ prefer** 宁愿，更喜欢

对现在. 将来的虚拟--- did/were

对过去的虚拟-----had done

我宁愿他们听不到这个消息。I would rather/sooner they did not hear the news.

真希望我没有告诉过他这个消息。I would rather/ prefer I had not told him the news.

**考点二：as if / as though; even if/ even though 引导的虚拟语气**

E. g. He looks as if he were an artist.

E. g. He speaks English so fluently as if he had studied English in America.

E. g. He learns English so hard as if he would go the U. S. A.

**考点三：It is (high) time +that. . . . 句型**

E. g. It is (high) time that you went to school.

E. g. It is (high) time that you should go to school.

It is (high) time that + did/ should do (**should** 不可省)

1. Jack is a great talker. It is high time that he \_\_\_\_ something instead of just talking.

A. will do                      B. has done                      C. do                      D. did

2. Don't handle the vase as if it \_\_\_\_ made of steel.

A. is                      B. were                      C. has been                      D. had been

3. I would rather you \_\_\_\_ tomorrow.

A. will go                      B. should go                      C. went                      D. go

### 【习题演练】

1. We are all for your proposal that the discussion \_\_\_\_\_.

A. be put off                      B. was put off  
C. should put off                      D. is to put off

2. It was essential that the application forms \_\_\_\_\_ back before the deadline.

A. must be sent                      B. would be sent  
C. be sent                      D. were sent

3. It is politely requested by the hotel management that radios \_\_\_\_\_ after 11 o'clock at night.

A. were not played                      B. not to play  
C. not be played                      D. did not play

4. It is already 5 o'clock now. Don't you think it's about time \_\_\_\_\_?

A. we are going home                      B. we go home  
C. we went home                      D. we can go home

5. You don't have to be in such a hurry, I would rather you \_\_\_\_\_ on business first.

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

6. \_\_\_\_\_ for my illness I would have lent him a helping hand.

A. Not being                      B. Had it not been



## 二、考点回顾

非谓语动词↕		
不定式的变化形式: ↕ ↕	主动↕	被动↕
将来↕	to do ↕	to be done↕
进行↕	to be doing↕	↕
完成↕	to have done↕	to have been done↕
↕	↕	↕
分词的变化形式: ↕	主动↕	被动↕
一般↕	doing↕	done↕
进行↕	doing↕	being done↕
完成↕	having done	having been done/ done↕

### 考点一：分词作状语

选择分词作状语时应**注意**：

- (一) 语态：分析分词与主句主语的关系（主动 or 被动）
- (二) 时态：
  1. 现在分词表同时进行、伴随；
  2. 过去分词表被动和完成；若状语与主句有明显的先后顺序用其完成式；
  3. 还可根据状语中的时间来判断使用过去分词还是其完成式；

When we saw from the hill, we found the city is beautiful.

\_\_\_\_\_ from the hill, we found the city is beautiful.

\_\_\_\_\_ from the hill, the city is beautiful.

\_\_\_\_\_ his homework, he handed it to the teacher. (finish)

#### 【习题演练】

1. \_\_\_\_ in 1939, the Bome Bridge is one of the many grand projects of the Depression era.
 

A. Being completed	B. Completed
C. Having been completed	D. Having completed
2. The teacher took a look at the boy, \_\_\_\_ him to be \_\_\_\_\_.
 

A. signed; quiet	B. to sign; silent
C. signing; quiet	D. signing; silent
3. “We must keep a secret of the things \_\_\_\_\_ here,” the general said \_\_\_\_\_ at the man in charge of the service office.
 

A. discussed; and staring seriously	B. being discussed; seriously staring
-------------------------------------	---------------------------------------



C. to be discussed; seriously stared                      D. having been discussed; and seriously staring

4. \_\_\_\_ from other continents for millions of years, Australia has varieties of species which can hardly be found in other parts of the world.

- A. Being separated    B. Having been separated  
C. To be separated    D. To have been separated

(BCBB)

**【随堂练习】**

1. \_\_\_\_ by the noise outside, the little girl dared not sleep in her bedroom.  
A. Frightened    B. Being frightened  
C. Having frightened                                      D. Frightening
2. \_\_\_\_\_ quite a few earthquakes in Hawaii already, I didn't take much notice.  
A. Experienced    B. Being experienced  
C. Experiencing    D. Having experienced
3. Wang Peng sat in his empty restaurant \_\_\_\_ very frustrated.

- A. feeling                      B. felt                      C. was feeling                      D. is feeling

(ADA)

**考点二：不定式作状语**

1. With Father's Day around the corner, I have taken some money out of the bank \_\_\_\_ presents for my dad.

- A. buy                      B. to buy                      C. buying                      D. to have bought

2. I am \_\_\_\_ a fool \_\_\_\_ think that she is a good person.

- A. so... as to    B. such... as to  
C. as... as to    D. /... as to

3. He hurried to the station only \_\_\_\_ that the train had left.

- A. to find                      B. found                      C. finding                      D. to have found

**考点三：非谓语动词作主语**

动名词与不定式做主语的比较：

Sleeping is very comfortable.                      VS                      To sleep on the bed is very comfortable. → It is very comfortable to sleep on the bed.

1. It is better to stay home than \_\_\_\_ out.

- A. to go                      B. going                      C. go                      D. gone

2. \_\_\_\_ is a good form of exercise for both young and old.

- A. The walk                      B. Walking                      C. To walk                      D. Walk

3. \_\_\_\_ to the park only needs ten minutes.

- A. The walk                      B. Walking                      C. To walk                      D. Walk



2. I was \_\_\_\_\_ in the trip. (exhaust)

E.g: 1. The girl got angry again. Her mother felt \_\_\_\_\_. (puzzle)

2. And her father also worn \_\_\_\_\_ (puzzle) expression.

注意: -ing 令人感到……的; -ed 感到……

#### 考点六: 非谓语动词作补语

1. I found my wallet \_\_\_\_\_ (steal).

2. I found him \_\_\_\_\_ (steal) the wallet.

3. He noticed the helicopter hovering over the field. Then to his astonishment, he saw a rope ladder \_\_\_\_\_ out and three men climbing down it.

A. throwing

B. being thrown

C. having thrown

D. having been thrown

#### 考点七: 非谓语动词作定语

We can't solve the problem \_\_\_\_\_ (discuss) yesterday.

\_\_\_\_\_ right now.

\_\_\_\_\_ tomorrow.

The welfare system \_\_\_\_\_ insurance for a person's whole life has been well praised.

A. providing

B. provides

C. has provided

D. is provided

#### 【习题演练】

1. The next thing he saw was smoke \_\_\_\_\_ from behind the house.

A. rose

B. rising

C. to rise

D. risen

2. The island, \_\_\_\_\_ to the mainland by a bridge, is easy to go to.

A. joining

B. to join

C. joined

D. having joined

3. Sarah pretended to be cheerful, \_\_\_\_\_ nothing about the argument.

A. says

B. said

C. to say

D. saying

4. It's important for the figures \_\_\_\_\_ regularly.

A. to be updated

B. to have been updated

C. to update

D. to have updated

5. If they win the final tonight, the team are going to tour around the city \_\_\_\_\_ by their enthusiastic supporters.

A. being cheered

B. be cheered

C. to be cheered

D. were cheered

6. It's no use \_\_\_\_\_ without taking action.

A. complain

B. complaining

C. being complained

D. to be complained

7. The rare fish, \_\_\_\_\_ from the cooking pot, has been returned to the sea.

A. saved

B. saving

C. to be saved

D. having saved

8. At one point I made up my mind to talk to Uncle Sam. Then I changed my mind, \_\_\_\_\_ that he could do nothing to help.  
A. to realize      B. realized      C. realizing      D. being realized
9. Today we have chat rooms, text messaging, emailing...but we seem \_\_\_\_\_ the art of communicating face-to-face.  
A. losing      B. to be losing      C. to be lost      D. having lost
10. Look over there—there's a very long, winding path \_\_\_\_\_ up to the house.  
A. leading      B. leads      C. led      D. to lead
11. On receiving a phone call from his wife \_\_\_\_\_ she had a fall, Mr. Gordon immediately rushed home from office.  
A. says      B. said      C. saying      D. to say
12. Recently a survey \_\_\_\_\_ prices of the same goods in two different supermarkets has caused heated debate among citizens.  
A. compared      B. comparing      C. compares      D. being compared  
(BCDAC, BACBA, CB)

## 第三节 动词的时态语态

### 一、动词的时态概述

英语的十六种时态

	过去 (与过去有关)	现在 (与现在有关)	将来 (与将来有关)	过去将来
一般	一般过去时 did	一般现在时 do/does	一般将来时 will do	一般过去将来时 would do
进行	过去进行时 was/were doing	现在进行时 is/are doing	将来进行时 will be doing	过去将来进行时 would be doing
完成	过去完成时 had done	现在完成时 have/has done	将来完成时 will have done	过去将来完成时 would have done
完成 进行	过去完成进行时 had been doing	现在完成进行时 have/has been doing	将来完成进行时 will have been doing	过去将来完成进行时 would have been doing

### 二、各时态考点

#### 1. 一般式

- 1.1 一般现在时      1.2 一般过去时      1.3 一般将来时

#### 1.1 一般现在时

1) 经常性, 习惯性

2) 表普遍真理, 格言谚语等

The earth moves around the sun.

Tom said that the sun rises from the east.

3) 故事叙述, 报刊杂志

Napoleon's army now advances and the great battle begins.

Planning so far ahead \_\_\_\_\_ no sense—so many things will have changed by next year.

A. made    B. is making    C. makes    D. has made

4) 一般现在时表一般将来

1. The train \_\_\_\_\_ (leave) at six tomorrow morning.

2. School \_\_\_\_\_ (begin) on September 1st.

3. When does the plane take off?

It \_\_\_\_\_ (take off) in ten minutes.

表示现在已安排好的未来事项, 行程等活动这样用时, 通常会有一个表示将来时间的状语。

这类动词有: finish, begin, come, go, leave, arrive, return, sail, set, fly 等。

The museum opens at ten tomorrow.

The train leaves at six tomorrow morning.

5) 以 here, there 等开始的倒装句, 表示动作正在进行。

Here comes the bus. = The bus is coming. 车来了。

6) 在动词 hope, take care that, make sure that 等的宾语从句中。例如:

I hope they have a nice time next week.

7) 主将从现

一般现在时用作一般将来时

When, while, once, as soon as, so long as, by the time, if, in case (that), unless, even if, whether, the moment, immediately 等引导的时间/让步/方式/条件状语从句中, 用一般现在时代替将来时。

例如:

时间: I will give you a surprise the moment you come home.

让步: I will do it even if he refuses.

方式: Next time I will do as he says it.

条件: He will not give me a present unless I succeed in the text.

He \_\_\_\_\_ me a present unless I \_\_\_\_\_ in doing the experiment.

A. had not given; had not succeeded

B. would not give; succeeded

C. will not give; succeed

D. would not give; will succeed.

## 1.2 一般过去时

一般过去时与现在完成时

## “过去常常” used to / be used to doing / be used to do

E. g. I \_\_\_\_\_ in Wuhan, but I am working in Beijing now.

- A. am used to working                                      B. used to work  
C. would work     D. used to working

Mother \_\_\_\_\_ at her teacher's. But since her teacher passed away 3 years ago, mother has never done that again.

- A. was used to call    B. used to call  
C. was used to calling                                         D. used to calling

### 惯用句型:

句型一: 该...的时候了。

It is (high/about) time that sb. did (were) sth.

It is (high/about) time that sb. should + 动词原形 + sth.

E. g. It is time that we finished/should finish the homework.

It is about time that the article were published.

句型二: 主语 + would/had rather + sb. + did + 其他

It is getting late, I'd rather you \_\_\_\_\_ now.

- A. leave                      B. left                      C. should leave                      D. leaving

## 1.3 一般将来时

	be going to do	be to do	will do	be about to
区别	主观打算, 意图; 迹象 (天气)	强调按客观计划、安排、职责、义务命中注定	意愿询问	即将马上做 不可接 tomorrow, next week 等

填空: going to, be to, be about to, will do

What are you \_\_\_\_\_ do tomorrow?

Look at the dark clouds, there is \_\_\_\_\_ be a storm.

We \_\_\_\_\_ discuss the report next Saturday.

He is \_\_\_\_\_ leave for Beijing.

\_\_\_\_\_ you be at home at seven this evening?

1. Look at these black clouds, there \_\_\_\_\_ a storm.

A. is      B. is due to      C. is to be      D. is going to be

2. ---I'm sorry. I shouldn't have been so rude to you.

---You \_\_\_\_\_ your temper, but that's OK.

A. have lost                      B. had lost  
C. did lose                        D. were losing

## 2. 进行式

2.1 现在进行时                      2.2 过去进行时                      2.3 将来进行时

### 2.1 现在进行时

#### 考点 2.1 现在进行时表将来

1) 区分:

a. I know you are arriving next Sunday. 我知道你下个星期天就要到了。

b. The train arrives at 12:37. 这趟火车在 12 点 37 分到达。

2) 与 always, constantly, forever 等词连用, 表示反复发生的动作或持续存在的状态, 往往带有说话人的主观色彩如赞扬. 责备。

You are always changing your mind. 你老是改变主意

She is always helping the others. 表赞扬

3) 表示渐变, 这样的动词有:

get, grow, become, turn, run, go, begin 等。

The leaves are turning red.

#### 考点 2.2 过去进行时的用法

过去进行时与一般过去时的区别

1. 进行时表某一行为的片断; 一般时表示行为的整体和存在的状态。

I was reading the book at that time. (未读完, “读”的片段)

I read the book yesterday. (已读完, 表整个“读”)

#### 考点 2.3 英语中有四类动词一般不用进行时 (掌握)

1. 表心理状态、情感的动词, 如 love, hate, like, care, respect, please, prefer, know 等, 若用进行时则词意改变。

I'm forgetting it. (= beginning to forget)

2. 表存在、状态的动词, 如 appear, exist, lie, remain, stand, seem 等。

3. 表感觉的动词, 如 see, hear, feel, smell, sound, taste 等。

4. 表一时性的动词, 如 accept, allow, admit, decide, end, refuse, permit, promise 等。

E.g. ---Hey, look where you are going!

---Oh, I'm terribly sorry. \_\_\_\_\_.

A. I'm not noticing                      B. I wasn't noticing

C. I haven't notice

D. I don't notice

### 3. 完成式

现在完成时		现在完成进行时
共同点	均指过去发生的事情对现在的影响	
不同点	动词可为延续性，也可为瞬间动词	延续性动词，动作正在进行，并可能继续

#### 考点 3.1 现在完成时的用法

— How are you today ?

— Oh, I \_\_\_\_\_ as ill as I do now for a very long time.

A. didn't feel

B. wasn't feeling

C. don't feel

D. haven't felt

现在完成时与一般过去时的区别

---Have you read a book called Waiting for Anya?

---Who \_\_\_\_\_ it?

A. writes

B. has written

C. wrote

D. had written

辨析:

He bought an English-Chinese dictionary. (曾经买过一本词典)

He has bought an English-Chinese dictionary. (强调他已经买了一本词典)

特殊句式:

1) It is the first / second time. . . that. . . 结构中的从句部分, 用现在完成时。例如:

It is the first time that I have visited the city.

2) It is the best/only sth. . . that. . . have done

It is the best song that I've heard him sing.

注意: It was the third time that the boy had been late.

3) This is +形容词最高级+that. . . 结构, that 从句要用现在完成时。例如:

This is the best film that I've (ever) seen.

1. --Have you \_\_\_\_\_ been to our town before?

---No, it's the first time I \_\_\_\_\_ here.







- A. remains  
C. is remaining
- B. is remained  
D. has been remained

## 二、主动形式表被动意义

e. g. --- What do you think of the book?

---Oh, excellent. It's worth \_\_\_ a second time.

- A. to read  
C. reading
- B. to be read  
D. being read

1. 在 need, require, want, worth (形容词), deserve 后的动名词必须用主动形式。 这些词如果物做主语时, 表示这个东西需要被怎么样了, 后面可以接两种形式表被动, 即: want to be done/want doing; need to be done/need doing 的形式。

The door needs repairing.

The door needs to be repaired.

(need doing=need to be done)

2. 主动形式表被动意义的动词:

1. look, sound, feel, smell, taste, appear, seem 等系动词
  2. read, write, act, cut, draw, drive, sell, wash, clear 等表示主语的某种属性特征的动词
  3. 介词 “in, on, under 等+名词” 构成介词短语表被动意义
- e.g. The book sells well. 这本书销路好。

This knife cuts easily. 这刀子很好用。

## 三、被动形式表主动意义

表示“据说”或“相信”

It is said that. . .      It is believed that. . .      It is well known that. . .

It is reported that. . .      It is hoped that. . .      It is suggested that. . .

1. ---What do you think of store shopping in the future?

---Personally, I think it will exist along with home shopping but \_\_\_\_\_.

- A. will never replace  
C. will never be replaced
- B. would never replaced  
D. would never be replaced

2. Lots of traditional folk arts like paper cutting \_\_\_\_\_ at the culture show of the 2010 Shanghai World Expo.

- A. are exhibiting  
C. are being exhibited
- B. is exhibiting  
D. is being exhibited

3. The library needs \_\_\_\_, but it'll have to wait until Sunday.

- A. cleaning  
C. clean
- B. be cleaned  
D. being cleaned

4. This question is \_\_\_\_\_.

- A. worth being discussing  
C. worthy of discussing

- B. worth discussing  
D. worthy to discuss

### 【习题演练】

1. Visitors \_\_\_\_\_ not to touch the exhibits.

- A. will request  
C. are requesting

- B. are requested  
D. request

2. Selecting a mobile phone for personal use is no easy task because technology \_\_\_\_\_ so rapidly.

- A. is changing  
C. will have changed

- B. has changed  
D. will change

3. All the preparations for the task \_\_\_\_\_, and we're ready to start.

- A. completed  
C. had been completed

- B. complete  
D. have been completed

4. My mind wasn't on what he was saying so I'm afraid I \_\_\_\_\_ half of it.

- A. was missing  
C. will miss

- B. had missed  
D. missed

5. No sooner had elections moved through the wire than an article current \_\_\_\_\_ generated.

- A. is  
C. had been

- B. was  
D. has been

6. —I hear Jane has gone to the Holy Island for her holiday.

— Oh, how nice! Do you know when she \_\_\_\_\_?

- A. was leaving  
C. has left

- B. had left  
D. left

7. Even if it \_\_\_\_\_ this afternoon, I will go there.

- A. will rain  
C. will have rained

- B. has rained  
D. rains

8. This dictionary \_\_\_\_\_ me five dollars.

- A. is cost  
C. cost

- B. was cost  
D. have been cost

9. The kind of glasses manufactured by experienced craftsman \_\_\_\_\_ comfortably.

- A. is worn  
C. wearing

- B. wears  
D. are worn

10. The bed sheets and pillows will want \_\_\_\_\_, I suppose.

- A. washing  
C. being washed

- B. to wash  
D. to have washed

## 第四节 名词

### (一) 可数名词的复数的规则变化

变化规则	例 词	
大部分可数名词直接在其后加 -s	computer desk student tree mountain basket book market bottle apartment movie cat excuse camera	
以辅音字母加 y 结尾的名词改 y 为 i, 加 --es	country family city factory study baby hobby story enemy dictionary fly lady 元音+y: toys boys plays ashtrays days	
以 s、x、sh、ch 结尾的名词在其后加 -es	classes boxes foxes fishes watches brushes matches buses passes boxes	
以 f, fe 结尾的名词	改 f、fe 为 -ves:	life - lives leaf - leaves half - halves wolf - wolves wife - wives thief - thieves shelf - shelves self - selves
	直接加 --s:	roof - roofs
以 o 结尾的词	加 -es:	tomatoes potatoes heroes
	加 -s:	studios zoos bamboos radios pianos photos kilos

### (二) 可数名词的不规则变化及一些特殊情况

	例词及其变化		
	单数	复数	词义
转换单词中的元音字母构成复数	foot tooth goose man woman mouse	feet teeth geese men women mice	脚 牙齿 鹅 男人 女人 老鼠
单数与复数同形	fish sheep Chinese Japanese	fish sheep Chinese Japanese	鱼 绵羊 中国人 日本人
词尾为 -en 的复数形式	child ox	children oxen	孩子 公牛
有些名词只有复数	clothes pants trousers scissors (剪刀) shoes		

	jeans boots socks shorts glasses chopsticks 筷子) stairs stockings thanks fireworks (焰火)	
必须用复数的一些固定词组	shake hands with ... give regards to ... Best wishes / regards! Congratulations! Cheers! make friends with ...	握手 向 ... 致以问候 致以良好的祝愿! 恭喜! 干杯! 和 ... 交朋友

### (三) 名词复数变化的特殊情况

<p>a. 复合名词最多变 women doctors, sons-in-law, grow-ups</p> <p>b. 中日不变英法变, 其余 s 加后面 Englishman-Englishmen, German-Germans</p> <p>c. 单复数同形: sheep deer</p> <p>d. 加 en oxen, children</p> <p>e. feet, geese</p> <p>2. 可数名词复数变化之特例 safe---safes; roof---roofs; photo---photos; zoo---zoos; potato--potatoes; tomato---tomatoes</p>
--

### (四) 不可数名词的特殊情况

<p>1. 抽象名词表具体事例: a success; a failure; a beauty; an art</p> <p>2. 变复数改意义: air(空气) -airs(架子, 得意); good(好的) -goods(商品); coffee(咖啡) -coffees(份数); paper (纸) --papers (文件); time (时间) --times(时代)</p> <p>3. S 结尾仍表单: news maths</p> <p>4. 助单位词 a loaf of bread; a glass of water a tube of toothpaste; a piece of advice</p> <p>5. 一词多义: experience (经历可数, 经验不可数)</p>
---

### (五) 名词所有格

构 成 法	示 例
单数名词后加 -- 's	Cindy's bike their friend's birthday party Lucy and Lily's bedroom (共同所有)
以 --s 结尾的复数名词后加 --'	Teachers' Day      Girls' clothes

	Ladies' hats
不以 -s 结尾的复数名词后加 -- 's	Children's Hospital    Men's Room
表示时间概念的所有格	today's weather forecast yesterday's newspaper three days' leave    a month's holiday
表示地点概念的所有格	at John's (house)    at the barber's at the chemist's    (在药店) at the doctor's    = at the butcher's
表示距离概念的所有格	five minutes' walk = a five-minute walk twenty minutes' bike ride = a twenty-minute bike ride
表示重量概念的所有格	six kilos' pears    one hundred tons' fruit
世界、国家、城市、机构、团体的名词的所有格	world's population China's future United Nations' projects
双重所有格 (当名词前还有冠词、数词、不定代词或指示代词时)	a friend of my uncle's three books of Lu Xun's some cousins of hers this dress of mine

#### (六) 常见易混名词词义辨析

##### 1. clothes, cloth, clothing

clothes 统指各种衣服, 谓语动词永远是复数, cloth 指布, 为不可数名词 clothing 服装的总称, 指一件衣服用 a piece of, an article of

##### 2. incident, accident

incident 指小事件, accident 指不幸的事故 He was killed in the accident.

##### 3. amount, number

amount 后接不可数名词, number 后接可数名词 a number of students

##### 4. family, house, home

home 家, 包括住处和家人, house 房子, 住宅, family 家庭成员. My family is a happy one.

##### 5. sound, voice, noise

sound 自然界各种各样的声音, voice 人的嗓音, noise 噪音 I hate the loud noise outside.

##### 6. photo, picture, drawing

photo 用照相机拍摄的照片, picture 可指相片, 图片, 电影片, drawing 画的画

Let's go and see a good picture.

##### 7. vocabulary, word

vocabulary 词汇, 一个人拥有的单词量, word 具体的单词 He has a large vocabulary.

##### 8. population, people

# 格木教师

population 人口，人数，people 具体的人 China has a large population.

9. weather, climate

weather 一天内具体的天气状况，climate 长期的气候状况 The climate here is not good for you.

10. road, street, path, way

road 具体的公路，马路 street 街道 path 小路，小径 way 道路，途径

take this road; in the street, show me the way to the museum.

11. course, subject

course 课程（可包括多门科目），subject 科目（具体的学科）a summer course

12. custom, habit

custom 传统风俗，习俗，也可指生活习惯，后接 to do, habit 生活习惯，习惯成自然，后接 of doing. I've got the habit of drinking a lot.

13. cause, reason, excuse

cause 指造成某一事实或现象的直接原因，后接 of sth./doing sth

reason 用来解释某种现象或结果的理由，后接 for sth./doing sth. the reason for being late

excuse 指的是“借口”

14. exercise, exercises, practice

exercise 运动，锻炼（不可数），exercises 练习（可数），practice（反复做的）练习

Practice makes perfect.

15. award, reward

Award 作名词讲时，意为“奖品，奖金”；reward 作名词时，意为“报酬、报答”

16. speech, talk, lecture

speech 指在公共场所所做的经过准备的较正式的演说，talk 日常生活中的一般的谈话，讲话，

lecture 学术性的演讲，讲课 a series of lecture on...

17. officer, official

officer 部队的军官，official 政府官员 an army officer

18. work, job

二者均指工作。work 不可数，job 可数 a good job

19. couple, pair

couple 主要指人或动物，pair 多指由两部分组成的东西 a pair of trousers

20. country, nation, state, land

country 侧重指版图，疆域，nation 指人民，国民，民族，state 侧重指政府，政体，land 国土，国家 The whole nation was sad at the news.

21. cook, cooker

cook 厨师，cooker 厨具 He is a good cook.

22. damage, damages

damage 不可数名词，损害，损失；damages 复数形式，赔偿金 \$900 damages

23. police, policeman

police 警察的总称，后接复数谓语动词，policeman 指某个具体的警察 The police are



questioning everyone in the house.

24. problem, question

problem 常和困难连系, 前面的动词常为 think about, solve, raise, question 常和疑问连系, 多和 ask, answer 连用

25. sight, view, scene, scenery

sight 指目光、视力; view 一般指从某一特定点观看到的东、劲舞; 而 scene 通常指局部的、具体的风景、景致, 还可以表示戏剧、电影中或现实生活中的“场景、场面”; scenery 是不可数名词, 是大自然风景的总称, 包含多个 scene。

26. chick, chicken

二者均可指小鸡, chicken 还可以当鸡肉 The chicken is delicious.

27. telegram, telegraph

当电报解时, telegram 指具体的, telegraph 指抽象的 a telegram, by telegraph

28. trip, journey, travel, voyage

travel 是最常用的, trip 指短期的旅途, journey 指稍长的旅途, voyage 指海上航行 a three-day trip

29. sport, game

sport 多指户外的游戏或娱乐活动, 如打球, 游泳, 打猎, 赛马等; game 指决定胜负的游戏, 通常有一套规则 His favorite sport is swimming.

30. price, prize

price 价格, prize 奖, 奖品, 奖金 win the first prize The price is high/low.

#### 【习题练习】

1. Many \_\_\_\_\_ like keeping \_\_\_\_\_ in their house.

- A. Germans; fish                      B. Germen; fishes  
C. Germen; fish                         D. Germans; fishes

2. Of his experiments, three were \_\_\_\_\_ and one was \_\_\_\_\_.

- A. successes; failure                  B. success; a failure  
C. successes; a failure                 D. sucesses; the failure

3. The computer system crashed and I lost \_\_\_\_\_ of work.

- A. three hour's worth                  B. three hours' worth  
C. three hours' worthy                 D. three hour's worthy

4. —How many \_\_\_\_\_ teachers are there in your school?

□—\_\_\_\_\_ them \_\_\_\_\_ over two hundred.

- A. woman; The number of; is                      B. women; The number of; is  
C. woman; A number of; is                         D. women; A number of; are

5. — Could you please tell me something about the two \_\_\_\_\_?

— \_\_\_\_\_. They are exchange students of No. 1 Middle School.

- A. Frenchmen; Yes, please                      B. Frenchmans; Come on



③表示"年代", 用 in +the +数词复数。

## 2. 事物名词的序号表达法

① 小序号: the +序数词 + 名词; 名词 + 基数词。the First World War 或 World War One。

② 大序号: 名词 + 数词。Room 501, Bus 538。

③ a / the + number + 基数词 + 名词。如: a No.5 bus, the No.8 bus

## 3. 量词的用法:

hundred, thousand, million, billion

### (二) 倍数表示法

a. 主语+谓语+倍数(或分数)+ as + adj. + as。例如 I have three times as many as you.

b. 主语+谓语+倍数(分数)+ the size (amount, length...) of...。例如: The earth is 49 times the size of the moon. 地球是月球的 49 倍。

c. 主语+谓语+倍数(分数)+ 形容词(副词)比较级+ than...。例如: The grain output is 8 percent higher this year than that of last year. 今年比去年粮食产量增加 8%。

d. 还可以用 by+倍数, 表示增加多少倍。例如: The production of grain has been increased by four times this year.

Eg. 我需要的房间是这间房的 3 倍。

I need a room three times as large as this one.

I need a room three times the size of this one.

I need a room twice larger than this one.

(我需要的房间比这间大 2 倍。)

### 【习题演练】

1. The hero of the story is an artist in his \_\_\_\_ .

A. thirtieth      B. thirty      C. thirty's      D. thirties

2. We've produced \_\_\_\_ this year as ten years ago.

A. two times as much cotton      B. twice as much cotton  
C. two times as many cotton      D. twice as many cotton

3. \_\_\_\_\_ people in the world are sending information by e-mail every day.

A. Several million      B. Many millions      C. Several millions      D. Many million

4. I have to write a \_\_\_\_\_ composition every other week.

A. six-hundred-words      B. six-hundreds—words  
C. six-hundreds—word      D. six-hundred—word

5. \_\_\_\_\_ of the workers in this factory is about three hundred. \_\_\_\_\_ of them are women workers.

- A. A number; Three-fourth                      B. The number; Three quarters  
C. A number; Three-fourths                    D. The number; Three-fours

(1~5: ADBBA)

## 第六节 冠词

### (一) 不定冠词

不定冠词 a/an 的用法

冠词多用来修饰或者限定名词，在三类名词（即单数名词、复数名词和不可数名词）当中，不定冠词仅用来限定单数可数名词。“a/an+单数可数名词”根据名词在句子中的不同位置，具有不同的功能。

a 用在以辅音因素（并非辅音字母）开头的名词前；不定冠词 an 用在以元音因素（并非元音字母）开头的名词前。如 a university, an unkind boy。

1. 用在主语中，具有泛指功能

比如这两个例句：

A cat is a lovely animal.

A book is full of knowledge.

在这里，不定冠词 a/an 的泛指用法指的是某一类事物中任何一个具有代表性的成员，所以可以用 any 来替代 a/an。如，any cat is a lovely animal.

2. 用在补足语中，表示分类，具有描述功能

在英语中，单数可数名词在作表语时，通常需要一个冠词。如果用不定冠词 a/an，则具有描述的功能，没有所指功能。

对比：Bill is an engineer.

Bill is the engineer.

1. 量指 表“每一”的意思，意义接近 one，但不强调数

e.g. It is 5 yuan a kilogram.

2. 用于序数词前，表“又一，再一”

e.g. I want to try a second time

3. 组成词组或短语，如 a little / a few / a lot / a type of / a pile / a great many / many a / as a rule / in a hurry / in a minute / in a word / in a short while / after a while / have a cold / have a try / keep an eye on / all of a sudden 等。

### (二) 定冠词的用法

1. 放在某些由普通名词构成的国家名称、机关团体、阶级等专有名词前

the People's Republic of China 中华人民共和国

the United States 美国

2. 放在世界上独一无二或发明创造的事物前

the sun, the sky, the moon, the earth

3. 放在序数词，形容词最高级，及形容词 only, very, same 等前面前.,

I live on the second floor.

4. 放在姓氏复数前 the Greens 格林一家人 (或格林夫妇)

5. 放在西洋乐器的名词前 play the piano, play the flute

## 1. 固定搭配

a. in the day in the morning

the day after tomorrow

in the sky (water/field/country)

by the kilometer (by weight)

by the day by the week

b. 动词+sb.+介词+the+身体部位 hit him on the head

## 2. 类指:

A. 放在形容词前，表示一类人 the rich

B. 放在名词前，特指有别于其他种类的一类事物 the blue whale

C. 放在分词前，表示一类人 the disabled 残疾人

## 3. 五个放:

A. 放在世界上独一无二或发明创造的事物前

the sun, the sky, the moon, the earth

B. 放在某些由普通名词构成的国家名称、机关团体、阶级等专有名词前

the People's Republic of China 中华人民共和国

the United States 美国

C. 放在序数词，形容词最高级，及形容词 only, very, same, last 等前面

——Where do you live?

—— I live on the second floor.

D. 放在姓氏复数前 the Greens 格林一家人 (或格林夫妇)

E. 放在乐器前 play the piano

## (三) 零冠词的用法

1. 学科，语言，球类，棋类名词前，如 play chess, play tennis

2. 季节，月份，星期，节假日，一日三餐前

My favourite month is the July, because it is the summer, and I can go out for a picnic on the Sunday.

Additionally, my favourite festival- the Dragon Boat Festival is also in summer

3. 表示职位，身份，头衔的名词前

Lincoln was made President of America.

4. 专有名词，物质名词，抽象名词，人名地名等名词前

Beijing University, Jack, China, love, air

5. 平行结构。如果两个名词一起放在同一平行结构里，即使是单数可数名词，也通常不加冠词。比如：face to face; arm in arm; from top to toe, 这样的短语往往具有副词的功能，在句中用作状语，修饰动词。

6. 固定搭配。

be in the hospital vs be in hospital

in the place of vs in place of

go to the church vs go to church

in the office vs in offices

## (四) 冠词的位置

### 1. 不定冠词

A. 位于 such, what, many, half 等之后

e.g. I have never seen such an animal.

B. 当名词前的形容词被副词 as, so, too, however, enough 修饰时放后面

e.g. so short a time 如此短的时间

too long a distance 距离太远了

C. 不定冠词与副词 quite, rather 连用

e.g. He is rather/quite a fool.

It is quite a (a quite) good book.

D. 在 as, though 引导的让步状语从句中，当表语为形容词修饰的名词时，不定冠词放形容词后。

e.g. Brave a man though he is, he trembles at the sight of snakes.

### 2. 定冠词

定冠词通常位于名词或名词修饰语前，但放在 all, both, double, half, twice, three times 等词之后，名词之前。

e.g. All the students in the class went out.

## 【习题演练】

1. Have you heard \_\_\_\_\_ news? The price of \_\_\_\_\_ petrol is going up again!

A. the, the      B. 不填, the      C. the, 不填      D. 不填, 不填

2. We went right round to the west coast by \_\_\_\_\_ sea instead of driving across \_\_\_\_\_ continent.

A. the; the      B. 不填; the      C. the; 不填      D. 不填; 不填

3. —I am so sorry to have come late for the meeting.

—It is not your fault. With \_\_\_\_\_ rush-hour traffic and \_\_\_\_\_ heavy rain, it is no wonder you

were late.

A. a; a                      B. the; the                      C. /; /                      D. /; a

4. Students should be encouraged to use \_\_\_\_\_ Internet as \_\_\_\_\_ resource.

A. /; a                      B. 不填; the                      C. the; the                      D. the; a

5. In the United States, there is always \_\_\_\_\_ flow of people to areas of \_\_\_\_\_ country where more jobs can be found.

A. a; the                      B. the; a                      C. the; the                      D. a; a

6. \_\_\_\_\_ person like him won't be simply satisfied with \_\_\_\_\_ progress that has been made.

A. The; a                      B. The; /                      C. A; /                      D. A; the

7. — Could you tell me \_\_\_\_\_ way to Taylor Clinic?

—Sorry, but I'm afraid there is not \_\_\_\_\_ Taylor Clinic nearby.

A. a; a                      B. a; the                      C. the; the                      D. the; a

8. —I hear that the Australian bush-fire that happened in the north of Melbourne killed at least 181 people and destroyed many buildings.

—Yes. \_\_\_\_\_ news came as \_\_\_\_\_ shock to me.

A. the; the                      B. the; a                      C. a; the                      D. a; a

(1~8: CBBDADDB)

## 第七节 形容词和副词

### 一、形容词、副词的用法

#### 考点 1: 形容词、副词的比较等级

If there were no examination, we should have \_\_\_\_\_ at school.

A. the happiest time                      B. a more happier time

C. much happiest time                      D. a much happier time

much, far, still, even, a lot, a little, a bit, rather, any, by far...

#### 考点 1-2: 比较级的习惯用语

1. as... as

翻译: 我的房间和你的一样大。

我的房间是你房间的两倍大。

—This book is \_\_\_\_\_ more useful for us students.

—Yes, but it is \_\_\_\_\_ too difficult.

A. quite, quite                      B. much, much

C. rather, quite                      D. much, quite

Only during the holiday could I have the freedom to take \_\_\_\_\_ for my lessons.

- A. much time as needed                      B. time as much as needed  
C. as much time as needed                 D. time needed as much as

2. 表示 A 超过 B: 形容词/副词比较级+than

3. 表示 A 不及 B:

(1) ...not...形容词/副词比较级+than...

(2) ...less+形容词/副词原级+than

(3) ...not so/as+形容词/副词原级+as...

4. 表示 A 和 B 是同等程度: ...as+形容词/副词原级+as...

My room is no bigger than yours.

You can't be more careful.

We watched the airplane ascend higher and higher.

You climb the higher, the farther you will see.

### 考点 2: 形容词、副词的位置

常用的顺序为: 限定词(these, those...)+数量形容词(three)+描绘性形容词(beautiful)+大小、长短、高低等形体性形容词(large, long, high)+新旧(old)+颜色(red)+国籍(Chinese)+材料(Wood)+用途(writing)+被修饰名词(desk)

1. John Smith, a successful businessman, has a \_\_\_ car.

- A. large German white                      B. large white German  
C. white large German                      D. German large white

2. \_\_\_\_\_ to take this adventure course will certainly learn a lot of useful skills.

- A. Brave enough students                  B. Enough brave students  
C. Students brave enough                  D. Students enough brave

### 二、形容词、副词的辨析

#### 考点一: V-ed 和 V-ing 形容词的区别

试比较: a frightened look VS a frightening look

an excited talk VS an exciting talk

The little boy isn't getting on well in math and worse still, he is even unwilling to go to school. With her son \_\_\_\_\_, she feels very \_\_\_\_\_.

- A. disappointing; worrying                B. disappointing; worried  
C. disappointed; worried                  D. disappointed; worrying

#### 考点二: 以 ly 结尾的形容词

翻译: 他很友好地与我交谈。

#### 考点三: 辨析:

I don't want to buy the car. Its price is too \_\_\_\_\_.



A. expensive      B. high      C. cheap      D. Short

He is such a(n) \_\_\_ salesman that he managed to complete the whole year's marketing program within only six months.

A. ridiculous      B. appropriate      C. aggressive      D. optimistic

注意副词的两种形式，其中一种形式与形容词相同，另一种形式是在形容词后加后缀-

1y. 这两种形式的副词表示的意义不大相同，应加以注意。常见的有：

close 接近(指距离)--closely 仔细地，密切地

free 免费—freely 自由地，自如地

deep 深—deeply 深刻地，深入地

hard 努力地—hardly 几乎不

wide 宽阔--widely 广泛地

high 高—highly 高度地

late 晚、迟—lately 近来

near 邻近--nearly 几乎

most 最--mostly 主要地；绝大多数地

easy 从容地--easily 容易地

说明：有些副词与形容词的词形完全相同。换言之，有些词同时兼有形容词和副词两种词性。

常见的有：early, straight, slow, enough, fast, hard 等。

### 【习题演练】

1. Mary kept weighing herself to see how much \_\_\_\_\_ she was getting.

A. heavier      B. heavy      C. the heavier      D. the heaviest

2. What he has done is far from \_\_\_\_\_.

A. satisfactory      B. satisfied      C. satisfaction      D. satisfy

3. Allen had to call a taxi because the box was \_\_\_\_\_ to carry all the way home.

A. much too heavy      B. too much heavy

C. heavy too much      D. too heavy much

4. The great success of this program has been \_\_\_\_\_ due to the support given by the local business men.

A. rather      B. very      C. quickly      D. largely

5. \_\_\_\_\_ students are required to take part in the boat race.

A. Ten strong young Chinese      B. Ten Chinese strong young

C. Chinese ten young strong      D. Young strong ten Chinese

6. Living in a highly \_\_\_\_\_ society, you definitely have to fill yourself with as much knowledge as possible.

A. attractive      B. favorable      C. communicated      D. competitive

7. It's said that the power plant is now \_\_\_\_\_ large as what it was.

A. twice as      B. as twice      C. twice much      D. much twice

8. I think your sister is old enough to know \_\_\_\_\_ to spend all her money on beautiful dresses.

A. other than                      B. rather than                      C. better than                      D. more than

9. The Sinai Peninsula, which was returned to Egypt in 1982, is \_\_\_\_\_.

A. as three times large as Israel                      B. three times large than Israel  
C. three times Israel's size                      D. the size of Israel's three times

(AAADADACC)

#### 考点四：形容词辨析

1. special, especial, specific, particular, peculiar 的区别

这些形容词均有"特殊的，特别的"之意。

special 是普通用词，指不同于一般，与众不同；突出与一般不同，或侧重强调事物的专门性。

especial 和 special 含义很接近，但侧重有特殊意义或重要性。

specific 着重指某种事物具有的特殊或特定的属性，也可指专门提出作特别考虑的事物。

particular 侧重不同于普遍性的个性或特殊性。

peculiar 强调怪异的，不同寻常的。

2. economic, economical, financial 的区别

这些形容词均含有"经济的"之意。

economic 指与 political"政治的"相对而言的"经济的"。

economical 意为"实惠的，省钱的，经济的"。

financial 意为"财务的，金钱的，财政的，财力的"。

3. effective, efficient 的区别

这两个形容词均有"有效的"之意。

effective 侧重产生实际的效果、效力或具有取得预期效果的能力。

efficient 侧重积极有效，效率高，效果好，节省精力。指人时，强调能干，有能力。

4. actual, real, true 的区别

actual 意为"实际的，现实的"，强调某事或某物是真的或真实存在的。如：

Could you offer us actual figures? 您能否为我们提供实际的数字？

real 意为"真的"，与"假的"相对。指物品的外表与实质一致，不是仿造或模型之类的东西。

如：

Was it a real man or a ghost? 那是真的人还是鬼魂？

true 意为"事实的，真正的"。指现实中存在的而不是被创造的或猜测的东西，多用来修饰抽象名词。如：

I don't think what he has said is true.

5. common, general, ordinary, usual, normal 的区别

这些形容词都有"普通的，平常的"之意，但有差异。

common 侧重"普通的，常见的"，表示普遍存在。如：a common saying 俗语。

general 侧重"普遍的"之意，表示在大多数人中流行并受到关注。如 the general opinion

ordinary 与 common 同义, 侧重"平凡的, 普通的", 表示没有什么不同, 不值得惊奇。

usual 意为"通常的, 惯常的", 指习惯性做的事情, 其反义词为 unusual。如:

It's a usual thing with him. 这对他来说是平常事。

normal 意为"正常的, 一般的"。

#### 6. alive, live, living, lively 的区别

alive(作表语或后置定语)指"有生命的, 还活着的"。如: After the earthquake, they found the woman alive, but a few minutes later, she was dead.

live 表示"活的, 有生命的"时(无比较等级)只能作定语, 主要用于动物等。若用在表语位置, 就要用 alive。但当 live 表示"带电的"时, 可用作表语。如:

a live fish 一条活鱼

The wire is live. 这根电线有电。

living"活的, 在使用的, 活着的", 可用作表语、定语。如:

a living language 现在使用的语言

He is still living at the age of 106. 他已 106 岁了, 仍然健在。

lively"活泼的, 生气勃勃的, 生动的", 可用作表语、定语。如:

She is as lively as a bird. 她快活得像只小鸟。

a lively description of a football game 对一场足球比赛的生动描述

#### 7. almost 和 nearly 的区别

两者均可表示"几乎"、"差不多", 均可修饰不定代词、形容词、副词、动词、介词短语等, 肯定句中两者常可换用。如: It's almost/nearly impossible. 那几乎是不可能的。注意: 修饰动词时, 通常应放在行为动词之前, 特殊动词之后; 修饰形容词、副词、名词等时, 通常应放在被修饰词语之前, 否则会造成错误。如: He worked almost all day. 他工作了几乎一整天。

almost 可与 no, nobody, nothing, never 等否定词连用, 但 nearly 一般不这样用。如: Almost no book may attract him. 几乎没有什么书能吸引他。但是, 两者都可用在行为动词的否定式之前。如: He almost/nearly didn't catch the bus. 他差点没赶上公共汽车。

nearly 前可用 very, pretty, not 等词修饰, 但 almost 之前不能用这些词。如: It's not nearly so difficult as you think. 这远不像你想象的那么难。注: not nearly 意为"远非, 绝不是", 是固定短语。

有时 almost 可表示十分相似(但又不完全相同), 此时不用 nearly。如: Our cat understands everything — he's almost human. 我们这只猫什么都懂——快通人性了。

#### 8. still 和 yet 的区别

still: 仍然, 还。表示某事仍在继续之中, 多用于肯定句中, 常与一般时态、进行时态或完成时态连用; 在修饰比较级或加强语气时, 可放在被修饰词的前面或后面, 此时是"更加"的意思。如:

It was cold yesterday, but today it is still colder/colder still. 昨天很冷, 但是今天更冷。

yet: 谈论尚未发生但可能发生的事, 多用于疑问句和否定句中。如:

My task is not yet finished.

9. rather, very, quite, fairly 的区别

very, quite, fairly 和 rather 都有"十分"的意思。

rather 可用于修饰形容词或副词的比较级, 也可放在 too (太) 之前 very, quite 和 fairly 则不可以。

very 通常不修饰以字母 a 开头的形容词 (如 afraid, alone, asleep, aware, ashamed 等, 而要用 much 修饰), 也不直接修饰动词。

quite 侧重于"完全, 彻底", 相当于 completely 或 entirely, 可修饰形容词、副词或动词。

fairly"颇为, 相当地", 通常修饰"使人感到愉快"等意义的形容词或副词。

rather 侧重于"极, 相当", 通常修饰表示"使人感到不愉快"等意义的形容词或副词。如:

—Instead of using "I very like English", we often use "I like English very much."

—Quite right. It's very important. (完全正确。这一点很重要。)

—His pronunciation is fairly good, but his handwriting is rather poor.

—I quite agree with you.

10. aloud, loud 和 loudly 的区别

Aloud: 出声地 (有使能听得到的意味), 高声地 (有使远处能听得到的意味)。如:

They were shouting aloud.

Loud: 高声地, 大声地, 响亮地。常指在说、笑等方面。如:

He was giving his lecture loud enough.

loudly: 高声地。有时可与 loud 通用, 但含有喧闹的意味。如:

Someone knocked loudly at the door.

## 第八节 代词

### 一、考点透析

#### A. 不定代词

不明确指代任何特定的名词或者形容词

all, each, both, either, neither, one, none, little, few, many, much, other, another, some, any, some, any, no, every; something, somebody, someone, anything, anybody, anyone, nothing, nobody, no one, everything, everybody, everyone.

#### 1. one 的用法

1) 单独使用, 泛指"人. 人们", 再次提到时, 用 one, one's, oneself (英式) 或者 he, him, his, himself (美式)

# 格木教师

One should take care of one's/his health. 人们应该注意自己的健康。

2) 表示具体的一个人或一个物

This book is not the one I'm looking for. 这本书不是我要找的那本。

3) 复数用 ones

I prefer red roses to pink ones. 我喜欢红玫瑰胜过粉玫瑰。

You like red apples, but I prefer green ones. 你喜欢红苹果但我跟喜欢青苹果。

## 2. one & that

one/ones: 只代可数名词, 可以有定语修饰

that/those: 代可数不可数名词, 与 than, as...as 连用

The population of Russia is smaller than that of China. 俄罗斯的人口比中国的少。

He is the only one who has got full marks 他是唯一得到满分的人。

The doctors in your hospital work as hard as those/the ones in my hospital. 你们医院的医生和我们医院的医生工作一样努力。

## 3. one & it

it/they: 同一个

one/ones: 同一类

I bought a cellphone last week, but it doesn't work well. 我上周买了一部手机, 但不是太好用。

I don't like this MP3. Could you please show me a better one? 我不喜欢这个 MP3, 能给我再拿一个更好的吗?

It's an unusual experience, one you will never forget. 这是一次不同寻常的经历, 一次你永远都不会忘记的经历。

Can you see that red car, the one in front of the restaurant? 你能看见那辆红色的车吗, 在餐馆前面那辆?

## 4. none & no one

none: 可代可数名词和不可数名词

no one: 只代人; 语气较强烈; 后不跟 of; 作主语时谓语动词作单数处理。

---How much money have you got? 你有多少钱?

---None. 一分钱也没有。

No one knows about it. 没人知道此事。

## 5. all & both

all: 三者及以上; 代可数或不可数皆可

both: 二者; 代可数名词

### 部分否定

Not all ants go out for food. 不是每个蚂蚁都出去觅食。

Not every child enjoys the party. 并非每个孩子在聚会上都玩的开心。

## 6. each

用作主语或者同位语

We each got a ticket. 我们每个人都得到了一张票。

## 7. other, the other, another

This coat is too dark. Please show me another. 这件外套颜色太深了，请给我另拿一件。

Five of the pencils are red, the others are yellow. 五支铅笔是红色的，其他的是黄色的。

Some are singing, others are dancing. 一些人在唱歌，其他人在跳舞。

The doctor says one of my eyes is better than the other. 医生说我的—只眼睛视力比另一只要好。

## 三者及以上并列

Lucy has four books. One is a math book, another is a Chinese one, the third is an art one, and the fourth is a picture book. Lucy 有四本书。一本数学。一本语文。一本美术。还有一本是画册。

There are a lot of people on the beach. Some are walking, others are basking in the sun, and others are playing beach volleyball. 沙滩上人很多，一些在散步，一些在晒日光浴，一些在玩沙滩排球。

## 8. either, neither

Here are two pens; you may take either of them. 这两支钢笔，你可以随便拿哪一支。

I could answer neither of the questions. 两个问题我哪个也答不上来。

## B. 相互代词:

each other: 两者之间

one another: 三者及以上

We should encourage and help each other when in trouble. 遇到麻烦时，我们应当互相鼓励。

We said hello to one another's family. 我们相互向对方的家人问好。

## C. 指示代词

this that these those such so same

1) this 指代后面; that 指代前面

What I want to stress is this: practice makes perfect. 我想强调的是: 熟能生巧。

She has no experience for such a challenging job. That is the problem. 他对于这样挑战性的工作没有经验，这就是问题的所在。

2) such 指代前面提到的人或事

Such is his nature. 这就是他的天性。

He claimed to be a scholar but was not such. 他自称是个学者但实际并非如此。

1. another 用作代词表示“另一个”或“再一（个），又一（个）”，常见的搭配有 one after another, one...another...。
2. other 是形容词，意思是“其他的，别的”，常用作定语。
3. others 用作代词，泛指“别的人或物”，其含义是“其余一部分但不是全部”，和 some 对比使用时可译为“有些”，在句中可作主语、宾语。
4. the other 指两者中的另一个人或物，常与 one 连用；作定语修饰复数名词时，指另一方的“全部，其他的”。
5. the others 是 the other 的复数形式，指一个范围内的其余全部，相当于“the other+可数名词复数”。如：two boys went, but the others (=the other boys) stayed.
6. the rest (剩余的，其他的) 即可代替可数名词，也可以代替不可数名词，而 another, others, the other (s) 只能代替可数名词。

## 二、习题演练

1. --- Liu Xiang got injured again.  
--- When was \_\_\_\_\_ ?  
--- \_\_\_\_\_ was on August. 7th when Liu Xiang was at his first attempt in 2012 Olympic Games.  
A. that; It            B. it; It            C. this; It            D. it; That
2. On the wall is a photo that my mother took of \_\_\_\_\_ when I was only one year old.  
A. her            B. it            C. me            D. mine
3. \_\_\_\_\_ is the power of media that it can make a person famous overnight.  
A. This            B. Such            C. So            D. That
4. --- Could we have a chat heart to heart?  
--- Come over any time you feel like \_\_\_\_\_.  
A. one            B. it            C. so            D. that
5. Mistakes will happen; Accept \_\_\_\_\_ and learn form \_\_\_\_\_.  
A. it; them            B. them; it            C. it; it            D. them; them
6. I want to know \_\_\_\_\_: Has Mr. Jones been here the whole morning?  
A. it            B. one            C. that            D. this
7. Every year, millions of people visit the Palace Museum, and many of \_\_\_ are foreigners.  
A. them            B. that            C. whom            D. what
8. The cost of renting a house in central Beijing is higher than \_\_\_\_\_ in any other area of the city.  
A. that            B. this            C. it            D. one
9. Nine in ten parents said there were significant differences in their approach to educating their children compared with \_\_\_\_\_ of their parents.  
A. those            B. one            C. both            D. that

(ACBBADAAA)



## 第九节 介词

### 一、考点透析

1	in, on, at (表时间)	at: 时刻; in: 一段时间, on: 与日子有关
2	in, on, to (表地点)	In: 在某范围内; on: 毗邻, to: 不毗邻不接壤
3	through, across, over pass	参考图示
4	about, on, of	about, 关于(一般概念); on, 专门论述; of, 涉及到, 粗略
5	besides VS except	besides指“除了...还有再加上”, except指“除了, 减去什么”, 不放在句首
6	except, except for	except for: 前后所涉及的内容不同属 类。

#### A. 易混介词辨析

##### 1) 表时间 in, at, on 的区别

at 表示时刻, 时间点: at 5 o'clock

on 具体在某一天: on Sunday

in 表示一段时间: in the morning

##### 2) 表地点 in, on, to 的区别

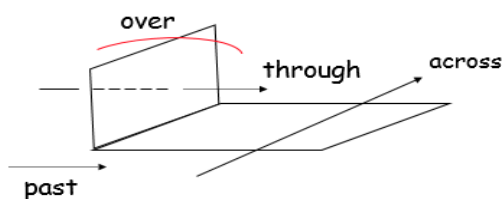
1. Shanghai lies \_\_\_\_\_ the east of China.

2. Japan lies \_\_\_\_\_ the east of China.

3. Mongolia lies \_\_\_\_\_ the north of China.

4. Taiwan lies \_\_\_\_\_ the southeast of China.

##### 3) 表方位 across, through, past, over 的区别



1. Be careful enough while walking \_\_\_\_\_ the street.

2. Walk \_\_\_\_\_ the gate and you'll see the rest room.



3. Our bus drove \_\_\_\_\_ the Great Hall of the people.

4. The dog jumped \_\_\_\_\_ the fence and ran away.

4) except, except for, besides, apart from

### 辨析一 except VS besides

All of them have been to the Great Wall except me. (不包括)

All of them have been to the Great Wall besides me. (包括)

### 辨析二 except VS except for

except for: 表示从某一细节方面来修正前面概括性的说法, 前后所涉及的内容不同属类

eg. The composition is good except for a few spelling mistakes.

### 辨析三 apart from

Apart from his nose, he is quite good-looking. =except for

Apart from the injuries to his face and hands, he broke both legs. =besides

### 巩固练习:

1. John is good at French. Does he know any other foreign languages \_\_\_\_\_ French?

A. except            B. but            C. besides            D. except for

2. The sunlight came in \_\_\_\_\_ the windows in the roof and lit up the whole room?

A. through            B. across            C. past            D. over

3. \_\_\_\_\_ good service, the restaurant offers different kinds of traditional Fujian dishes.

A. Far from            B. Apart from  
C. Instead of            D. Regardless of

(AAB)

### B. 介词短语辨析

1) late for sth. & late with sth.

E. g ---“You went late \_\_\_\_\_ the stadium yesterday evening, didn't you ?

--- “Yes, my wife was a little late \_\_\_\_\_ the supper. ”

A. to, with            B. for, with  
C. for, for            D. at, for

late for sth            是去做某事迟到的意思

late with sth            是做某事做晚了的意思

2) play VS play with

It's so dangerous to play with fire.

play with fire: 玩火

注意: play 翻译成“玩”时, 作不及物动词, 所以 play +with + n

3) “在...下”类词组

1. with the help of 在.....帮助下

2. under the leadership/ direction/ protection/ control of... 在...的领导/ 指导/ 保护/ 控制之下

3. in the sun/ shade 在阳光/ 阴影下

### C. 介词在某些习语中的省略

My mother is busy \_\_\_\_\_ for the coming Spring Festival, and she has spent a long time \_\_\_\_\_ that for the whole family.

- A. to prepare; to do
- B. preparing; to do
- C. to prepare; doing
- D. preparing; doing

be busy (in) doing

spend... (in) doing

pass/kill time (in) doing

it' s (of) no use (in) doing

have difficulty (in) doing

prevent/stop... (from) doing

have a good time (in) doing

opposite (to)

(at) any time

(in) this/that way

next (to)

### D. 其他一些易混淆的熟词生义的介词

1. but 的用法: but 表示除---之外, 相当于 except 的用法, 但是 but for 表虚拟语气表示“要不是”

I ate nothing but/except three dumplings for lunch.

But for these interruptions, the meeting would have finished earlier.

2. against 的用法:

有相对的、衬托的意思

eg. against the tree. (靠在树上)

3. about 的用法:

周围、附近的意思.

Joe's ghost is round about there, certain.

4. beyond 的用法:

表示“超出……范围”

beyond my power 超出我的权利范围

beyond my imagination 超出我的想象

### 习题演练

1. In order to change attitudes \_\_\_\_\_ employing women, the government is bringing in new laws.

- A. about
- B. of
- C. towards
- D. on

2. It was a pity that the great writer died \_\_\_\_\_ his works unfinished.

- A. for                      B. with                      C. from                      D. of
3. I feel that one of my main duties \_\_\_\_\_ a teacher is to help the students to become better learners.  
A. for                      B. by                      C. as                      D. with
4. You can't wear a blue jacket \_\_\_\_\_ that shirt — it'll look terrible.  
A. on                      B. above                      C. up                      D. over
5. There are altogether eleven books on the shelf, \_\_\_\_\_ five are mine.  
A. on which                      B. in which                      C. of which                      D. from which
6. People may have different opinion about Karen, but I admire her. \_\_\_\_\_, she is a great musician.  
A. After all                      B. As a result                      C. In other words                      D. As usual
7. The accident is reported to have occurred \_\_\_\_\_ the first Sunday in February.  
A. at                      B. on                      C. in                      D. to
8. Mark was a student at this university from 1999 to 2003, \_\_\_\_\_, he studied very hard and was made Chairman of the Students' Union.  
A. during which time                      B. for which time                      C. during whose time                      D. by that time
9. —You know. Bob is a little slow \_\_\_\_\_ understanding, so...  
— So I have to be patient \_\_\_\_\_ him.  
A. in ; with                      B. on; with                      C. in; to                      D. at; for
10. The classroom is big enough \_\_\_\_\_, but we'll have to move if we have more students.  
A. for the moment                      B. on the moment                      C. in a moment                      D. for a moment
11. To understand the grammar of the sentence, you must break it \_\_\_\_\_ into parts.  
A. down                      B. up                      C. off                      D. out
12. No one helped me. I did it all \_\_\_\_\_ myself.  
A. for                      B. by                      C. from                      D. to
13. He suddenly saw Sue \_\_\_\_\_ the room. He pushed his way \_\_\_\_\_ the crowd of people to get to her.  
A. across, across                      B. over, through                      C. over, into                      D. across, through
14. There were a lot of people standing at the door and the small girl couldn't get \_\_\_\_\_ .  
A. between                      B. through                      C. across                      D. beyond
15. My sister was against my suggestion while my brother was \_\_\_\_\_ it.  
A. in favor of                      B. in memory of  
C. in honor of                      D. in search of

(1~5: CBCDC      6~10: ABAAA      11~15:ABDBA)

## 第十节 动词

## 一、实义动词

## 考点一：实义动词分类

(一) **及物动词**：后面必须跟宾语，意思才完整，可以用于：“主+谓+宾”；“主+谓+双宾”；“主+谓+宾+宾补”结构。

E. g. If you have any questions, you can raise your hands.

He gave me a nice gift.

I saw him coming.

补充：

常见跟双宾的 vt. give, show, lend, offer, pass, return, tell. . .

常见跟复合宾语的 vt. consider, drive, find, get, think. . .

(二) **不及物动词**：后面不能跟宾语，意思已完整。接宾语时，须加上副词或介词，构成短语动词，相当于一个及物动词。

E. g. He works hard.

Jack runs faster than Mike.

Please look at the blackboard and listen to me.

He got an “A” this time because he went over his lessons carefully.

## 考点二：不及物词组词义辨析

## 1. 相似及物和不及物动词的辨析

The bus fare has \_\_\_\_\_.

A. raised      B. risen      C. arise      D. raise

辨析：

## 2. 常考不及物动词的意义辨析

动词 break 的搭配用法

When a fire \_\_\_\_\_ at the National Exhibition in London, at least ten priceless paintings were completely destroyed.

A. broke off                      B. broke out

C. broke down                    D. broke up

动词 turn 的搭配用法

The French pianist who had been praised very highly \_\_\_\_\_ to be a great disappointment.

A. turned up                      B. turned in

C. turned out                    D. turned down

## 考点三：固定词组搭配

Mary, I \_\_\_\_\_ John of his promise to help you.

- A. told                                      B. reminded  
C. warned                                    D. advised

## 二、系动词

### 考点一：系动词分类

1. He always \_\_\_\_ silent at meeting.  
A. kept      B. stay      C. lie      D. stand

### 2. “感官”系动词

- This kind of cloth \_\_\_\_ very soft.  
A. feels      B. is feeled      C. touched      D. Smells

### 3. “终止”系动词

- His plan \_\_\_\_ a success.  
A. turned out      B. is turned out  
C. become      D. became

### 4. “变化”系动词

- He \_\_\_\_ mad after that.  
A. became      B. is  
C. turned to be      D. proved to be

### 5. 表“看起来... 像”系动词

He \_\_\_\_\_ very sad. 他看起来很伤心。

巩固练习：

用以下系动词的适当形式填空：rest / smell / grow / prove / look

1. This matter \_\_\_\_ a mystery.
2. This flower \_\_\_\_ very sweet.
3. She \_\_\_\_ rich within a short time.
4. The rumor \_\_\_\_ false.
5. He \_\_\_\_ tired.

### 考点二：结合动词的时态语态

- E. g. The food \_\_\_\_ very delicious.  
A. taste      B. is tasting      C. tasted      D. is tasted

## 三、助动词

### 考点一：助动词 do 的用法

1. 加强语气  
1) I \_\_\_\_ come to the party tomorrow evening.  
2) He \_\_\_\_ know that.

练习：1. 我确实去参加考试了。

I \_\_\_ take the exam.

## 2.倒装

E. g. Only when we begin our college life \_\_\_ we realize the importance of English.

### 考点三：助动词 shall 和 will 的用法

shall 和 will 作为助动词可以与动词原形一起构成一般将来时。

e. g. I shall study harder at English. 我将更加努力地学习英语。

He will go to Shanghai. 他要去上海。

## 四、情态动词

### (一) 情态动词的语法特征

1. 情态动词不能表示正在发生或已经发生的事情，只表示期待或估计某事的发生。
2. 情态动词除 ought 和 have 外，后面只能接省略 to 的不定式。
3. 情态动词没有人称，数的变化，即情态动词第三人称单数不加-s。
4. 情态动词没有非谓语形式，即没有不定式，分词，等形式。

### 考点 1：表推测

#### (一) 对现在的推测

—Good morning. I've got an appointment with Miss Smith in the Personnel Department.

—Ah, good morning. You \_\_\_\_\_ be Mrs. Peters.

A. might      B. must      C. would      D. can

#### 1. 用于肯定句中： must>should>may>might

- 1) The light is still on, so he must be at home.
- 2) That should be Janet coming upstairs now.
- 3) I haven't decided where I'm going for my holidays. I may go to Australia.
- 4) --Who was the man talking with your teacher?  
---I'm not sure. It might be her brother.

Peter \_\_\_\_\_ be really difficult at times even though he's a nice person in general.

A. shall      B. should      C. can      D. must

#### 2. 用于否定句中： can't > may not > might not

You \_\_\_\_\_ be tired — you've only been working for an hour.

A. must not      B. won't      C. can't      D. may not

#### 3. 用于疑问句中： can / could

Can it be true? 这会是真的吗?

Could that really be true? 那事真的会是那样吗?

It can't /couldn't be true.

Just be patient. You \_\_\_\_\_ expect the world to change so soon.

A. can't      B. needn't      C. may not      D. will not

## (二) 对过去的推测

公式：情态动词+have done

1. must have done (过去) 一定，肯定

He must have gone there yesterday.

注：否定形式 can't / couldn't have done, 不用 mustn't have done

He can't have done such a fool thing.

2. can/could have done (过去) 本可以，本可能做某事

You could have had a better mark.

3. may/might have done (过去) 可能干了某事

If the dog hadn't woken us, we wouldn't have noticed the fire and it \_\_\_\_\_ to the house next door.

- A. could spread                      B. should have spread  
C. would spread                      D. might have spread

### 考点 2: 情态动词与虚拟语气

1. They \_\_\_\_\_ have arrived at lunchtime but their flight was delayed.

- A. will      B. can      C. must      D. should

2. —Catherine, I have cleaned the room for you.

—Thanks. You \_\_\_\_\_ it. I could manage it myself.

- A. needn't do                              B. needn't have done  
C. mustn't do                              D. shouldn't have done

3. --My cat is putting on a lot of weight recently.

--You are to blame. You \_\_\_\_ have given her so much to eat.

- A. couldn't      B. shouldn't      C. mustn't      D. needn't

### 考点 3: 个性考点

1. He doesn't study hard. He \_\_\_\_\_ have passed the exam.

- A. may                      B. should                      C. must                      D. can

2. He \_\_\_\_\_ go to the school.

- A. doesn't need                              B. doesn't need to  
C. needn't to                                      D. Needs

### 附录：情态动词表推测详细版

(一) **can, could, may, might, must** 皆可表示推测，其用法如下：

1) 情态动词+动词原形，表示对现在或将来的情况的推测，此时动词通常为系动词。例如：

I don't know where she is, she may be in Wuhan. 我不知道她在哪儿，可能在武汉。

2) 情态动词+动词现在进行时，表示对现在或将来正在进行的情况进行推测。例如：

At this moment, our teacher must be correcting our exam papers. 这时，想必我们老师正在批改

试卷。

3) 情态动词+动词完成时, 表示对过去情况的推测。例如:

The road is wet. It must have rained last night. 地是湿的, 昨天晚上一定下雨了。

4) 情态动词+动词的现在完成进行时, 表示对过去正在发生事情的推测。例如:

Your mother must have been looking for you. 你妈妈一定一直在找你。

5) 推测的否定形式, 疑问形式用 can't, couldn't 表示。例如:

Mike can't have found his car, for he came to work by bus this morning.

迈克一定还没有找回他的车, 因为早上他是坐公共汽车来上班的。

注意: could, might 表示推测时不表示时态, 其推测的程度不如 can, may。

## (二) must 表示推测

1) must 用在肯定句中表示较有把握的推测, 意为"一定"。

2) must 表对现在的状态或现在正发生的事情的推测时, must 后面通常接系动词 be 的原形或行为动词的进行式。例如:

You have worked hard all day. You must be tired. 你辛苦干一整天, 一定累了。(对现在情况的推测判断)

He must be working in his office. 他一定在办公室工作呢。

比较: He must be staying there. 他现在肯定在那里。

He must stay there. 他必须呆在那。

3) must 表示对已发生的事情的推测时, must 要接完成式。例如:

I didn't hear the phone. I must have been asleep. 我刚才没有听到电话, 我想必是睡着了。

4) must 表示对过去某时正发生的事情的推测, must 后面要接不定式的完成进行式。例如:

---Why didn't you answer my phone call?

---Well, I must have been sleeping, so I didn't hear it.

5) 否定推测用 can't。例如:

If Tom didn't leave here until five o'clock, he can't be home yet.

## (三) can 和 be able to

1. can/could 表示能力; 可能 (过去时用 could), 只用于现在式和过去式 (could)。be able to 可以用于各种时态。例如:

They will be able to tell you the news soon. 他很快就能告诉你消息了。

2. 只用 be able to 的情况:

a. 位于助动词后。

b. 情态动词后。

c. 表示过去某时刻动作时。

d. 用于句首表示条件。

e. 表示成功地做了某事时, 用 was/were able to, 不能用 could。例如:



He was able to flee Europe before the war broke out. = He managed to flee Europe before the war broke out.

他在战争爆发之前逃离欧洲。

注意: could 有时不表示时态

1) 提出委婉的请求, (注意在回答中不可用 could)。例如:

--- Could I have the television on? 我能看电视吗?

--- Yes, you can. / No, you can't. 可以/不可以。

2) 在否定句、疑问句中表示推测或怀疑。例如:

He couldn't be a bad man. 他不大可能是坏人。

#### (四) should 和 ought to

两者可表示"想必一定, 按理应该"的意思。例如:

I ought to be able to live on my salary. 靠我的薪水, 想必也能维持了。

It ought to be ready now. 想必现在准备好了吧。

They should be there by now, I think. 现在他们该到那儿了。

The poems should be out in a month at most. 诗集估计最多还有一个月就要出版了。

#### (五) may 和 might

1. 表示允许或请求; 表示没有把握的推测; may 放在句首, 表示祝愿。例如:

May God bless you! 愿上帝保佑你!

He might be at home. 他可能在家。

注意: might 表示推测时, 不表示时态, 只是可能性比 may 小。

2. 成语: may/might as well, 后面接不带 to 的不定式, 意为"不妨"。例如:

If that is the case, we may as well try. 如果情况确实如此, 我们不妨试一试。

#### (六) 情态动词+ have +过去分词

1) may (might) have + done sth, can (could) have + done sth 表示过去, 推测过去时间里可能发生的事情。例如:

Philip may (might) have been hurt seriously in the car accident. 菲利浦可能在车祸中受了重伤。

Philip can (could) have been hurt seriously in the car accident.

2) must have +done sth, 对过去时间里可能发生的事情的推测, 语气较强, 具有"肯定", "谅必"的意思。例如:

---Linda has gone to work, but her bicycle is still here.

---She must have gone by bus.

3) ought to have done sth, should have done sth 表示本应该做某事, 而事实上并没有做。否定句表示"不该做某事而做了"。例如:

You ought to (should) have been more careful in this experiment. 你当时在做试验时应该更

仔细点。

He ought not to have thrown the old clothes away. 他不该把旧衣服扔了。(事实上已扔了。)

ought to 在语气上比 should 要强。

4) needn't have done sth 表示本没必要做某事, 但做了。例如:

I dressed very warmly for the trip, but I needn't have done so. The weather was hot.

旅行时, 我衣服穿得较多, 其实没有必要。那时天很热。

5) would like to have done sth 表示本打算做某事, 但没做。例如:

I would like to have read the article, but I was very busy then. 我想读这篇文章, 但太忙了一直没读。

## (七) 几组情态动词的区分

### A. have to 和 must

1. 两词都是'必须'的意思, have to 表示客观的需要, must 表示说话人主观上的看法, 既主观上的必要。例如:

My brother was very ill, so I had to call the doctor in the middle of the night.

弟弟病得很厉害, 我只得半夜里把医生请来。(客观上需要做这件事)

He said that they must work hard. 他说他们必须努力工作。(主观上要做这件事)

2. have to 有人称、数、时态的变化, 而 must 只有一种形式。但 must 可用于间接引语中表示过去的必要或义务。例如:

He had to look after his sister yesterday. 他昨晚只得照顾他姐姐。

3. 否定结构中: don't have to 表示"不必", mustn't 表示"禁止"。例如:

You don't have to tell him about it. 你不一定要把此事告诉他。

You mustn't tell him about it. 你不得把这件事告诉他。

### B. would rather 表示"宁愿"

would rather do

would rather not do

would rather... than... 宁愿...而不愿。

还有 would sooner, had rather, had sooner 都表示"宁愿"、"宁可"的意思。例如:

If I have a choice, I had sooner not continue my studies at this school. 如果有选择的余地, 我宁可辍学离开这个学校。

I would rather stay here than go home. = I would stay here rather than go home. 我宁愿呆在这儿, 而不愿回家。

### C. will 和 would

注意:

1) would like; would like to do = want to 想要, 为固定搭配。例如:

Would you like to go with me? 想和我一块去吗?

2) Will you...? Would you like...? 表示肯定含义的请求劝说时, 疑问句中一般用 some, 而不是 any。例如: Would you like some cake? 吃点蛋糕吧。

3) 否定结构中用 will, 一般不用 would, won't you 是一种委婉语气。

Won't you sit down? 你不坐下吗?

## D. need 和 dare

这两词既可做实义动词用, 又可做情态动词用。作为情态动词, 两者都只能用于疑问句, 否定句和条件句。need 作实义动词时后面的不定式必须带 to, 而 dare 作实义动词用时, 后面的 to 时常可以被省略。

1) 实义动词: need (需要, 要求) need + n. / to do sth

2) 情态动词: need, 只用原形 need 后加 do, 否定形式为 need not。例如:

Need you go yet? 你要走了吗?

Yes, I must. / No, I needn't. 是的, 我要走了/ 不, 不急着走。

### (八) 情态动词的回答方式

问句	肯定回答	否定回答
Need you...?	Yes, I must.	No, I needn't
Must you...?		No, I don't have to.

### (九) 带 to 的情态动词

带 to 的情态动词有四个: ought to, have to, used to, be to, 如加上 have got to (=must), be able to, 为六个。它们的疑问、否定形式应予以注意:

Do they have to pay their bill before the end of the month?

She didn't use to play tennis before she was fourteen.

You ought not to have told her all about it.

Ought he to see a heart specialist at once?

ought to 本身作为情态动词使用。其他的词作为实义动词使用, 变疑问, 否定时, 须有 do 等助动词协助。

## 第十一节 构词法

□ 应用: 完型填空、阅读理解词义推测方法之一

1. 理据: 经济原则 (惰性)

2. 种类:

### A. 转化法

动转名:

Can women say something freely in this country?

Women have equal say in this country.

go out for a walk

a man of strong build

make a wish

名转动:

Can you book a seat in this plane?

The hall can seat 200 people.

Please hand me the book.

She nursed her husband.

We lunched together.

思考: 还有哪些转化法?

形转动 slow down, quiet down, better

副转动 Murder will out.

形转名 in black, the young, right and wrong

## B. 合成法

daybreak 合成名词

weekend, breakfast, she-wolf, highway, output, turn-off, editor-in-chief, hand-writing, reading-room

思考: 还有哪些词类可以被合成?

man-made 合形成形容词

English-speaking, good-looking, well-known, snow-white, two-year-old, ever-green,

noble-minded, see-through

sleep-walk 合成动词

overestimate, undervalue, safeguard, typewrite

hot-foot 合成副词

down-stairs, before-hand, forever

something 合成代词

合成法: 合成名词

合形成形容词

合成动词

合成副词

合成代词

## C. 派生法

direct VS indirect 前缀 改意

indifferent VS indifference 后缀 改类

词缀的意义:

## 1) 表否定意义:

dislike, mislead, non-stop, unhappy,  
illegal, impossible, incorrect, irregular

## 2) a- asleep, awake

anti- antisocial, antitank

de- depopulate, defrost

auto- automatic, autofocus

co- cooperate, coeducation

inter- international, intercourse

en- endanger, enlarge, enrich

re- remarry, reproduce

sub- subtitle, subway

tele- telephone, television

## 3) 后缀-表人

writer, professor, actress, artist

## D. 缩写

telephone-phone ad. add. para. rd. ave. expo. gents, chute

co. esp. max. min. etc. e.g. i.e.

星期: Thur. 月份: June, July, Sept.

## E. 简写

NATO-acronym

CNN-Initialism

## F. 混成法 (obamanomics)

1) motel—motor+hotel 一首二尾合

smoke + fog → smog (烟雾)

Chinese + English → Chinglish

black+ exploitation → blaxploitation (黑人电影)

animation (动画) + electronics → animatronics

2) newscast—news+broadcast 一原二首删

lunar+astronaut → lunarnaut

3) situation+comedy → sitcom 一二尾都删

## 练习:

1) color-blind 色盲的 absent-minded 心不在焉的

deep-seated 牢固的 duty-bound 义不容辞的 monopoly 垄断

2) washeteria 自助洗衣店(wash + cafeteria) aquatel 水上饭店 (aquatic + hotel)

crabwise adv. 横行地 (crab 螃蟹)

sideways adv. 斜向一边地

semiconductor 半导体

3) fathomless adj. 深不可测的 (fathom 测水深的单位) zebra crossing 斑马线

faddish adj. 时尚的, 时髦的 (fad 时尚) meddling adj. 爱管闲事的 (meddle 干涉)

## 第十二节 词义辨析

考纲要求:

识记、理解和运用《普通高中英语课程标准实验稿》附录中所列的 3500 个左右的词汇。

题型: 选择题

考查范围: 名词, 动词 (动词短语), 形容词, 副词

### 一. break

1. break away (from) 突然离开, 放弃; (与.....) 脱离

e.g. The wing of the plane broke away in mid-air and the plane crashed. 机翼在空中脱落, 飞机坠落了。

Can't you break away from old habits? 你不能戒除旧习惯吗?

2. break down vi. 损坏; (汽车) 抛锚; 失败 vt. 分解 (强调物理变化)

e.g. Negotiations have broken down. 谈判已经破裂了。

The car/ engine broke down. 汽车/引擎坏掉了。

Sugar and starch are broken down in the stomach. 糖和淀粉在胃里被分解。

A better method is to take the waste far out to the sea in ships where the wind and waves break it down. 一个较好的办法是用船把废物运到远海, 利用那里的海风和海浪分解这些物质。

3. break in/into 闯入, 打断, 开始工作

e.g. His house was broken into in the midnight. 半夜有人闯入他家。

4. break off 中断, 折断, 突然停止, 脱落, 暂停, 断绝, 解除

e.g. He broke off in the middle of a sentence. 他一句话还没说完就中断了。

break off an engagement / conversation 突然解约/ 终止谈话

5. break out (fire, disease, war, violence) 突发, 爆发,

相当于不及物动词, 不带宾语, 也没有被动语态。

e.g. A fire broke out during the night. 晚上发生一场火灾。

6. break up 打碎, 破碎, 分裂, 结束, 衰落, 分解 (强调化学变化), 变坏, 驱散

e.g. The gathering broke up in disorder. 聚会一哄而散。

The marriage is breaking up. 婚姻濒临破裂。

The police broke up the crowd. 警察驱散人群。

### 二. bring

## 1. bring about 使发生, 致使

e.g. Science has brought about many changes in our lives. 科学为我们的生活带来许多变化。

What has brought about the quarrel? 这场争吵是怎么引起的?

## 2. bring back 拿回来, 使回忆起来, 使恢复

e.g. Please bring back the book tomorrow. 请于明天把书拿回来。

Your letter brought back many memories. 你的来信唤起了许多回忆。

Her stay in the mountains brought her back to health. 她在山里暂住使她恢复了健康。

## 3. bring down 打倒, 击落, 打死, 降低

e.g. He brought the bird down with one shot. 他一枪就把鸟打了下来。

The government of that country is trying to bring down the prices for food to please the people. 那国的政府正努力降低食品价格以取悦民众。

## 4. bring in 生产, 挣得, 介绍引进

e.g. He does odd jobs that bring him in 10 to 15 pounds a week. 他打零工每周可赚十到十五镑。

They brought in experienced people to help. / They brought experienced people in to help. 他们请有经验的人来帮忙。

## 5. bring...into... 使.....处于某种状态, 使卷入

e.g. The two countries were brought into war. 两个国家都被卷入了战争。

## 6. bring on 引起, 导致, 使发展, 提出

e.g. He was out in the rain all day and that brought on a bad cold. 他整天在外面淋雨, 因此患了重感冒。

## 7. bring out 取出, 使显示, 出版, 生产, 鼓励说出

e.g. The company began to bring out a new kind of soap. 这家公司开始生产一种新肥皂。

Alice is very shy, try to bring her out. 爱丽丝很怕羞, 要设法鼓励她说话。

## 8. bring (...) to light 揭露, 暴露; 使了解到

e.g. The investigation brought to light many new facts. 调查揭露了许多新情况。

## 9. bring up 教育, 培养, 提出, (军队等)调上来, 呕吐

e.g. He was brought up by his aunt. 他是由他姑姑养大的。

These are matters that you can bring up in the committee. 这些问题你可以在委员会里提出来。

He brought up his dinner. 他把晚饭吃的东西都吐了。

## 三. carry

### 1. carry away 运走, 使失去自制力

e.g. Their houses were carried away by the flood. 他们的房屋被洪水冲走了。

She was carried away by the music and started to sing it herself. 她被那乐曲迷住了, 情不自禁也唱了起来。

### 2. carry off 获得, 赢得

e.g. Tom carried off all the school prizes. 汤姆赢得了学校所有的奖

3. carry on (with) 继续开展, 坚持, 举止失常

e.g. Let's carry on (with) our work. 让我们把这项工作继续下去吧。

Did you notice how they were carrying on? 你注意到他们的行为多奇怪了吗?

4. carry out 完成, 实现, 贯彻, 执行

carry out a promise /plan 实践诺言/实施计划

carry out an experiment 做实验

5. carry through 进行, 贯彻, 使度过(危险, 困难等)

e.g. Their courage will carry them through. 他们的勇气会使他们度过难关。

Despite powerful opposition, they managed to carry their reforms through. 尽管遇到了强大的阻力, 他们还是设法进行了改革。

#### 四. come

1. come about 产生, 发生

e.g. How did it come about? 那事是怎么发生的?

Sometimes it is hard to tell how a quarrel comes about. 有时很难说清是怎么吵起来的。

2. come across 来到, 偶遇, <口>给人印象深刻 (无被动形式)

e.g. A man was walking through a wood when he came across a woodcutter. 一个人正在林子里走着, 这时他偶然遇见了一位樵夫。

Your speech came across very well. 你的演说很受欢迎。

3. come along 出现, 发生, 进步 (不及物动词词组)

e.g. When the right opportunity comes along, he'll take it. 当良机出现时, 他会抓住的。

How is your English coming along? 你的英语学得怎么样?

4. come down 下来, 倒塌, 没落, 病倒, 捐钱, 流传下来, 垂下

e.g. The rain came down in bucketfuls. 大雨倾盆。

My rich uncle comes down generously. 我那有钱的叔叔出手很大方。

I love those legends that have come down to us. 我喜爱那些流传下来的传说。

Her hair comes down to her waist. 她的头发下垂到腰部。

5. come into being 形成, 产生 (无被动形式)

e.g. Thus the Great Wall came into being. 长城就这样形成了。

6. come off 离开, 举行, 实现, 成为

e.g. The trip came off on schedule. 旅行按计划得以实现。

It was a clever joke but it didn't quite come off. 那笑话不错, 但未达到预期效果。

7. come on 突然产生, 要求, 跟着来, 开始, 出台, 上演, 快点,

e.g. You go first, I'll come on later. 你先去, 我随后就来。

How's your garden coming on? 你的花园发展的情形如何?



I can feel a headache coming on. 我觉得快头疼了。

“Macbeth” is coming on again next month. 《麦可白》下月将再度上演。

8. come out 出来, 长出, 传出, 出版, 被解出, 露出, 真相大白

e.g. The stars come out. 星星出来了。

Flowers have come out. 花开了。

When the news came out... 当消息传出的时候, ....

The meaning of the passage came out clearly in his interpretation. 这段文字的意义经他的解释后就明白了。

When will her book come out? 她的新书什么时候出版?

9. come over 过来 (常和介词 to/from 连用), 被理解 (=come across); 突然感到 (~sb. )

e.g. When did you first come over to England? 你第一次来英国是什么时候?

A feeling of faintness came over me, so I had to lie down. 我突然觉得头昏, 所以只好躺下了。

10. come around/round 恢复知觉, 回来, 过访, 绕道而来

e.g. When he came round he found himself lying on bed.

11. come to 复苏(=come around, 动副结构), 达到, 继承, 停止, 想起, 共计 (动介)

e.g. At last they came to a small village. 最后他们来到一个小村庄。

I can't remember her name now---it'll come to me later. 我一时记不起她的名字, 过会儿我会想起来的。

What does the bill come to? 帐单上共有多少钱?

12. come up 走近, 上来, 发芽, 流行, 发生, 被提出, 上升, 讨论, 出现 (不及物, 无被动)

The seeds haven't come up. 种子还没发芽。

She came up to ask what it was about. 她走过来问是怎么回事。

The question hasn't come up yet. 问题尚未被提出或被讨论。

## 五. give

1. give away 送掉, 分发, 放弃, 泄露, 出卖, 让步, 陷下

e.g. She gave away all her money to the poor. 她把所有的钱都给了穷人。

She made me promise not to give away while it was hidden. 她叫我答应不要泄露它藏在哪儿。

He was given away to the police. 他被人向警方告发了。

2. give in 投降, 屈服, 让步, 交上

e.g. He has given in to my views. 他已经接受了我的观点。

Please give in your examination papers now. 现在请将你们的试卷交上来。

3. give off 发出(蒸汽. 液体. 雾等), 长出 (枝、杈等)

e.g. Water always gives off steam when boiled. 水煮开后就冒出蒸汽。

The cake gave off a terrible smell. 蛋糕散发出难闻的气味。

4. give out 分发, 发出(气味. 热等), 发表, 用尽, 精疲力竭

e.g. The teacher is giving out the examination papers. 老师正在分发试卷。

The radio is giving out a strange signal. 无线电正在发出一种奇特的信号。

The sun gives out light and heat to the earth. 太阳向地球散发出光和热。

Our food supplies began to give out. 我们的食品要吃完了。

5. give up 放弃(念头、希望等), 停止, 抛弃, 认输, 把... 送交, <口>对... 绝望

e.g. The doctors have given him up. 医生说他的病已不能治了。

I have given up smoking. 我已经戒烟了。

She gave up a lot of her friends when she got married. 她结婚后跟许多朋友断绝了来往。

Shall we let the thief go or give him up to the police? 我们是将窃贼放走呢, 还是将他交给警察?

6. give way (to) 撤退, 让路, 退让, 垮掉, 倒塌, 屈服, 跌价

e.g. Give way to traffic coming in from the right. 让从右面来的车子先走。

Tears gave way to smiles. 破涕为笑。

We mustn't give way to these unreasonable demands. 我们不能向这些不合理的要求让步。

## 六. go

1. go against 反对, 违反, 不利于/z

e.g. Don't go against your father. 不要违背你父亲的意愿。

The war is going against them. 战争对他们不利。

2. go along(with)前进, 进行, 赞同, 支持

e.g. You may have some difficulty first but you'll find it easier as you go along. 最初你或许有些困难, 但过些时你会觉得较为容易。

They were quite happy to go along with our suggestion. 他们很乐意赞成我们的建议。

3. go by (从... 旁)走过, 依照, 顺便走访

e.g. A car went by. 一辆汽车驶过。

He always goes by the rules. 他总是根据规则办事。

4. go down 下去, 下沉, 坠落, 下降, 平静下来, 被咽下, 被接受, 被记录下来

e.g. The value of the dollar has gone down again. 美圆又贬值了。

The pills wouldn't go down. 这药丸吞不下。

He will go down in history as a great statesman. 他将在历史上成为伟大的政治家。

5. go in for 参加, 追求, 爱好

e.g. go in for an examination 参加考试

go in for golf/ stamp-collecting/ growing tulips 爱好高尔夫/集邮/种郁金香

6. go off 离开, 去世, 消失, 睡去, 爆炸, 被发射, 进行, 变质

e.g. The gun went off by accident.

Meat and fish go off quickly in hot weather.

She went off into a faint.

He has gone off to Leeds with his master's money. 他带着主人的钱偷偷逃亡利兹了。

How did the sports meeting go off? 运动会进行情况如何?

7. go over (渡过...)转变, (对... 进行)仔细检查, 润色, 复习

e.g. He has gone over to the Democrats. 他已投入民主党。

We went over the building. 我们查看了这座大楼。

Go over the lesson again. 把功课再复习一遍。

8. go round 到处走动, 顺便去, 流传, 足够分配

e.g. There aren't enough computers for the whole grade of students to go around. 计算机不够整个年级学生用的。

Is there enough food to go around? 食物够分配吗?

9. go through 经历, 经受, 仔细检查, 用完, 被通过, 参加, 搜查, 履行。

e.g. These countries have gone through too many wars. 这些国家饱经战火。

Their plans went through. 他们的计划被通过了。

Have you gone through all your money? 你用完了所有的钱了吗?

He went through his pockets and eventually found his keys. 他仔细检查了口袋, 终于找到了钥匙。

10. go with 伴随, 与... 相配, 和(异性)交朋友

e.g. Happiness doesn't always go with money. 幸福未必总是伴随金钱而来。

This color does not go with that. 这颜色和那颜色不配。

He goes with a different girl every week. 他每星期与不同的女孩交往。

## 七. put

1. put away 放好, 储存... 备用, 处理掉, 放弃, 抛弃

e.g. The boy put the food away in the cupboard after he finished his dinner. 那个男孩吃完晚饭后把食物放进橱里。

He put some money away every month. 他每月存一些钱。

He's had to put away all ideas of becoming a pianist. 他不得不放弃做钢琴演奏家的一切念头

2. put down 放下, 镇压, 写下

e.g. The army put down all opposition. 军队把所有的反抗活动都镇压下去了。

Put it down to my account, please. 请记在我帐上。

Here is my address——put it down before you forget it. 写下来免得忘了。

3. put forward 放出, 拿出, 提出, 推举出

e.g. put forward a new theory 提出一个新理论

put a friend forward as a candidate 推荐一位朋友为候选人

4. put off 推迟, 拖延, 搪塞, 扔掉, 脱掉, 妨碍

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e.g. put off going to see a dentist 延期去看牙医

He tried to put me off with vague promises. 他企图以含混的承诺来敷衍我。

You must put off your doubts and fears. 你必须消除疑惧。

The smell put me off eating for a week. 那味道使我一个星期吃不下东西。

5. put on 穿上, 把... 放在上, 上演, 打开, 假装, 增加, 欺骗, 添上

e.g. They will put on a play in English this month. 他们这个月将演出英文剧。

Put on the light. 开灯。

I put on a lot of weight while I was on holiday. 度假时我胖了很多。

She was a shy girl, but she put on a bold front and went to the party. 她是一个害羞的女孩, 然而却装出一副勇敢的样子去参加舞会。

So many people wanted to go to the match that another train had to be put on. 要去观看比赛的人那么多, 只好增开一列火车。

6. put out 扑灭, 生产, 消除, 出版, 做出努力, 使退场

e.g. Please put out the light before you go to bed. 上床前请把灯关掉。

It took them six hours to put the fire out. 他们花了六个小时才把火扑灭。

The government has put out a statement denying these rumors. 政府发表声明否认了这些谣言。

7. put through(to) 接通电话

e.g. Can you put me through to this number? 你能给我接通这个号码吗?

8. put up 举起, 抬起, 进行, 提供, 张贴

e.g. They began to put up a tent after they got there. 他们到那儿开始架起帐篷。

Put your hands up! 举起手来!

He put a "No parking" sign outside his gate. 他在大门外挂了一块“禁止停车”的牌子。

I'll supply skill and knowledge if you will put up the \$2000 capital. 如果你提供两千美圆的资本, 我就提供技术与知识。

9. put up with 忍受, 容忍

e.g. I can't put up with your rudeness any more. 我不能再忍受你的无礼了。

## 八. Set

1. set about 开始, 着手 (后接名词, 代词和动名词)

e.g. The sooner we set about it the sooner we'll finish. 我们越早开始就越早可以完成这件事。

2. set out 出发, 开始, 陈列

e.g. When are we setting out on our trip? 我们什么时候动身去旅行?

This is what they set out to say. 这就是他们要说的话。

The meal was set out on a long table. 饭菜摆在一张长桌子上。

3. set to 开始认真干, 开始大吃

e.g. We have set to learning Japanese grammar. 我们开始学习日语语法。

If we set to, we can finish cleaning the room in an hour. 如果我们认真干起来, 我们只要一个小时就能把房间打扫干净。

We were all hungry and at once set to. 我们都饿了, 立刻狼吞虎咽地吃起来。

4. set aside 留出, 不顾, 取消, 驳回

e.g. Each month he tried to set aside part of his salary. 每个月他都设法留出工资的一部分。

Setting aside my wishes in the matter, what would you really like to do? 不要理会我对此事的愿望, 你自己究竟想干什么?

5. set off (for) 出发, 动身, 使爆炸, 引起, 衬托

e.g. We shall set off for town together. 我们将一起进城。

As a traditional way to celebrate the New Year, setting off firecrackers is justifiably welcomed by most Chinese people. 作为一种传统的庆贺新年活动, 燃放鞭炮当然受到大多数中国人的欢迎。

The news set off a rush of activity. 这消息令人蜂拥而来。

This gold frame sets off your oil painting very well. 这个金色镜框把你的油画衬托得很美丽。

6. set up 设立, 竖立, 架起, 开业

e.g. Edison set up a chemical lab of his own at the age of ten. 爱迪生十岁就建立了自己的化学实验室。

He has set himself up as a bookseller. 他成了书商。

## 九. take

1. take after 像, 学样

e.g. She takes after her mother; she is always cheerful. 她像她妈妈, 总是乐呵呵的。

2. take along 随身带着, 带领

e.g. Why don't you take your mother along to the concert? 你为什么不把你母亲带到音乐会上来呢?

3. take away 取走, 减去, 使离去

e.g. Take away 3 from 10 you get 7. 十减三等于七。

What takes you away so early? 为什么你这么早就走?

4. take back 送还, 收回, 取消, 使回忆起

e.g. Sorry, I take back what I said. 对不起, 我收回我说的话。

The photo took him to his early days in youth. 照片使他又回到了青年早期。

5. take down 拿下, 记下, 拆卸, 病倒

e.g. He took down an old picture from the wall. 他从墙上取下一张旧画。

Did you take down his phone number? 你记下他的电话号码了吗?

A dangerous bridge was taken down. 一座危险的桥梁已拆掉。

6. take in 接受, 接待, 吸收, 理解, 包括, 轻信, 注意到, 欺骗

e.g. He had nowhere to sleep so we offered to take him in. 他没地方睡觉，于是我们就提出让他留宿。

This is the total cost of the holiday, taking everything in. 这是假日的全部费用，一切都包括在内。

She took in the waist on the pair of trousers. 她把裤子的腰身改小了。

7. take off 拿掉, 脱衣, 起飞, 减弱, 离开, 休假

e.g. The plane took off on time. 飞机准时起飞。

He took off in a hurry. 他匆匆离去。

I'm taking off three days during May. 五月我将会休假三天。

8. take on 披上, 呈现, 具有, 雇用, 承担, 同...较量

e.g. These insects can take on the color of their surroundings. 这些昆虫能够呈现与其周围环境相适应的颜色。

His face took on a worried expression. 他的脸上露出担忧的表情。

We've decided to take on a new typist in our office. 我们决定办公室里雇佣一名新的打字员。

Why don't you take on someone of your own size? 你怎么不跟你一样高的人较量?

9. take over 接收, 接管

e.g. Our chairman has left, so Peter will take over (his job). 我们的主席走了, 彼德将接任。

10. take up 拿起, 开始从事, 继续, 吸收, 责备, 拘留, 占据, 认购

e.g. He took up the receiver when the telephone rang. 电话铃响了, 他拿起听筒。

He took up acting while he was at college. 他在大学时开始喜欢上演戏。

Let's take up where we left off. 让我们从我们停止的地方继续下去。

No one took up my suggestion. 没人理睬我的建议。

The extra duties took up most of my time. 额外工作占据了我绝大部分时间。

## 十. turn

1. turn away 不准...入内, 走开, 转过脸, 解雇

e.g. The cinema was full and many people were turned away. 电影院爆满, 许多人被拒之门外。

The worker was turned away by his boss. 那个工人被老板打发走了。

2. turn down 向下折转, 拒绝, 调低, 关小

e.g. He turned down the corner of a page. 他把页角向下折。

The boy wanted to join the basketball team but was turned down. 那个男孩想参加篮球队但被拒绝了。

Turn the radio down at once! 快把收音机声音关小点!

3. turn into 进入, (使)变成(主要指物质形态、性质等的转变)

e.g. Water turns into ice when it freezes. 水遇冷结冰。

In fifty years this places has turned from a little village into a large town. 经过五十年, 这个地方



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从一个小村庄变成了大城镇。

4. turn off 关掉, 避开, 使转变方向, 生产, 使厌烦, 变成

e.g. He turned off the gas. 他关掉了煤气。

We turned off the freeway at Detroit. 我们在底特律离开高速公路。

I turned off when they started talking about computers. 当他们谈起电脑时, 我便厌烦了。

5. turn on 开启, 依赖, 开始

e.g. She turned on the water. 她打开了自来水龙头。

The success of the negotiation turns on getting the agreement of the Italian delegation. 谈判的成功依赖于取得意大利代表团的同意。

6. turn out 打扫, 驱逐, 使外倾, 生产, 起床, 翻出, 制造, 关掉

e.g. The boy was turned out of the house by his stepfather. 那男孩被继父赶出家门。

The factory turns out 2,000 bicycles a month. 这工厂一个月生产 2000 辆自行车。

Please turn out the gas. 请把煤气关上。

The policeman told him to turn out his pockets. 警察叫他把口袋里的东西统统拿出来。

It turns out that this method does not work well. 结果, 这种方法效果不佳。

7. turn over 打翻, 反复考虑, 翻身,

e.g. She turned over and went to sleep. 她翻过身去睡着了。

She turned the problem over in her mind. 她在脑中反复思考这个问题。

8. turn to 翻到, 转向, 变成, 求助于, 致力于, 开始行动

e.g. Please turn to page 40. 请翻到 40 页。

I just can't find a person that I can turn to. 我找不到可以求助的人。

Some farmers have turned to keeping deer. 一些农场主已经转向养鹿业。

9. turn up 调高, 找到, 发现, 出现, 折起, 突然发生

e.g. Turn the radio up. I can't hear it. 把收音机声音调高点, 我听不见。

The missing bag turned up, completely empty, in the lake. 丢失的包在湖里找到了, 里面空空的。

The police have turned up a lot of new information about the wanted man. 警方发现了许多有关这个通缉犯的新资料。

## 词义辨析

### **add; add to; add...to; add up to**

add 作“加, 增加”解时, 既可作及物动词, 又可用作不及物动词; 作“又说, 补充说”解时, 与直接或间接引语连用。如:

If the tea is too strong, add some more hot water. 如果茶太浓了, 再加点开水。

After a short while, he added that he would try his best. 过了一会儿, 他又接着说他会尽力。

add to 意为“增添, 增加, 增进”。如:

The bad weather added to our difficulties. 恶劣的天气增加了我们的困难。

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add... to 意为“把……加到……”，是把前一项加到后一项之后或之中。如：

Add two to seven, and you will get nine. 七加二等于九。

add up to 意为“加起来总共是 / 累计得”，该短语不用于被动语态。如：

All his school education added up to no more than one year. 他的学校教育加起来不过一年。

## **argue; quarrel; discuss**

这三个动词均有“争”的意思，但“争”法不同。

argue 着重就自己的看法或观点，提出论证，同他人“争论”或“辩论”。例如：

We heard them arguing in the other room. 我们听见他们在另一个房间里争论。

另外，argue 同 with 搭配，其后接人；与 about 连用，其后接事物。例如：

We argued with them about this problem for a long time. 这个问题我们同他们辩论了很长时间。

quarrel 是指对某事不喜欢或强烈不满而发生的“争吵”或“吵架”。同 with 搭配，其后接某人；

和 about 连用，其后接某事。例如：

He often quarrels about their housework with his wife. 他常为家务事同妻子争吵。

discuss 是指认真交换自己的意见或看法的“讨论”。例如：

We'll discuss the use of the articles tomorrow. 明天我们将讨论冠词的用法。

**asleep / sleeping** 二者都是形容词。asleep 仅用作表语，不能作定语，表示“睡着，熟睡”的意思；而 sleeping 一般只能用作定语，放在名词前，表示“睡眠中的，休止的”意思。

如：我们不能说：an asleep baby，但可以说：a sleeping baby（一个熟睡的婴儿）。

再如：He was asleep with his head on his arms. 他头枕着手臂在熟睡。

a sleeping dog 正在熟睡的狗      sleeping car 卧车      sleeping bag 睡袋

## **strike; hit; beat**

strike 通常表示“打一下，打若干下”，不一定是有意；还有“打动，使……着迷，某种想法突然闪现在脑海里”的含义；也可指“打，擦出（火），（蛇、兽）抓，咬，或（钟）敲响”。hit 指“打中”或“对准……来打”，“敲打或打击对方的某一点”。+in

beat 着重“连续地打击”。如：殴打或体罚；也指在游戏、竞赛或战争中击败对方；也指“心跳”。

## **damage; destroy; ruin**

这三个词都有“破坏；损坏”的意思，区别如下：

damage 意为“损坏，破坏”。它可用于表示损坏或破坏具体的物品，一般暗示损坏后价值或效益会降低，这种损坏是部分性的，通常指损坏的程度不那么严重，还可以修复再用。也可用于表示损坏抽象的东西，有时该词也用于借喻。如：□

The car was not damaged badly in the accident, but five people were seriously hurt.

汽车在事故中损坏不严重，但却有五个人受了重伤。

Her heart was slightly damaged as a result of her long illness. 长期生病使她的心脏受到轻度损伤。

What they said and did damaged the relations between the two countries.



他们的言行损害了这两个国家之间的关系。

Smoking has damaged his health badly. 吸烟严重地损害了他的健康。

damage 还可用作可数或不可数名词。如：□

The earthquake did a lot of damages to the city. 这场地震给这座城市带来了巨大的破坏  
destroy 意为“破坏；摧毁；消灭；毁灭”，通常指程度非常严重的“毁坏”，一般情况下不可以修复再用。另外，它既可表示毁坏具体的物品，也可表示毁坏抽象的东西。如：□

The big fire destroyed the whole house. 这场大火把整座房子都烧毁了。

The Nazi wanted to destroy people's hopes, but in the end what was destroyed was the Nazi's dream by the power of people.

纳粹想摧毁人民的希望，最终是纳粹的梦想被人民的力量所摧毁。

ruin 多用于借喻之中，有时泛指一般性的破坏，指把某物损坏到了不能再使用的程度。如：

My new coat is ruined. 我的外套不能再穿了。

The rain will ruin the crops. 这雨会把庄稼毁掉的。

I was ruined by that law case; I'm a ruined man. 我被那场官司毁了，我破产了。

**illness; sickness; disease** 三者均有“病或疾病”之意。□

disease 具体指身体上发生的任何不适或疾病，可引申为某种“弊端”，如：heart disease “心脏病”；disease of society “社会弊端”等。

sickness 和 illness 可指任何疾病或不适。但在英国，用法有些区别：sickness 多用来指恶心、呕吐之类的疾病及因某种外因引出的疾病；

illness 主要用于因人体内部的虚弱或失调引起的疾病。在时间上，短时的病痛多用 sickness，较长时间的病痛多用 illness。例如：

He suffered from mountain sickness. 他患有高山病。

The child has suffered from illness for two years. 这孩子已经病了两年了。

Rough seas caused much sickness among the passengers. 汹涌的海浪使许多乘客感到恶心。

**occur; happen; take place**

三者都表示“发生”，都是不及物动词。

happen 指“偶然发生”时，主语为“事”；当主语是“人”时，意为“碰巧”。□

occur 指“发生”时可与 happen 换用，但后接 to sb. / sth. 时，两者含义不同：happen to sb. / sth. 指不好的事情发生在某人（物）身上；occur to sb. / sth. 指“某种思想等呈现于某人的知觉中”。

take place 表示“发生”，可与 happen 或 occur 换用，但其后面一般不接 to sb. / sth. 结构；指必然会发生的事情时，多用 take place；此外 take place 还可表示“举行某种活动”。如：

He happened to know the place. 他碰巧知道那个地方。

When did the earthquake occur / happen? 地震是什么时候发生的？

Didn't it occur to you to phone them about it? 你难道就没想过给他们打个电话？

Has anything happened to him? 他出什么事了吗?

In 1919, the May 4th Movement took place in China. 一九一九年, 中国发生了五四运动。

### **particular; especial; special**

**particular** 着重指同类事物中某一个具有独特性质的事例, 是相当“一般”而言的“特殊”。“特定”。如: On that the stores are closed particular day. 在特定的那一天店铺都关了门。(平时没有这种现象) **special** 和 **especial** 都有“特殊的, 特别的”之意。如: What are your special interests? 你有些什么特别的爱好? Collecting stamps is a matter of especial interest. 集邮是特别有趣的事。不同的是, **special** 还有“专门的, 额外的”的意思。如: You need a special tool to do that. 干那个活儿要用专用工具。Take special care of it. 对这东西要特别细心。

### **quiet; silent; still**

**quiet** 意为“安静的, 寂静的”。用于自然环境, 指没有活动, 喧闹的寂静状态; 指人时, 表示生性安静, 不易激动。如: □

Be quiet. Your father is sleeping now. 安静点, 你爸爸正在睡觉呢。

Jane was a quiet girl. 简是个天性好静的女孩。

**silent** 意为“寂静的, 沉默的”, 表示不说话, 不弄出声响, 但不一定指没有活动。如□

He always keeps silent when the teacher questions him. 老师向他提问时, 他总是保持沉默。

The class was silent as the teacher explained the exam rules. 当老师解释考规时教室里寂静无声。

**still** 意为“安静的、不动的”, 不指心理状态, 而指环境和人表面上无动作的平静状态。如:

Stand still while I take your photo. 站着别动, 我给你拍照。

### **raise; keep; support; feed**

这四个词都有“抚养”、“养家”、“赡养”的意思, 但也有区别。

**raise** 意为“抚养(指人); 饲养(指动物或禽畜)”之意。如: □

He raised the children himself; his wife died years ago.

他的妻子多年以前就去世了, 他一手把孩子拉扯大。

He raised those goats from new-born kids. 那些羊从小羊羔时就是他喂养的。

**keep** 表示“养活(指人); 饲养(指动物或禽畜)”。如: □

John has his wife and six children to keep (support). 约翰要养活妻子和六个孩子。

They kept some hens and pigs. 他们养了一些鸡和猪。

**support** 意为“养活”, 不用于饲养动物。如:

She supports her old mother. 她赡养老母亲。

He has a large family to support. 他要养活一大家子。

**feed** 意为“喂 养 ; 饲养; 以……为食”。如:

Have you fed the baby / cow yet? 婴儿 / 牛喂了吗?

She fed meat to her dog. = She fed her dog with / on meat. 她用肉喂狗。

Foxes feed on small animals. 狐狸以小动物为食。

## **rather than... rather / would rather (...than) than**

都是连词，前后两端所连的词性是一致的，通常译为“而不是”或“与其说是……不如说是”，有时可用短语介词 *instead of* 替代。例如：

He was writing a letter rather than  $\equiv$  (instead of) reading the newspaper. 他那时正在写信而不在看报纸。

John should go rather than  $\equiv$  (instead of) Jean. 应该去的是约翰，而不是简。

These shoes are comfortable rather than pretty. 这些鞋子谈不上漂亮，但穿起来倒很舒服。

Evans is a doctor rather than a teacher would. 与其说埃文斯是个老师，不如说是个医生。

*rather* 表示选择或主观上的愿望，其中的 *would* 亦可理解为 *had*。它表示“宁愿、宁可”的意思。如果要把取舍的双方都表达出来，则应该用 *would/had rather...than*，表示“宁愿……也不……”的意思。例如：

My aunt invited me to the film, but I said I'd rather go on a picnic with the girls.

我的姑妈邀请我去看电影，可是我说我倒愿意跟女孩子们一起去野餐。

I am sure they would/had rather die than give up. 我深信他们一定会宁死不屈。

### 一、**stop doing/to do**

*stop to do* 停止，中断做某事后去做另一件事，*stop doing* 停止做某事。例如：

They stop to smoke a cigarette. 他们停下来，抽了根烟。

I must stop smoking. 我必须戒烟了。

e.g. She reached the top of the hill and stopped \_\_\_ on a big rock by the side of the path.

A. to have rested    B. resting    C. to rest    D. rest

答案：C。由题意可知，她到了山顶，停下来在一个路边的大石头上休息。因此，应选择 *stop to do sth.* 停下来去做另一件事。而不仅仅是爬山动作的终止，所以 *stop doing sth.* 不正确。

### 二、**forget doing/to do**

*forget to do* 忘记要去做某事，*forget doing* 忘记做过某事。例如：

The light in the office is still on. He forgot to turn it off. 办公室的灯还在亮着，他忘记关了。

(没有做关灯的动作)

He forgot turning the light off. 他忘记他已经关了灯了。(已做过关灯的动作)

典型例题

---- The light in the office is still on.

---- Oh, I forgot \_\_\_.

A. turning it off    B. turn it off    C. to turn it off    D. having turned it off

答案：C。由 *the light is still on* 可知灯亮着，即关灯的动作没有发生，因此用 *forget to do sth.* 而 *forget doing sth.* 表示灯已经关上了，而忘记了这一事实。此处不符合题意。

### 三、**remember doing/to do**

remember to do 记得去做某事, remember doing 记得做过某事。例如:

Remember to go to the post office after school. 记着放学后去趟邮局。

Don't you remember seeing the man before? 你不记得以前见过那个人吗?

#### 四、regret doing/to do

regret to do 对将要做的事遗憾, regret doing 对做过的事遗憾。后悔。例如:

I regret to have to do this, but I have no choice. 我很遗憾必须这样去做, 我实在没有办法。

I don't regret telling her what I thought. 我不为告诉她我的想法而后悔。

典型例题

---You were brave enough to raise objections at the meeting.

---Well, now I regret \_\_\_ that.

A. to do      B. to be doing      C. to have done      D. having done

答案: D. regret having done sth. 对已发生的事感到遗憾。regret to do sth. 对将要做的事感到遗憾。本题为对已说的话感到后悔, 因此选 D。

#### 五、cease doing/to do

cease to do 长时间, 甚至永远停做某事, cease doing 短时停止做某事, 以后还会接着做。例如:

That department has ceased to exist forever. 那个系已不复存在。

The girls ceased chatting for a moment when their teacher passed by. 姑娘们在老师走过时, 停止了会聊天。

#### 六、try doing/to do

try to do 努力, 企图做某事, try doing 试验, 试着做某事。例如:

You must try to be more careful. 你可要多加小心。

I tried gardening but didn't succeed. 我试着种果木花卉, 但未成功。

#### 七、go on doing/to do

go on to do 做了一件事后, 接着做另一件事, go on doing 继续做原来做的事。例如:

After he had finished his math, he went on to do his physics. 做完数学后, 他接着去做物理。

Go on doing the other exercise after you have finished this one. 作完这个练习后, 接着做其他的练习。

#### 八、be afraid of doing/to do

be afraid to do 不敢, 胆怯去做某事, 是主观上的原因不去做, 意为“怕”, be afraid of doing 担心出现 doing 的状况。结果。doing 是客观上造成的, 意为“生怕, 恐怕”。例如:

She was afraid to step further in grass because she was afraid of being bitten by a snake.

她生怕被蛇咬着, 不敢在草丛中再走一步。

She was afraid to wake her husband. 她不敢去叫醒她丈夫。

She was afraid of waking her husband. 她生怕吵醒她丈夫。

### 九、be interested in doing/to do

interested to do 对做某事感兴趣，想了解某事，interested in doing 对某种想法感兴趣，doing 通常为想法。例如：

I shall be interested to know what happens. 我很想知道发生了什么事。（想了解）

I'm interested in working in Switzerland. Do you have any idea about that?

我对在瑞士工作感兴趣。你想过这事吗？（一种想法）

### 十、mean doing/to do

mean to do 打算，想，mean doing 意味着。例如：

I mean to go, but my father would not allow me to. 我想去，但是我父亲不肯让我去。

To raise wage means increasing purchasing power. 增加工资意味着增加购买力。

### 十一、begin (start) doing/to do

begin / start to do sth /begin / start doing sth.

1) 谈及一项长期活动或开始一种习惯时，使用 doing。例如：

How old were you when you first started playing the piano? 你几岁时开始弹钢琴？

2) begin, start 用进行时时，后面动词用不定式 to do。例如：

I was beginning to get angry. 我开始生起气来。

3) 在 attempt, intend, begin, start 后接 know, understand, realize 这类动词时，常用不定式 to do。例如：

I begin to understand the truth. 我开始明白真相。

4) 事物作主语时。例如：

The snow began to melt. 雪开始融化了

### 十二、感官动词 + doing/to do

感官动词 see, watch, observe, notice, look at, hear, listen to, smell, taste, feel + do 表示动作的完整性，+doing 表示动作的进行性。例如：

I saw him work in the garden yesterday. 昨天我看见他在花园里干活了。（强调“我看见了”这个事实）

I saw him working in the garden yesterday. （强调“我见他正干活”这个动作）昨天我见他正在花园里干活。

1) They knew her very well. They had seen her \_\_\_ up from childhood.

A. grow      B. grew      C. was growing      D. to grow

答案：A。因题意为，他们看着她长大，因此强调的是成长的过程，而非正在长的动作，因此用 see sb. do sth. 的句型。

2) The missing boy was last seen \_\_\_ near the river.

A. playing      B. to be playing      C. play      D. to play

答案 A。本题强调其动作，正在河边玩，应此用 see sb. doing sth 句型。

### 十三、worth 的用法

worth, worthy, worthwhile 都是形容词，意为“值得”。

1. worth: be worth + n. 当名词为金钱时，表示“……值得……”

常见的有 It's worthwhile to do. / It's worth (someone's) while doing

be worth doing sth. “……某事值得被做”

The question is not worth discussing again and again. 这问题不值得反复讨论。

2. worthy: be worthy of +n. 当名词为抽象名词时表示“……值得……”

be worthy to be done “某事值得被做”

The question is not worthy to be discussed again and again.

3. worthwhile: be worthwhile to do sth. “值得做某事”

It is worthwhile to ask him to join the club. 值得邀请他加入俱乐部。

It is not \_\_\_\_ to discuss the question again and again.

A. worth    B. worthy    C. worthwhile    D. worth while

答案 C. 由 worth 的用法可知，此句只适合词组 be worthwhile to do sth. 选 C。

### 近义词辨析 200 组

1. clothes, cloth, clothing

clothes 统指各种衣服，谓语动词永远是复数，cloth 指布，为不可数名词 clothing 服装的总称，指一件衣服用 a piece of, an article of

2. incident, accident

incident 指小事件，accident 指不幸的事故 He was killed in the accident.

3. amount, number

amount 后接不可数名词，number 后接可数名词 a number of students

4. family, house, home

home 家，包括住处和家人，house 房子，住宅，family 家庭成员. My family is a happy one.

5. sound, voice, noise

sound 自然界各种各样的声音，voice 人的嗓音，noise 噪音 I hate the loud noise outside.

6. photo, picture, drawing

photo 用照相机拍摄的照片，picture 可指相片，图片，电影片，drawing 画的画

Let's go and see a good picture.

7. vocabulary, word

vocabulary 词汇，一个人拥有的单词量，word 具体的单词 He has a large vocabulary.

8. population, people

population 人口，人数，people 具体的人 China has a large population.

9. weather, climate

weather 一天内具体的天气状况，climate 长期的气候状况 The climate here is not good for you.



10. road, street, path, way

road 具体的公路, 马路, street 街道, path 小路, 小径, way 道路, 途径

take this road; in the street, show me the way to the museum.

11. course, subject

course 课程 (可包括多门科目), subject 科目 (具体的学科) a summer course

12. custom, habit

custom 传统风俗, 习俗, 也可指生活习惯, 后接 to do, habit 生活习惯, 习惯成自然, 后接 of doing. I've got the habit of drinking a lot.

13. cause, reason

cause 指造成某一事实或现象的直接原因, 后接 of sth. /doing sth; reason 用来解释某种现象或结果的理由, 后接 for sth. /doing sth. the reason for being late

14. exercise, exercises, practice

exercise 运动, 锻炼 (不可数), exercises 练习 (可数), practice (反复做的) 练习

Practice makes perfect.

15. class, lesson

作“课”解时, 两者可以替换。指课文用 lesson. 指班级或全体学生用 class/lesson 6; class 5

16. speech, talk, lecture

speech 指在公共场所所做的经过准备的较正式的演说, talk 日常生活中的一般的谈话, 讲话, lecture 学术性的演讲, 讲课 a series of lecture on...

17. officer, official

officer 部队的军官, official 政府官员 an army officer

18. work, job

二者均指工作。work 不可数, job 可数 a good job

19. couple, pair

couple 主要指人或动物, pair 多指由两部分组成的东西 a pair of trousers

20. country, nation, state, land

country 侧重指版图, 疆域, nation 指人民, 国民, 民族, state 侧重指政府, 政体, land 国土, 国家 The whole nation was sad at the news.

21. cook, cooker

cook 厨师, cooker 厨具 He is a good cook.

22. damage, damages

damage 不可数名词, 损害, 损失; damages 复数形式, 赔偿金 \$900 damages

23. police, policeman

police 警察的总称, 后接复数谓语动词, policeman 指某个具体的警察 The police are questioning everyone in the house.

24. problem, question

problem 常和困难联系，前面的动词常为 think about, solve, raise, question 常和疑问联系，多和 ask, answer 连用

25. man, a man

man 人类，a man 一个男人 Man will conquer nature.

26. chick, chicken

二者均可指小鸡，chicken 还可以当鸡肉 The chicken is delicious.

27. telegram, telegraph

当电报解时，telegram 指具体的，telegraph 指抽象的 a telegram, by telegraph

28. trip, journey, travel, voyage

travel 是最常用的，trip 指短期的旅途，journey 指稍长的旅途，voyage 指海上航行 a three-day trip

29. sport, game

sport 多指户外的游戏或娱乐活动，如打球，游泳，打猎，赛马等；game 指决定胜负的游戏，通常有一套规则 His favorite sport is swimming.

30. price, prize

price 价格，prize 奖，奖品，奖金 win the first prize The price is high/low.

31. a number of, the number of

a number of 许多，谓语动词用复数。the number of...的数目，谓语动词用单数。The number of students is increasing.

32. in front of, in the front of

in front of 范围外的前面，in the front of 范围内的前面 In the front of the room sits a boy.

33. of the day, of a day

of the day 每一天的，当时的，当代的，of a day 暂时的，不长久的 a famous scientist of the day

34. three of us, the three of us

three of us 我们（不止三个）中的三个，the three of us 我们三个（就三个人）The three of us--Tom, Jack and I went to the cinema.

35. by bus, on the bus

by bus 表手段，方式，不用冠词，on the bus 表范围 They went there by bus.

36. for a moment, for the moment

for a moment 片刻，一会儿，for the moment 暂时，一时 Thinking for a moment, he agreed.

37. next year, the next year

next year 将来时间状语，the next year 过去将来时间状语

He said he would go abroad the next year.



38. more than a year, more than one year

more than a year 一年多, more than one year 超过一年 (两年或三年等)

39. take advice, take the(one's) advice

take advice 征求意见, take the advice 接受忠告 He refused to take the advice and failed again.

40. take air, take the air

take air 传播, 走漏, take the air 到户外去, 散步 We take the air every day.

41. in a word, in words

in a word 总之, 一句话, in words 口头上 In a word, you are right.

42. in place of, in the place of

in place of 代替, in the place of 在...地方 A new building is built in the place of the old one.

43. in secret, in the secret

in secret 秘密地, 暗自地, 偷偷地, 一般用作状语; in the secret 知道内情, 知道秘密, 一般用作表语 My mother was in the secret from the beginning.

44. a girl, one girl

a girl 可泛指所有女孩, one girl 一个女孩 Can one girl carry such a big box?

45. take a chair, take the chair

take a chair 相当于 sit down 坐下, take the chair 开始开会

46. go to sea, by sea, by the sea

go to sea 当海员, 出航, by sea 乘船, 由海路, by the sea 在海边 go by sea

47. the doctor and teacher, the doctor and the teacher

the doctor and teacher 指一个人, 既是医生又是老师, the doctor and the teacher 两个人, 一个医生和一个老师 the doctor and teacher is

48. in office, in the office

in office 在职的, in the office 在办公室里 He is in office, not out of office.

49. in bed, on the bed

in bed 躺在床上, on the bed 在床上 The book is on the bed. He is ill in bed.

50. in charge of, in the charge of

in charge of 管理, 负责照料, in the charge of 由.....照料 He is in charge of the matter. The matter is in the charge of her.

51. in class, in the class

in class 在课上, in the class 在班级里 He is the best student in the class.

52. on fire, on the fire

on fire 着火, on the fire 在火上 Put the food on the fire. The house is on fire.

53. out of question, out of the question

out of question 毫无疑问的, out of the question 不可能的

54. a second, the second

a second 又一，再一，the second 第..... He won the second prize.

55. by day, by the day

by day 白天，by the day 按天计算 The workers are paid by the day.

56. the people, a people

the people 指人，a people 指民族 The Chinese is a peace-loving people.

57. it, one

it 同一物体，one 同类不同一 I lost my pen. I have to buy a new one.

58. that, this

that 指代上文所提到的，this 导出下文所要说的 I was ill. That's why...

59. none, nothing, no one

none 强调有多少，nothing, no one 强调有没有，nothing 指物，no one 指人

--- How many.../How much...? --- None.

60. anyone, any one

anyone 指人，不能接 of，any one 指人物均可，可接 of any one of you

61. who, what

who 指姓名或关系，what 指职业或地位 What is your dad? He is a teacher.

62. what, which

what 的选择基础是无限制的，which 在一定范围内进行选择

Which do you prefer, bananas or apples?

63. other, another

other 后接名词复数，another 后接名词单数 other students, another student

64. not a little, not a bit

not a little 非常，not a bit 一点也不 I'm not a bit tired. 我一点儿也不累。

65. many, much, a lot of

many 和可数名词连用，much 和不可数名词连用，a lot of 可数，不可数均可，但不用于否定句 I haven't many books.

66. much more...than, many more...than

much more...than 后接形容词或不可数名词，many more...than 后接可数名词 many more people, much more water, much more beautiful

67. no, not

no=not a/any no friend=not a/any friend no water=not any water

68. no more than, not more than

no more than 相当于 only，仅仅，只有，not more than 至多，不超过

69. majority, most

majority 只能修饰可数名词, most 可数不可数均可 the majority of people

70. by oneself, for oneself, to oneself, of oneself

by oneself 单独的, 独自的, for oneself 为自己, to oneself 供自己用的, of oneself 自行的, 自动的 The door opened of itself.

71. at all, after all

at all 根本, 全然, after all 到底, 毕竟 After all he is a child.

72. tall, high

tall 常指人或动物, high 常指物体 He is tall.

73. fast, quickly

fast 侧重于指人或物体具有运动速度快的特点, quickly 侧重指某事完成或发生的快 run fast, answer the question quickly

74. high, highly

high 具体的高, highly 抽象的高, 高度的 think highly of

75. healthy, healthful

healthy 健康的, 健壮的, healthful 有益于健康的 healthful exercise

76. sleeping, asleep, sleepy

sleeping 正在睡觉, asleep 睡着, 熟睡, 只能做表语, sleepy 困的, 有睡意的 a sleeping baby The baby is asleep. I'm sleepy.

77. gold, golden

gold 指真金制品, golden 指金色的, 但金鱼用 gold fish a gold ring

78. most, mostly

most 用于表感受的肯定句中, 相当于 very, 当大部分, 大多数解时是形容词或名词, mostly 大部分, 是副词 most people, the people are mostly...

79. just, very

just 表强调时是副词, 作状语, very 表强调时是形容词, 用作定语 the very man, just the man

80. wide, broad

wide 侧重于一边到另一边的距离, broad 侧重于幅面的宽广 broad shoulders

81. real, true

real 真的, 真实的, 指的是事实上存在而不是想象的, true 真的, 真正的, 指的是事实和实际情况相符合 real gold, a true story

82. respectful, respectable

respectful 尊敬, 有礼貌, respectable 可敬的, 值得尊敬的 be respectful to the aged

83. outwards, outward

二者均可用作副词, 表示向外, 外面, outward 还可用作形容词 an outward voyage

84. pleasant, pleased, pleasing

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pleasant 常用作定语, pleased, pleasing 常用作表语, pleased 主语常为人, pleasing 主语常为物 a pleasant trip The trip is pleasing.

85. understanding, understandable

understanding 明白事理的, 能体谅的, understandable 可理解的, 能够懂的  
an understanding girl, an understandable mistake

86. close, closely

close 接近, 靠近, closely 紧紧地, 紧密地 closely connected, stand close

87. ill, sick

ill 做表语, sick 定, 表均可 a sick boy

88. good, well

good 形容词, well 副词, 但指身体状况是形容词 He is well again.

89. quiet, silent, still

quiet 安静的, 可以发出小的声音, silent 不发出声音, 但可以动, still 完全不动, 完全无声  
响 He stand there still. 他站在那儿, 一动不动, 也不说话。

90. hard, hardly

hard 努力, hardly 几乎不 work hard I can hardly believe it.

91. able, capable

able 与不定式 to do 连用, capable 与 of 连用 He is capable of doing...

92. almost, nearly

二者均为"几乎,差不多" 和否定词连用用 almost nobody

93. late, lately

late 迟, 晚, lately 最近, 近来 I haven't seen him lately.

94. living, alive, live, lively

living, alive, live 均为活着的, living 定表均可, alive 定表均可, 定语后置, live 只能做定语,  
lively 意为活泼的 all the living people=all the people alive

95. excited, exciting

excited 使人兴奋的, exciting 令人兴奋的 I'm excited. The news is exciting.

96. deep, deeply

deep 具体的深, deeply 抽象的深, 深深地 deeply moved, dig deep

97. aloud, loud

aloud 出声地, loud 大声地 read aloud(出声地读)

98. worth, worthy

二者均为值得, worth 后接 doing, worthy 后接 to be done, of being done

It is worth visiting. = It's worthy to be visited. = It's worthy of being visited.

99. bad, badly

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bad 形容词, badly 副词, 不好, 但与 need, want, require 连用为"很, 非常" go bad

I need the book badly.

100. before long, long before

before long 不久以后, long before 很久以前 not long before = before long

101. quite, rather

quite 完全地, 相当于 completely, rather 修饰比较级 quite impossible

102. happy, glad

happy 高兴, 幸福, 定表均可, glad 高兴, 只能做表语 a happy girl

103. instead, instead of

instead 是副词, 放在句首或句末, instead of 是介词短语, 放在句中

He didn't see a film. Instead he watched TV. ? He watched TV instead of seeing a film.

104. too much, much too

too much 后接不可数名词, much too 后接形容词 much too heavy

105. be about to, be going to, be to do

be about to 表最近的将来, 后面不接时间状语, be going to 侧重打算, 想法,

be to do 侧重意志, 计划, 安排 I'm to meet him. (含双方事先约好的意思)

106. raise, rise

raise 及物动词, rise 不及物动词 The sun rises in the east.

107. bring, take, carry, fetch

bring 拿来, take 带走, carry 随身携带, fetch 去回这一往返动作 fetch a box of chalk

108. spend, take, pay, cost

spend 人做主语, 花钱, 花时间; spend...on sth. /in doing sth; take 物做主语, 花时间;

pay 人做主语, 花钱, pay for; cost 物做主语, 花钱

109. join, join in, take part in

join 加入某个组织, 并成为其中的一员; join in 参加小型的活动, join sb. in;

take part in 参加大型的活动 He joined the army five years ago.

110. learn, study

learn 学习, 侧重学习的结果, study 学习, 侧重学习的过程, 研究

study the problem

111. want, hope, wish

want 打算, 想要, want to do, want sb. to do, hope 希望 (通常可以实现), hope to do/ hope

that... wish 希望 (通常不能实现) wish (sb. ) to do, wish sb/sth. + n. I wish you success.

112. discover, invent, find out

discover 发现本来存在但不为人所知的东西, invent 发明本来不存在的物体,

find out 发现, 查明 At last he found out the truth.

113. answer, reply

answer 及物动词, reply 不及物动词, 后接 to reply to the letter

114. leave, leave for

leave 离开, leave for 前往 He left Beijing for Shanghai.

115. rob, steal

rob 抢劫 rob sb. of sth. , steal 偷 steal sth. from sb.

116. shoot, shoot at

shoot 射死, shoot at 瞄准, 但不一定射中 He shot the bird and it died.

117. drop, fall

drop 及物不及物均可, fall 不及物动词 Prices fell/dropped. He dropped his voice.

118. search, search for

search 后接地点, search for 后接东西 He searched his pocket for money.

119. used to, be used to

used to 过去常常, be used to 习惯于, 后接 sth. /doing sth. ; 被用来, 后接 do sth. He is used to getting up early.

120. win, lose, beat

win 后接 sth., 反义词为 lose, beat 后接 sb. win the game, beat them

121. live on, live by

live on 以...为主食, live by 靠...谋生 live on fish/ live by fishing

122. beat, hit, strike

beat 连续性地击打; hit 打中, 对准打; strike 打一下或若干下 beat the wings

123. meet, meet with

meet 遇到, meet with 体验到, 遭遇到 meet with an accident

124. lose, miss

lose 失去 (具体的物体), 错过 sth. is lost, lose the chance; miss 想念, 错过 sth. is missing, miss the chance

125. be tired of, be tired with/from

be tired of 厌烦..., be tired with/from 因为...而累了 be tired with/from running 800 meters

126. care about, care for

care about 关心, 计较, 在乎, 一般多用于否定句中; care for 关心, 照料, 喜欢, 愿意 He doesn't care about his clothes. I don't care for movies.

127. catch a cold, have a cold

catch a cold 不能和表示"一段时间"的状语连用, 而 have a cold 可以

She has had a cold for a week.

128. change for, change into

change for 调换成, change into 变成 Change the shirt for a bigger one. Water changes into ice.

129. continue, last

二者均为持续, continue 主动, 被动均可, last 只能用主动 The war continued/lasted five years.

The story is to be continued.

130. feed, raise

feed 喂养, 养活, 饲养 (to give food to), raise 饲养, 养育 (cause to grow, bring up children)

raise the family

131. go for a doctor, go to a doctor

go for a doctor 去请医生, go to a doctor 去看病

132. notice, observe, catch sight of

notice 注意到, observe 观察, 仔细地看, catch sight of 突然看到 observe the stars

133. insist on, stick to

insist on 坚持要求, 后常接 doing, stick to 坚持, 后常接 sth. stick to the plan

134. look, seem, appear

look 指从外表上看, seem 指内心的判断, appear 指给人以表面的印象 appear wise,

look like his father

135. gather, collect

gather 把分散的东西集中到一起, collect 指精心地. 有选择地进行收集 collect stamps

136. mean to do, mean doing

mean to do 打算, 想要做某事, mean doing 意思是, 意味着

By this I mean giving the students more practice.

137. die from, die of

die from 表示死于(枪)伤, 虚弱, 过度劳累, 饮食过度等, die of 表示死于疾病, 饥饿, 寒冷, 年老, 忧愁, 失恋等精神因素 die of hunger and cold

138. pay for, pay back, pay off

pay for 为...付钱, pay back 还钱, 但不一定还清, pay off 还清 pay for the book, pay off the debt

139. divide, separate

divide 把一个整体分成几部分, separate 把连在一起的个体分开

divide the apple, separate the houses

140. arrive, get, reach

arrive 不及物动词, 后接 in(大地点), at(小地点), get 不及物动词后接 to, reach 及物动词

arrive in Beijing, get to Beijing, reach Beijing

141. grow, plant

grow 使某种植物在某地生长着或使其发展下去, plant 移植, 移栽已经长成秧苗的植物

plant the trees, trees are growing

142. manage, try

manage to do 设法做成了某事, try to do 尽力去做某事但不一定成功

He tried to pass the exam, but he failed.

143. choose, select

choose 凭个人的判断力进行选择, select 有目的地仔细地认真地选择 choose the best answer

144. build, put up, set up, found

build 一般用语, 建成, put up 临时搭建, set up 建成(内部的设施基本齐全),

found 国家或组织的建成 put up a tent, set up a school

145. be familiar to, be familiar with

be familiar to 某物对某人来说是熟悉的, be familiar with 某人熟悉某物

The book is familiar to me. I'm familiar with the book.

146. agree with, agree to, agree on

agree with 同意某人, agree to 同意某事, agree on 在...上达成一致意见, 主语是复数 agree

with you, agree to the plan

147. throw to, throw at throw to 扔到..., throw at 朝...扔 He throw a stone at me.

148. receive, accept

receive 收到某一东西, 但不一定接受, accept 接受 I received a gift, but I didn't accept it.

149. wear, put on, dress

wear 和 dress 表状态, wear 接衣服等, 可用进行时, dress 接人, be dressed in, put on 表动作

It's cold outside. Put on your warm clothes.

150. listen, hear listen 强调动作, hear 强调结果 I listened, but I heard nothing.

151. look, see, watch

look 看的动作, see 看的结果, watch 强调所看物体的变化. 移动和发展 watch TV

152. lie, lay lie 躺, 位于(lay, lain), 说谎(ried, lied), lay 平放(laid, laid) lay the book

153. work as, act as

work as 工作是..., act as 充当某种职务或身份, 或扮演某种角色 He works as a teacher.

He acts as an interpreter.

154. move, remove

move 动一动, 但不一定移走, remove 从一处移到另一处 remove the table to the kitchen

155. hurt, injure, wound

hurt 感情上受伤, injure 事故中受伤, wound 战争中受伤 He was wounded in the war.

156. turn, get, grow

turn 表突变, 后常接表颜色的词, get 强调变的结果, grow 强调过程, 逐渐的变化

turn yellow, get tired, grow big



157. close, shut, turn off

close 和 shut 当关解时可以通用，用于可开合的物体，turn off 用于指有开关的物体  
Close/Shut the door. Turn off the TV.

158. set out, set about, set off

指出发，着手解时，set out 后接 to do, set about 后接 doing, set off 后接 for sp.

159. begin, start

begin 侧重时间的开始，反义词为 end, start 侧重由静到动的转折，反义词为 stop  
Class begins at 7:30a. m.

160. happen, take place

happen 偶然性的没有预料到的事情的发生，take place 必然性的发生  
Great changes have taken place in my hometown.

161. at, in (表地点) at 小地点, in 大地点 arrive at a small village, arrive in Shanghai

162. at work, in work at work 在工作, 在上班, in work 有职业, 有工作

Both my parents are at work. They are not at home.

163. increase to, increase by

increase to 增长到..., increase by 增长了... The number increased by 2,000 to 5,000.

164. at ease, with ease at ease 舒适地, 安逸地; with ease 容易地, 无困难地 do it with ease

165. day after day, day by day

day after day 日复一日(无变化); day by day 一天天地(有变化) Trees grow taller day by day.

166. like, as like 相似关系, 但并不等同, as 同一关系, 两者实为一体

Don't treat me as a child. (In fact, I'm a child. )

167. after, in (表时间) after 接时间点, in 接时间段 after 7:00, in five minutes

168. between, among

between 两者之间, 三者或三者以上两两之间, among 三者或三者以上之间

Switzerland lies between France, Germany, Australia and Italy.

169. after, behind (表位置)

after 强调次序的先后, behind 强调物体静态位置的前后 There are many trees behind the house.

170. since, for (完成时间状语)

since 接点时间或一句话, for 接一段时间 for three years, since 3:00

171. on the corner, in the corner, at the corner

on the corner 物体表面的角上, in the corner 物体内部的角落里,

at the corner 物体外部的角落上(拐角处) on the corner of the table

172. warn sb. of, warn sb. against

warn sb. of 提醒某人注意某事, warn sb. against 提醒某人不要做某事

warn him against swimming in that part of the river

173. at peace, in peace      at peace 平静地, in peace 和平地 live in peace with one's neighbors

174. on earth, on the earth, in the earth

on earth 在世上, 在人间, 到底, 究竟, 一点也不, on the earth 在地上, 在地球上,

in the earth 在地下, 在泥土里 no use on earth

175. in surprise, to one's surprise, by surprise

in surprise 惊奇地, to one's surprise 使某人吃惊的是, by surprise 使...惊慌

The question took the professor by surprise.

176. in the air, on the air, in the sky

in the air 正在酝酿中, on the air 播送, 广播, in the sky 在天空中

His show is on the air at 6:00 tonight.

177. in the field, on the field

in the field 在野外, on the field 在战场上 He lost his life on the field.

178. in the market, on the market

in the market 表示场所或地点, 在市场上, on the market 出售

He sells fish in the market. Fresh vegetables are on the market now.

179. in the sun, under the sun

in the sun 在阳光下, under the sun 地球上, 全世界 people under the sun

180. in a voice, with one voice

in a voice 出声地, with one voice 异口同声地 They refused with one voice.

181. through, across      through 穿越空间, across 在...上穿过 through the forest, across the desert

182. on the way, in the way

on the way 在前往...的路上, in the way 挡路 The chair is in the way.

183. above, on, over      above 在上面, 不接触, on 在上面, 接触, over 在正上方 fly over the hill

184. until, not...until

until 到...为止, not...until 直到...才 (常跟点动词连用) I waited until 3:00.

He didn't come until 3:00.

185. besides, except, except for

besides 除了...还 (包括在内) except 除了 (不包括在内),

except for 整体...除了某一点以外 The composition is good except for a few spelling mistakes.

186. whether, if

当是否解时, 只有在宾语从句中二者可以互换, 其余都用 whether, 当如果解时用 if I don't know if/whether he will come. If he comes, I'll let you know.

187. and, or

and 并且, or 或者, 否则, 常用于否定句中 I don't like apples or bananas.

Hurry up and you'll catch the bus. Hurry up or you'll miss the bus.

188. because, since, as, for

原因由强到弱为: because, since/as, for. 在句中的位置如下: 1)...because... 2) Since/as..., ...

3) ..., for... Since I was ill, I didn't go.

189. when, as, while (表时间)

when 从句动词点动词, 持续性动词均可, as 重在表示动作同时发生, 伴随进行,

while 从句动词为持续性动词 While I slept, a thief broke in.

190. the same...as, the same...that

the same...as 和...一样的(相似但不同一), the same...that 同一物体

This is the same pen that I used yesterday. (同一支笔)

191. as well, as well as

as well 也, 常放于句末, 和 and 连用表示既...又; as well as 并列连词, 不但...而且...

He is a professor, and a writer as well.

192. such...as, such...that

such...as 像...样的, such...that 如此...以至于 He is not such a fool as he looks like.

He is such a good student that all the teachers like him.

193. because, because of

because 连词, 连接两句话, because of 介词短语, 后接词或短语

He didn't go to school because of his illness.

194. in order that, in order to

表目的, in order that 后接句子, in order to 后接动词原形

I got up early in order to catch the first bus. I got up early so that I could catch the first bus.

195. for example, such as

for example 一般只列举一个, such as 列举多个例子

I have been to a lot of American cities, such as New York, Atlanta and Chicago.

196. used to, would

表过去常常, 和现在相对应用 used to, 不提现在用 would

I used to get up early, but now I don't.

197. All right. That's all right. That's right.

All right. That's all right. 当好吧解时, 可以替换; 当不客气, 没关系解时只能用

That's all right. That's right. 那是对的 ---Sorry. --- That's all right.

198. such...that, so...that

当如此...以至于解时, such...that 修饰名词, so...that 修饰形容词或副词,

但名词前面如果有 many, much, little, few 修饰用 so...that, 不用 such that

so many people that... such a lovely boy=so lovely a boy

199. so + be (have, can, do)+主语, neither(nor) + be (have, can, do)+ 主语  
也一样, 肯定用 so... 否定用 neither (nor) ---I can't play tennis. ---Nor can I.

200. Shall I...? Will you...? Shall I...? 征求对方意见或向对方请示, 意为我能...吗?  
Will you...? 请求或建议对方做某事, 意为你愿意...吗?

Will you help me? Yes, I will.

### 习题演练 1

- All the walls in the building had the same layout.  
A. size            B. function            C. color            D. arrangement
- The storm caused severe damage.  
A. physical            B. accidental            C. serious            D. environmental
- The walls are made of hollow concrete blocks.  
A. big            B. empty            C. long            D. new
- Do we have to wear these name tags?  
A. lists            B. forms            C. labels            D. codes
- Joe came to the window as the crowd chanted "Joe, Joe, Joe".  
A. repeated            B. jumped            C. maintained            D. approached
- Our aim was to update the health service and we succeeded.  
A. offer            B. provide            C. modernize            D. fund
- He inspired many young people to take up sports.  
A. encouraged            B. allowed            C. called            D. advised
- The city was wiped out by the bomb.  
A. covered            B. reduced            C. destroyed            D. moved
- Most babies can take in a wide range of food easily.  
A. bring            B. digest            C. keep            D. serve
- A large crowd assembled outside the American embassy.  
A. watched            B. shouted            C. gathered            D. walked
- The weather was crisp and clear and you could see the mountains fifty miles away.  
A. fresh            B. hot            C. heavy            D. windy
- What puzzles me is why his books are so popular.  
A. shocks            B. influences            C. confuses            D. concerns
- I think \$7 a drink is a bit steep, don't you?  
A. tight            B. low            C. cheap            D. high
- The contempt he felt for his fellow students was obvious.  
A. need            B. hate            C. love            D. pity

15. Her comments about men are utterly ridiculous.  
A. slightly            B. partly            C. faintly            D. completely
16. We run into a Rolls-Royce that pulled out in front of us without signaling.  
A. overtook            B. passed            C. hit            D. found
17. He shifted his position a little in order to alleviate the pain in his leg.  
A. control            B. ease            C. experience            D. suffer
18. She moves from one exotic location to another.  
A. unusual            B. familiar            C. similar            D. proper
19. Nothing could induce me to vote for him again.  
A. teach            B. help            C. discourage            D. attract
20. The photographs evoked strong memories of our holiday in France.  
A. refreshed            B. stored            C. blocked            D. erased

(DCBCA, CACBC, ACDBD, CBADA)

### 习题演练 2

1. What's the \_\_\_\_\_, in your opinion, of helping him if he does not make an effort to help himself?  
A. sympathy            B. theme            C. object            D. point
2. Some insects \_\_\_\_\_ the color of their surroundings to protect themselves.  
A. take in            B. take off            C. take on            D. take out
3. My schedule is very \_\_\_\_\_ right now, but I'll try to fit you in.  
A. tight            B. short            C. regular            D. flexible
4. Up until that time, his interest had focused almost \_\_\_\_\_ on fully mastering the skills and techniques of his craft.  
A. restrictively            B. radically            C. inclusively            D. exclusively
5. In some western countries, demand for graduates from MBA courses has \_\_\_\_\_.  
A. turned down            B. turned over            C. fallen down            D. fallen over
6. Don't mention that at the beginning of the story, or it may \_\_\_\_\_ the shocking ending.  
A. give away            B. give out            C. give up            D. give off
7. We're going to \_\_\_\_\_ with some friends for a picnic. Would you like join us?  
A. get in            B. get over            C. get along            D. get together
8. News reports say peace talks between the two countries \_\_\_\_\_ with no agreement reached.  
A. have broken down            B. have broken out

- C. have broken in    D. have broken up
9. I really don't want to go to the party, but I don't see how I can \_\_\_\_\_ it.  
A. get back from    B. get out of  
C. get away    D. get off
10. It is certain that he will \_\_\_\_\_ his business to his son when he gets old.  
A. take over    B. think over    C. hand over    D. go over
11. Nobody noticed the thief slip into the house because the lights happened to \_\_\_\_\_.  
A. be put up    B. give in    C. be turned on    D. go out
12. She \_\_\_\_\_ his number in the phone book to make sure that she had got it right.  
A. looked up    B. looked for  
C. picked out    D. pick up
13. If you had \_\_\_\_\_ your test paper carefully before handing it in, you would have made fewer mistakes.  
A. looked up    B. thought about  
C. gone over    D. gone round
14. We didn't plan our art exhibition like that but it \_\_\_\_\_ very well.  
A. worked out    B. tried out    C. went on    D. carried on
15. Compared with male graduates, a(n) \_\_\_\_\_ small number of female graduates can get employed when they go job--hunting.  
A. equally    B. gradually    C. roughly    D. relatively
16. The rescue team made every \_\_\_\_\_ to find the missing mountain climber.  
A. force    B. energy    C. effort    D. possibility
17. Do you know who the greatest poet \_\_\_\_\_ is.  
A. live    B. alive    C. living    D. lives
18. To save some of the human languages before they are forgotten, the students in our school started a discussion "Save Our \_\_\_\_\_".  
A. Sky    B. Life    C. Arts    D. Voices
19. What's the \_\_\_\_\_ of having a public open space where you can't eat, drink or even simply hang out for a while?  
A. sense    B. matter    C. case    D. opinion
20. The young man made a \_\_\_\_\_ to his parents that he would try to earn his own living after graduation.  
A. prediction    B. promise    C. plan    D. Contribution
21. The top leaders of the two countries are holding talks in a friendly \_\_\_\_\_.  
A. atmosphere    B. state    C. situation    D. phenomenon

22. ---Shall we go out for a walk?  
--- Sorry. This is not the right \_\_\_\_\_ to invite me. I am too tired to walk.  
A. moment            B. situation            C. place            D. chance
23. I bought a dress for only 10 dollars in a sale; it was a real \_\_\_\_\_.  
A. exchange            B. bargain            C. trade            D. business
24. It's reported that Internet cafes and long-distance buses will be \_\_\_\_\_ for screening Chinese movies from next January.  
A. offered            B. bargained            C. charged            D. paid
25. Many Chinese universities provided scholarships for students \_\_\_\_\_ financial aid.  
A. in favor of            B. in honor of            C. in face of            D. in need of
26. Most air pollution is caused by the burning of \_\_\_\_\_ like coal, gas and oil.  
A. fuels            B. articles            C. goods            D. products
27. To make members of a team perform better, the trainer first of all has to know their \_\_\_\_\_ and weaknesses.  
A. strengths            B. benefits            C. techniques            D. values
28. The \_\_\_\_\_ on his face told me that he was angry.  
A. impression            B. sight            C. appearance            D. expression
29. The manager has got a good business \_\_\_\_\_ so the company is doing well.  
A. idea            B. sense            C. thought            D. thinking
30. If you're driving to the airport, can you give me a \_\_\_\_\_ ?  
A. hand            B. seat            C. drive            D. lift
31. Perhaps we need to clear away these books to make \_\_\_\_\_ for our new students.  
A. place            B. area            C. space            D. room
32. The collapse of the World Trade Centre has put US economy in a difficult \_\_\_\_\_.  
A. occasion            B. case            C. situation            D. background
33. I saw Bob play the piano at John's party and on that \_\_\_\_\_ he was simply brilliant.  
A. scene            B. circumstance            C. occasion            D. situation
34. More and more people choose to shop in a supermarket as it offers a great \_\_\_\_\_ of goods.  
A. variety            B. mixture            C. extension            D. combination
35. Many countries are increasing their use of natural gas, wind and other forms of \_\_\_\_\_.  
A. energy            B. source            C. power            D. material
36. He gained his \_\_\_\_\_ by printing \_\_\_\_\_ of famous writers.  
A. wealth; work            B. wealths; works  
C. wealths; work            D. wealth; works
37. — How was your recent trip to Sichuan?

- I've never had \_\_\_\_\_ one before.
- A. a pleasant    B. a more pleasant    C. a most pleasant    D. the most pleasant
38. Here's my card. Let's keep in \_\_\_\_\_.
- A. touch    B. relation    C. connection    D. friendship
39. One of the consequences of our planet's being warming up is a(n) \_\_\_\_\_ in the number of natural disasters.
- A. result    B. account    C. reason    D. increase
40. Life is tough in the city. In order to lose their \_\_\_\_\_, some people drink alcohol.
- A. tempers    B. mood    C. consciousness    D. pressures
41. I have battled with my \_\_\_\_\_ whether I should keep the extra money given to me or return it to the seller.
- A. consciousness    B. perseverance    C. motivation    D. conscience
42. For the sake of her daughter's health, she decided to move to a warm \_\_\_\_\_.
- A. weather    B. temperature    C. season    D. climate
43. --- I'm sorry I stepped outside for a smoke, I was very tired.  
--- There is no \_\_\_\_\_ for this while you are on duty.
- A. reason    B. excuse    C. cause    D. explanation
44. The old engineer's eyes still shone bright in the wrinkled brown face and his step as he came across the room was \_\_\_\_\_, though slow.
- A. shaky    B. heavy    C. casual    D. steady
45. An unhappy childhood may have some negative effects on a person's characters; however, they are not always \_\_\_\_\_.
- A. practical    B. avoidable    C. permanent    D. beneficial
46. The state-run company is required to make its accounts as \_\_\_\_\_ as possible for its staff to monitor the use of money.
- A. transparent    B. reasonable    C. securer    D. format
47. In that school, English is compulsory for all students, but French and Russia are \_\_\_\_\_.
- A. special    B. regional    C. optional    D. original
48. Nowadays, there is a \_\_\_\_\_ increase in children's creativity, for they are greatly encouraged to develop their talents.
- A. sharp    B. slight    C. natural    D. modest
49. The professor could tell by the \_\_\_\_\_ look in Maria's eyes that she didn't understand a single word of his lecture.
- A. cold    B. blank    C. innocent    D. fresh
50. I've been writing this report \_\_\_\_\_ for the last two weeks, but it has to be handed in tomorrow.



A. finally            B. immediately    C. occasionally    D. Certainly

51. My schedule is very \_\_\_\_\_ right now, but I'll try to fit you in.

A. tight            B. short            C. regular            D. Flexible

52. When Mom looked back on the early days of their marriage, she wondered how they had managed with \_\_\_\_\_ money.

A. so few            B. such few            C. so little            D. such little

53. — The film is, I have to say, not a bit interesting.

— Why? It's \_\_\_\_\_ than the films I have ever seen.

A. far more interesting            B. much less interesting  
C. no more interesting            D. any less interesting

54. To be great, you must be smart, confident, and, \_\_\_\_\_, honest.

A. therefore            B. above all            C. however            D. after

55. \_\_\_\_\_, I managed to get through the game and the pain was worth it in the end.

A. Hopefully            B. Normally            C. Thankfully            D. Conveniently

(1-5:DCADC, 6-10:ADABC, 11-15:DAACD, 16-20: CBDAB, 21-25:AABCD, 26-30:AADBBD, 31-35:DCCAA, 36-40: DBADD, 41-45:DDBCC, 46-50:ACABC, 51-55:ACCBC)

## 第二章 句法

### 第一节 名词性从句

在句子中起名词作用的句子叫名词从句。名词从句的功能相当于名词词组，它在复合句中能担任主语、宾语、表语、同位语、介词宾语等，因此根据它在句中不同的语法功能，名词从句又可分别称为主语从句、宾语从句、表语从句和同位语从句。

一、分类：主语从句，宾语从句，表语从句，同位语从句

共同点：(1) 从句都有关联词引导

(2) 从句若是疑问句则用陈述句的语序表示

(3) 连接词分为连接代词和连接副词，句子结构完整用关系副词或者 **whether/if** 引导词：

导词：

(1) 连接词：that, whether, if 只起连接作用，在句中不充当任何句子成分。一般可省略。

不可省略的连接词：

1. 介词后的连词。

E.g. I know nothing about him except that he is from the south.

2. 引导主语从句和同位语从句的连词不可省略。

E.g. That she was chosen made us very happy.

We heard the news that our team had won.

只能用 **whether** 的情况：

1. 引导主语从句在句首时；

E.g. Whether he can come to the party on time depends on the traffic.

2. 引导表语从句、同位语从句，只能用 **whether**；

E.g. The question is whether we can get in touch with her.

The question whether we can get in touch with her is answered by God.

3. 引导介词宾语时，只能用 **whether**；

e.g. Everything depends on whether we have enough money.

4. 后面紧跟着 **or not** 时只能用 **whether**；

e.g. We didn't know whether or not she was ready.

I wonder whether/if the news is true or not.

5. 后接动词不定式时，用 **whether**；

e.g. Can you tell me whether to go or to stay?

6. 用 **if** 会引起歧义时，只用 **whether**；

e.g. Please tell me whether you know the answer ?

**(2) 连接代词:** who, whom, whose, which, **what** 在句中充当主语, 宾语, 表语。

注意: 与定语从句相比, 名词性从句的引导词多了一个 what。What 引导的句子没有任何选择范围, 但是 which 是在有选择范围时使用的。一般情况下从句缺主或宾语可直接选择 what。

**(3) 连接副词: when, where, why, how** 在句中充当状语成分。

注意: 与定语从句相比, 名词性从句的引导词多了一个 how。

## 二、从句种类的判断

**(一) 主语从句:** 一个完整的句子里, 主语部分还含有主谓两大部分结构的句子叫主语从句。

1. That 引导的主语从句, that 在句中无实义, 不做成分但不可以省略, 其后句子结构完整。常用 it 来代替真实主语

① It + be + 名词 (no wonder, an honor, a good thing, a pity, no surprise, etc.) + that 从句

It's a pity that we can't go.

It's no surprise that our team has won the game.

② It + be + 形容词 (obvious, true, natural, surprising, good, wonderful, funny, possible, likely, certain, probable, etc.) + that 从句

It is certain that she will do well in her exam.

It is probable that he told her everything.

③ 在从句中用来表示惊奇、不相信、惋惜、理应如此等语气时, 谓语动词要用虚拟语气“(should) + do”, 常用的句型有:

It is necessary (important, natural, strange, etc.) that ...

It is suggested (requested, proposed, desired, etc.) that ...

2. 一般疑问词 whether/if 类, 引导完整句子, 后为陈述语序。

Whether he will come or not is still unknown.

3. 特殊疑问词类 wh- 和 h- 类 单个的主语从句作主语时, 谓语动词用单数形式。如果是两个或两个以上的主语从句作主语, 谓语动词则用复数形式。

What we need is more time. (主语)

Where and when he was born has not been found.

When the person was murdered and why he was murdered are still unknown.

有时为避免句子头重脚轻, 常用 it 代替主语从句作形式主语放于句首

### 考点 1:

\_\_\_\_\_ he doesn't like his mother is clear.

A. Whether      B. What      C. That      D. /

### 考点 2:

It is uncertain \_\_\_\_\_ side effect the medicine will bring about, although about two thousand

patients have taken it.

- A. that            B. what            C. how            D. whether

考点 3: 疑问词 VS 疑问词+ever

\_\_\_\_\_ he said made me happy.

- A. What            B. That            C. Whether        D. how

\_\_\_\_\_ studies hard will pass the exam.

- A. What            B. Whatever        C. Who            D. Whoever

\_\_\_\_\_ Barbara Jones offers to her fans is honesty and happiness.

- A. Which            B. What            C. That            D. Whom

疑问词+ever (副词) =no matter +疑问词

(二) 宾语从句: 用作宾语的从句叫做宾语从句。

考点 1:

I believe \_\_\_\_\_ you've done your best and \_\_\_\_\_ things will happen.

- A. That; /            B. ./; /  
C. what; that        D. ./; that

宾语从句中的 **that** 可以省, 两个以上的宾语从句中只有第一个 **that** 可以省。

I hope that everything will be all right.

I was surprised at what he said.

He said (that) the exhibition was excellent and that he wanted to visited it once more.

考点 2:

When changing lanes, a driver should use his turning signal to let other drivers know \_\_\_\_\_.

- A. he is entering which lane  
B. which lane he is entering  
C. is he entering which lane  
D. which lane is he entering

考点 3:

I/ We + think, suppose, expect, believe, guess, imagine 常把否定词 not 从从句中转移到主句中成为否定的转移。

E. g. I don't think I know you.

I hope you weren't ill.

将 seem, appear 等后的从句的否定转移到前面。

E. g. It doesn't seem that they know where to go.

The shocking news mad me realize \_\_\_\_\_ terrible problems we would face.

- A. what    B. how    C. that    D. why

考点 4: 注意区分定语从句和介词后的宾语从句: 关键看从句对前面的名词是否有修饰和限

## 定作用

1. We drove the car on the street at \_\_\_\_\_ we thought was a dangerous speed.

(由于后面的从句对 street 没有修饰作用, 因此是宾语从句, 故填 what)

2. We drove the car on the street on \_\_\_\_\_ an accident happened just now.

(由于后面的从句修饰随 street, 故为定语从句 填 which)

### (三) 表语从句

其基本结构为: 主语+ 联系动词+ that 从句, 联系动词可为 be, look, seem, sound, appear 等。

#### 【注意】

1. 当主语是 reason 时, 表语从句要用 that 引导而不是 because。

E. g. The reason why he was late was that he missed the train by one minute this morning.

2. whether 可引导表语从句, 但与之同义的 if 却通常不用于引导表语从句。

3. That is why... 译为“这就是……的原因/因此”。

---- I drove to Zhuhai for the air show last week.

---- Is that \_\_\_\_\_ you had a few days off?

A. why      B. what      C. when      D. where

### (四) 同位语从句

同位语从句起着进一步解释或说明它前面的名词的作用, 通常由 that 或 whether 引导同位语从句常与下列先行词一起出现: fact, truth, promise, suggestion, idea, question, problem, hope, thought 等。

The news that we will have a holiday tomorrow is not true.

同位语从句和定语从句的区别: that 有无意义; 从句做内容还是性质特征。前者说明名词的内容, 后者说明名词的性质特征; 前者所用连词 that 不是从句的一个成分, 后者所用关系代词 that 是从句中的一个成分。

The news that he told me is not true. (定语从句)

判断以下从句是定语从句还是同位语从句:

(1) They expressed the hope that they would come over to visit China again.

(2) We all know the truth that the earth goes round the sun.

(3) The book that I bought yesterday is worth reading.

#### 【习题演练】

1. We haven't settled the question of \_\_\_\_\_ it is necessary for him to study abroad.

A. if      B. where      C. whether      D. that

2. A warm thought suddenly came to me \_\_\_\_\_ I might use the pocket money to buy some flowers for my mother's birthday.

A. if      B. when      C. that      D. which

3. There is much chance \_\_\_\_\_ Bill will recover from his injury in time for the race.

- A. that      B. which      C. until      D. if
4. Please remind me \_\_\_\_\_ he said he was going. I may be in time to see him off.  
A. where      B. when      C. how      D. what
5. I'm interested in \_\_\_\_\_ you have said.  
A. all that      B. all what      C. that      D. which
6. With his work completed, the businessman stepped back to his seat, feeling pleased \_\_\_\_\_ he was a man of action.  
A. which      B. that      C. what      D. whether
7. \_\_\_\_\_ team wins on Saturday will go through to the national championships.  
A. No matter what      B. No matter which      C. Whatever      D. Whichever
8. I just wonder \_\_\_\_\_ that makes him so excited.  
A. why it does      B. what he does      C. how it is      D. what it is
9. \_\_\_\_\_ is our belief that improvements in health care will lead to a stronger, more prosperous economy.  
A. As      B. That      C. This      D. It
10. Nobody believed his reason for being absent from the class \_\_\_\_\_ he had to meet his uncle at the airport.  
A. why      B. that      C. where      D. because
11. The shopkeeper did not want to sell for \_\_\_\_\_ he thought was not enough.  
A. where      B. how      C. what      D. which
12. He noticed that the straight part of the dance was different in the afternoon from \_\_\_\_\_ it had been in the morning.  
A. that      B. where      C. what      D. which
13. I'd like to work with \_\_\_\_\_ is honest and easy to get on with.  
A. who      B. whoever      C. whomever      D. no matter who
14. When you are reading, make a note of \_\_\_\_\_ you think is of great importance.  
A. which      B. that      C. what      D. when
15. —Can we get everything ready by the weekend?  
—It all depends on \_\_\_\_\_ we can get Mr. Green's cooperation.  
A. that      B. what      C. whether      D. If

(CCABA, BDDDB, CCBCC)

## 第二节 定语从句

定语从句起了形容词的作用，在句中修饰一个名词或代词。被修饰的词叫做先行词，引

定语从句的词叫关系词，他的作用一是放在先行词与定语从句中间起了连接作用，二是在从句中担当一个成分，并与先行词保持数的一致。

关系词	先行词	从句成分	例句	备注	
关系代词	who	人	主语	Do you know the man who is talking with your mother?	whom, which 和 that 在从句中做宾语时，常可以省略，但介词提前时后面关系代词不能省略，也不可以用 that
	whom	人	宾语	Mr. Smith is the person with whom I am working The boy (whom) she loved died in the war.	
	whose	人，物	定语	I like those books whose topics are about history. The boy whose father works abroad is my deskmate.	
	that	人，物	主语，宾语	A plane is a machine that can fly. She is the pop star (that) I want to see very much.	
	which	物	主语，宾语	The book (which) I gave you was worth \$10. The picture which was about the accident was terrible.	
	as	人，物	主语，宾语	He is such a person as is respected by all of us. This is the same pen as I lost yesterday.	as 做宾语一般不省略
关系副词	when	时间	时间状语	I will never forget the day when we met there.	可用 on which
	where	地点	地点状语	This is the house where I was born.	可用 in which
	why	原因	原因状语	I can't imagine the reason why he turned down my offer.	可用 for which

## 一、判断关系代词与关系副词

方法一：句中是否缺少成分，少成分用关系代词，句子结构完整用关系副词。

方法二：准确判断先行词在定语从句中的成分（主、谓、宾、定、状），带入语境看句子意义是否通顺，也能正确选择出关系代词/关系副词。

关系词的选择依据在从句中所做的成分，先行词在从句中做主、定、宾语时，选择关系代词(who, whom, that, which, whose)；先行词在从句中做状语时，应选择关系副词（where 地点状语，when 时间状语，why 原因状语）。

例如：

This is the mountain village where I stayed last year. 这是我去年呆过的山村。

I'll never forget the days when I worked together with you. 我永远不会忘记与你共事的日子。

判断改错：

(错) This is the mountain village where I visited last year.

(错) I will never forget the days when I spent in the countryside.

(对) This is the mountain village (which) I visited last year.

(对) I'll never forget the days (which) I spent in the countryside.

习惯上总把表地点或时间的名词与关系副词 where, when 联系在一起。此两题错在关系词的误用上。

### 考点 1: 关系代词 VS 关系副词

E. g. I can't forget the place \_\_\_\_\_ I visited last year.

I can't forget the place \_\_\_\_\_ I took part in the party last year.

A. which    B. where    C. who    D. whose

1. This is the mountain village \_\_\_\_\_ I visited last year.

2. This is the mountain village \_\_\_\_\_ I stayed last year.

### 考点 2: 关系代词相关考点

#### (一) which VS that

##### 1. 指物时，两者可互换

##### 2. 只用 that

① 当先行词是 nothing, something, anything, all, each 等不定代词时。

eg. Do you have anything that is important to tell me?

② 当先行词被 all, any, some, no, not, every, each 等修饰时。

eg. I have some books that are very good.

③ 当先行词被形容词最高级、序数词所修饰时。

eg. This is the first book that I bought myself.

The biggest bird that I caught is this bird.

④ 先行词是 there be 结构中的主语且指物。

⑤ 当先行词被 the very (正好), the last, the next, the only 等词修饰时。

eg. This is the very book that I lost yesterday.

⑥ 当先行词又有人又有物时。

eg. I won't forget the things and the persons that I saw.

1. All the apples \_\_\_\_\_ fell down from the tree were eaten up by the pigs.

A. which    B. /    C. that    D. they

2. This is the biggest lab \_\_\_\_\_ we have ever built in our university.

A. which    B. what    C. that    D. where



### 3. 只用 which, 不用 that:

- 1) 非限定性定语: Mary has a book, which is very precious.
- 2) “介词+ which”: This is a house in which lives an old man.
- 3) 当主句中的主语被 that 修饰时。That dog which I found in the street belongs to Mary.

#### (二) who VS whom

1. There are 40 students in the class, most of \_\_\_\_\_ are boys.  
A. who          B. whom          C. whose          D. that
2. There are 40 students in the class, I think \_\_\_\_\_ are boys.  
A. whose          B. who          C. that          D. whom
3. There are 40 students in the class, and most of \_\_\_\_\_ are boys.  
A. who          B. them          C. whom          D. whose

#### (三) whose VS of which

关系代词 **whose** 既能修饰人，也能修饰物，在定语从句中充当定语，修饰先行词。

eg. She is the girl whose English sounds very beautiful.

注意: whose = of which 有 the 只能用后者

He has a beautiful house, whose windows face south. (只能用 whose)

He has a beautiful house, of which the windows face south. (只能用 of which)

用 whose 或 of which 填空

This is the book \_\_\_\_\_ cover is blue.

This is the book of \_\_\_\_\_ the cover is blue.

Do you know the girl \_\_\_\_\_ father died from the accident.

#### (四) as VS which

关系代词 as 和 which 在定语从句中都可以指代先行句/词。但是 which 只能放在句中，而 as 一般放在句首，也可在放在句中、句末，在句子中可以翻译为“正如”。

They won the game, as we had expected.

They won the game, which we hadn't expected.

As is well known, he is a famous film star in the 1980s.

1. He is always late for school, \_\_\_\_\_ makes his teacher angry.  
A. as          B. which          C. in which          D. that
2. \_\_\_\_\_ we all know, he is always late for school.  
A. as          B. which          C. in which          D. that
3. Taiwan is an inseparable part of China, \_\_\_\_\_ is known to all.  
A. as          B. which          C. in which          D. that

注意 1: “,” 后不能用 that

注意 2: as 的特殊用法    such---as \ that    the same--- as \ that

1. He is such a cool man \_\_\_\_\_ no one can talk with him.
2. He is such a cool man \_\_\_\_\_ no one can talk with.
3. This is the same instruction that I used yesterday.
4. This is the same instruction as I used yesterday.

名词前有 such 和 the same 修饰时, 关系代词用 as, 不能用 which

He is not such a fool as he looks.

Don't read such books as you can't understand.

## 考点 2: 关系代词相关考点

### 2-1 关系代词之省略

The radio set \_\_\_\_\_ last week has been out of order

- A. I bought    B. I bought it  
C. which I bought it                                  D. what I bought

### 2-2 固定介词不能提前

E.g. That is the important thing which you should pay attention to.

This is the present that I look forward to.

### 2-3 缺少先行词的情况

E. g. Is this museum \_\_\_\_\_ you visited a few days ago?

- A. where      B. that      C. on which      D. the one

E. g. Is this the museum \_\_\_\_\_ the exhibition was held.

- A. where      B. that      C. on which      D. the one

## 考点 3: 关系副词相关考点      3-1 关系副词=介词+which

1. The year \_\_\_\_\_ the earthquake happened was 1976.
2. Beijing is the place \_\_\_\_\_ I was born.
3. This is the reason \_\_\_\_\_ he refused our offer
4. I forget the exact place \_\_\_\_\_ -I had hidden the box.

### 3-2 the way 作先行词

the way 做先行词, 译为“方式, 方法”, 引导词用 that/in which/不填

I can't stand the way \_\_\_\_\_ he talked to me.

### 3-3 地点模糊化---where 做“模糊地点”的关系副词

1. They have reached the point where they have to separate with each other.
2. --Do you have anything to say for ourselves?  
-- Yes, there is one point \_\_\_\_\_ we must insist on.  
A. why                  B. where                  C. how                  D. /

## 考点 4: 定语从句 vs 同位语从句

1. The news (that) he told me is true.

2. The news that he will come here is true.

附：限制性和非限制性定语从句

（一）定语从句有限制性和非限制性两种。

限制性定语从句是先行词不可缺少的部分，去掉它主句意思往往不明确；

非限制性定语从句是先行词的附加说明，去掉了也不会影响主句的意思，它与主句之间通常用逗号分开。例如：

This is the house which we bought last month. 这是我们上个月买的那幢房子。（限制性）

The house, which we bought last month, is very nice.

这幢房子很漂亮，是我们上个月买的。（非限制性）

（二）当先行词是专有名词或物主代词和指示代词所修饰时，其后的定语从句通常是非限制性的。例如：

Charles Smith, who was my former teacher, retired last year.

查理·史密斯去年退休了，他曾经是我的老师。

My house, which I bought last year, has got a lovely garden.

我去年买的的那幢房子带着个漂亮的花园。

This novel, which I have read three times, is very touching. 这本小说很动人，我已经读了三遍。

（三）非限制性定语从句还能将整个主句作为先行词，对其进行修饰，这时从句谓语动词要用第三人称单数。例如：

He seems not to have grasped what I meant, which greatly upsets me.

Liquid water changes to vapor, which is called evaporation.

说明：关系代词 that 和关系副词 why 不能引导非限制性定语从句。

### 【课堂练习】

1. The place \_\_\_\_\_ interested me most was the Children's Palace.

A. which                      B. where                      C. what                      D. in which

2. Do you know the man \_\_\_\_\_?

A. whom I spoke              B. to who spoke              C. I spoke to              D. that I spoke

3. This is the hotel \_\_\_\_\_ last month.

A. which they stayed                      B. at that they stayed  
C. where they stayed at                      D. where they stayed

4. Do you know the year \_\_\_\_\_ the Chinese Communist Party was founded?

A. which                      B. that                      C. when                      D. on which

5. That is the day \_\_\_\_\_ I'll never forget.

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

6. The factory \_\_\_\_\_ we'll visit next week is not far from here.

A. where                      B. to which                      C. which                      D. in which

7. Great changes have taken place since then in the factory \_\_\_\_\_ we are working.  
A. where                      B. that                      C. which                      D. there
8. This is one of the best films \_\_\_\_\_.  
A. that have been shown this year                      B. that have shown  
C. that has been shown this year                      D. that you talked
9. Can you lend me the book \_\_\_\_\_ the other day?  
A. about which you talked                      B. which you talked  
C. about that you talked                      D. that you talked
10. The pen \_\_\_\_\_ he is writing is mine.  
A. with which                      B. in which  
C. on which                      D. by which
11. They arrived at a farmhouse, in front of \_\_\_\_\_ sat a small boy.  
A. whom                      B. who                      C. which                      D. that
12. The engineer \_\_\_\_\_ my father works is about 50 years old.  
A. to whom                      B. on whom                      C. with which                      D. with whom
13. Is there anyone in your class \_\_\_\_\_ family is in the country?  
A. who                      B. who's                      C. which                      D. whose
14. I want to use the same dictionary \_\_\_\_\_ was used yesterday.  
A. which                      B. who                      C. what                      D. as
15. We saw several natives advancing towards our party, and one of them came up to us, \_\_\_\_\_ we gave some bells and glasses.  
A. to which                      B. to whom                      C. with whom                      D. with which
- (ACDCA, CAAAA, CDDAB)

### 第三节 状语从句

在复合句中由从句表示的状语称作状语从句，它可以用来修饰谓语（包括非谓语动词）、定语或状语，或是整个句子。状语从句通常由一个连词引起，也可以由一个起连词作用的词组引起，有时甚至不需要连词直接和主句连接起来。从句由连词或名词词组引导。状语从句可以表示时间、地点、原因、目的、结果、条件、方式、比较、让步等。

#### 一、时间状语从句

在时间状语从句中，要注意时态一致，一般情况下主句是将来时的时候，从句要用一般现在时。可以引导时间状语从句的连词很多，根据意义和主从句之间的时间关系，又可分为如下：

- (1) 表示同时性，即主从句的谓语动作同时发生或几乎同时发生。

when, while, as, once, as soon as, the time, the moment, by the time, next time, the first time, the last time, immediately, instantly, directly

Strike while the iron is hot. 趁热打铁。

While I am washing the floor, you can be cleaning the windows. (while 含有对比的意思)

As / When I came home, I met an old schoolmate of mine.

I'll ring you up as soon as I get an answer from him.

- 以下关联词引起的句子中，前面常用过去完成时，后面用一般过去时  
hardly / scarcely...when... (刚.....就.....), no sooner...than... (刚.....就.....)  
Hardly had we got into the country when it began to rain.  
= We had hardly got into the country when it began to rain.  
No sooner had he come home than she started complaining.  
= He had no sooner come home than she started complaining.

### while, when, as

- as 表示“当.....的时候”，往往和 when/ while 通用，但它着重强调主句与从句的动作或事情同时或几乎同时发生。如果从句和主句要表示一个人的两个动作交替进行或同时完成时，则多用 as，可译为“一边.....，一边.....”

She came up as I was cooking. (同时)

The runners started as the gun went off. (几乎同时)

- when (at or during the time that), 既可以表示在某一点的时候，又可表示在某一段时间内，主句与从句的动作或事情可以同时发生也可以先后发生。如果表示从句的动作在主句的动作“之前”或“之后”发生时，多用 when (=after)，不用 as 或 while。此外，when 还含有“at that moment”的意思 (= and then)，引起的句子不能放在句首，也不能用 as, while 来替换。

We were watching TV when suddenly the lights went out.

They had just arrived home when it began to rain.

- While 意思是“当.....的时候”或“在某一段时间里”。主句中的动作或事情在从句中的动作或事情的进展过程中发生，从句中的动词一般要用延续性动词。在 when 表示 a period of time 时，两者可以互换。当主从句之间表示转折或对比关系时，多用 while，不用 as 或 when

Please don't talk so loud while others are working.

Strike while the iron is hot. (用 as 或 when 不可，这里的 while 意思是“趁.....”)

(2) 表示先时或后时，即主句的谓语动作发生在从句之前或之后。

after, before, when(=after)等。

After / When the children had gone to bed, she began to prepare her lessons.

(从句的动作发生在主句的动作之前, 所以从句用了过去完成时)

He had learned English for three years before he went to London.

(主句的动作发生在从句的动作之前, 所以主句用了过去完成时)

常用句型:

It is/was/will be ...before... 要过多久才...

It will be another five days before we finish this task.

It isn't/ wasn't/ won't be ... before... 没有过多久就...

It was not long before I forgot it all.

与 can, could 连用表“没来得及”

He ran off before I could stop him. (主句和从句的动作几乎同时发生, 时态一致)

我还没来得及阻止他他就跑掉了。(注意 before 在汉语中的译义)

**(3) 表示习惯性、经常性, 即从句描述的不是一次性动作, 而是经常发生的习惯性动作。**

主要连词有 every time (每次), each time (每次), whenever (每当) 等。

Whenever we met with difficulties, they came to help us.

Each time he came to town he would visit our school.

**(4) 表示持续性或瞬间性**

since (自从), ever since (自从), until (直到.....才/为止), till (直到.....才/为止)

常用句型: It is /was...since...

It is just a week since we arrived here. 我们到这儿刚刚一星期。

(主句的动作或状态持续时间较短, 不能用 ever since)

You have been reading to me ever since James went out. 自从 James 走后你一直在给我朗读。

(ever 放在 since 之前是用来表示说话者强调主句动作或状态持续时间长)

★until 与 till 及 not...until / till 的用法

①until 和 till 都可表示“直到..... 为止”, 与持续性动词的肯定式连用。如:

He waited until / till we finished our meal. 他一直等到我们吃完饭。

②当 until 和 till 表示“直到... 才...”时, 通常与短暂动词的否定式连用, 这时, until 和 till 也可用 before 代替。如:

I didn't leave until / till / before she came back. 直到她回来, 我才离开的。

③be 动词的肯定式和否定式都可以和 until 或 till 连用

④until 引导的从句可以放在主句之前或主句之后, 但 till 从句一般不放在句首。如:

Until he told me, I knew nothing about it. 他告诉了我我才知道。

当 not until 位于句首时, 主句中的主语、谓语要使用倒装语序:

Not until she came back did I leave. = I didn't leave until she came back.

在强调句型中一般用 until, 不用 till。如:

It was not until she took off her dark glasses that I realized she was a famous film star.

## 二、让步状语从句

由 although (尽管), though (尽管), however (无论怎样), whatever (无论什么), whoever (无论谁), whomever (无论谁), whichever (无论哪个), whenever (无论何时), wherever (无论哪里), whether (是否), no matter (who, what, where, when) (无论.....), even if (即使), even though (即使) 等词引导。

We won't be discouraged even if(=even though) we fail ten times.

★连词 as 也可以引导让步状语从句, 但从句中要用特殊语序。如:

Young as he is, he knows a lot=Though he is young 或 Young though he is, he....

though 也有这种用法, 可以替换 as, 但 although 没有这种用法, 即 as 位于句首倒装, though 可倒可不倒, although 不倒

though 还可以用作副词, 放在句末。如:

It was hard work;; I enjoyed it, though=It was hard work, but I enjoyed it

一般情况下, unless 相当于 if...not, 可以互换。如:

I won't let you in unless you show me your pass

Although 多用于句首。

as 引导让步状语从句, 表示“尽管. 虽然”。但从句要倒装。句型为 adj. /adv. /单数 n. (不加冠词)+as+主语+谓语...

Young as she is, she can help her mother.

Fast as he runs, he is the last one. I won't let you in if you don't show me your pass.

## 三、原因状语从句

as (由于), because(因为), since (既然), now (that) (既然), for (由于), considering that (顾及到), seeing that (由于) 等连词引导:

I do it because I like it. 因为我喜欢我才干。(because 不能与 so 连用)

He could not have seen me, because I was not there.

Seeing (that) quite a few people were absent, we decided to put the meeting off.

Now that/Since you are all here, let's try and reach a decision.

As she was ill, she didn't come to the party.

Considering that they are just beginners, they are doing quite a good job.

★because, as, for, since 的区别

because 语气最强, 强调原因, 既可以放在句首, 也可以放在句中。回答“why”的提问。

since 表示“既然”, 语气较弱; 强调结果, 只可以放在句首。

as 语气最弱, 强调结果, 只可以放在句首。



for 表示通过逻辑推断得出的原因。

**because** 语气最强表示不知道的原因时用 **because**, 即说话人认为听话人不知道, 因此 **because** 从句是全句最重要的部分, 通常它被置于主句之后。

下列情况下只能使用 **because**:

①在回答 why 的问句时; ②在用于强调句型时; ③被 not 所否定时。

You want to know why I'm leaving. I'm leaving because I'm full.

It was because I love the job that I accepted the offer.

I did not like the job because I'm well-paid.

我并不是因为薪水高才喜欢这工作。

**for** 的语气不及 **because, since, as** 强, 为并列连词, 引导的分句常放在主句之后, 从句前通常用逗号, 表示说话者为所做的推断和预测提供理由, 或对前一分句进行补充和解释。如果不是因果关系, 而是对前面主句的内容加以解释或推断时, 只能用 **for**

It's morning now, for the birds are singing.

表示已经知道的原因时用 **as** 或 **since**, 即某种原因在说话人看来已经很明显, 或已为听话人所熟悉, 因此它是句中不很重要的部分。**since** 要比 **as** 正式一些, 它们通常被置于语句之前, 但有时却相反。

Seeing all of the children already seated, he said, "Since everyone is here, let's start."

#### 四、条件状语从句

if (如果), unless (除非), in case (万一), so/as long as (只要), as/so far as (就.....而言), on condition that (条件是.....), suppose (假设) supposing (假设) (仅用在问句中) 等词或词组引导。一般情况下“主将从现”。

As/So long as we don't lose heart, we'll find a way to overcome the difficulty.

Send us a message in case you have any difficulty.

#### 五、目的状语从句

so that 以便, 表目的常与情态动词连用; so as to 不放句首; in order that 为了 lest 以免; in case 以免, 以防; for fear 以免, 以防

Say it louder (so) that everyone can hear you.

We should do our utmost in order that we may be able to over-fulfill the task.

为了超额完成任务, 我们应该全力以赴。

#### 六、结果状语从句

that, so that, so...that, such...that 等。

so that; in order that 引导的目的状语从句中通常用 may, could, can 等情态动词。

in order that 从句可放于句首, 而 so that 引导的从句只能放在主句之后。

so...that 引导结果状语从句时, so 常用于修饰形容词或副词, 或用于修饰 many, much, little, few. 语序为: so+adj./adv. so+adj.+a/an+n.



such 可修饰任何名词,当其修饰单数可数名词时,语序为: such+a/ an +(adj. ) +n.

What has happened that you all look so excited?

We left in such a hurry that we forgot to lock the door.

The village is so small that it cannot be shown in the map.

★ so + 形容词/副词 + that 从句; such + 名词 + that 从句。

但是,当名词前有 many, much, few, little(少)修饰时,要用 so,不能用 such。

I have had so many falls that I am black and blue all over.

He has so few friends that he often feels lonely.

## 七、地点状语从句

where, wherever (无论哪里) 引导的:

Wuhan lies where the Yangtze and the Han River meet.

Where there is a will, there is a way.

## 八、方式状语从句

由 as (与.....一样), as if (仿佛), as though (仿佛) 等词引导:

Do in Rome as the Romans do.

Leave things as they are.

as (像, 如), as if/ though(仿佛. 似乎), just as (就像),

She stood at the door as if (=as though) she were waiting for someone.

as if 从句里的主语与动词如和主句一致有时可省略.

as if 从句叙述的情况如果与事实相符合,从句不用虚拟语气,从句时态与主句保持一致.

as if 从句叙述的情况如与事实不相符合,则从句用虚拟语气.

与一般现在事实不符合: 谓语动词 were/did

与过去事实不符合: 谓语动词 had done

## 九、比较状语从句

由 than (比), as (与.....一样) 等词引导:

It rains more often in Shanghai than in Beijing. 上海下的雨比北京的多。

Our country is as big as the whole of Europe. 我们的国家同整个欧洲一样大。

The result was not as/so good as I had expected. 结果不如我预料的那么好。

常见句型: the +比较级, the +比较级

The busier he is, the happier he feels. 他越忙越开心。

## 十、程度状语从句

to such extent that. . . to such a degree that. . . . .

The temperature lowed to such a degree that water froze.

## 习题练习

1. \_\_\_\_\_ I admire David as a poet, I do not like him as a man.

A. Much as                      B. Only if                      C. If only                      D. As much

2. Many patients insist on having watches with them in hospital, \_\_\_\_\_ they have no schedules to keep.

A. even though                      B. for                      C. as if                      D. since

3. We can accept your order \_\_\_\_\_ payment is made in advance.

A. in the belief that                      B. in order that  
C. on the excuse that                      D. on condition that

4. Don't let the child play with scissors \_\_\_\_\_ he cuts himself.

A. only if                      B. in case                      C. now that                      D. so that

5. \_\_\_\_\_ you've got a chance, you might as well make full use of it.

A. Now that                      B. After                      C. Although                      D. As soon as

6. He found it increasingly difficult to read, \_\_\_\_\_ his eyesight was beginning to fail.

A. and                      B. for                      C. but                      D. Or

7. Pop music is such an important part of society \_\_\_\_\_ it has even influenced our language.

A. as                      B. that                      C. which                      D. Where

8. I'm sorry you've been waiting so long, but it'll be some time \_\_\_\_\_ Brian get back.

A. before                      B. since                      C. till                      D. after

9. ——Are you ready for Spain?

——Yes, I want the girls to experience that \_\_\_\_\_ they are young.

A. while                      B. if                      C. until                      D. before

10. \_\_\_\_\_ well prepared you are, you still need a lot of luck in mountain climbing.

A. However                      B. Whatever                      C. No matter                      D. Although

11. ——Do you have a minute?

——Okay, \_\_\_\_\_ you make it short.

A. now that                      B. if only                      C. so long as                      D. every time

12. Nancy enjoyed herself so much \_\_\_\_\_ she visited her friends in Sydney last year.

A. that                      B. which                      C. when                      D. where

13. \_\_\_\_\_ the Internet is great of help, I don't think it's a good idea to spend too much time on it.

A. If                      B. While                      C. As                      D. Because

14. You'd better not leave the medicine \_\_\_\_\_ kids can get it.

A. even if                      B. which                      C. where                      D. so that

### 【参考答案】

1.答案：A. 表示程度的副词位于句首的时候，所在的从句部分倒装，让步状语从句。

2.答案：A. 让步状语从句。

3.答案: D. 条件状语从句。

4.答案: B. 以免, 以备, 以防。目的状语从句。

5.答案: 因果关系, 原因状语从句。Now that 既然; might as well 不妨...的好; 故选 A.

6.答案: 原因状语从句。两个分句是因果关系, 所以只能选择 B, for.

7.答案: B. such...that 表示结果状语从句。

8.答案: A. It will be +时间段+before....

9.答案: A. 时间状语从句。在……期间。

10.答案: A. 让步状语从句。C 需要加疑问词。由于句子是明显的倒装, 而 although 不能用于倒装, 所以排除 D。

11.答案: C. 明显的是条件状语从句。

12.答案: C. 时间状语从句。

13.答案: B. 转折关系, 让步状语从句。While 有表示对比的意思, 尽管, 虽然。

14.答案: C. 地点状语从句。

## 第四节 三大特殊句式

### 一、强调句

基本句型:

1. **it is + 强调部分 + that / who + 句子的剩余部分** (强调部分多数是主语或状语)

E. g. It is for this reason that he will come back.

2. **谓语前加 do, does, did (强调谓语动词)**

E. g. I do love this film.

**考点 1: 强调句 vs 名词性从句**

It was at the very beginning \_\_\_\_\_ Mr. Fox made the decision \_\_\_\_\_ we should send more firefighters there.

A. when; that

B. that; that

C. where; what

D. that; which

**考点 2: 强调句中 who VS that**

—— It was Lucy ( ) got an A in this exam.

A. that

B. who

C. which

D. whom

**考点 3: 主谓一致**

It \_\_\_\_\_ Tom and Mark who often \_\_\_\_\_ to see me.

A. are; come

B. is; comes

C. is; come

**考点 4: not...until... 句型的强调句: 直到...才...**

句型: it is/was not until + 被强调部分+ that +其他部分

普通句: He didn't go to bed until/till midnight.

强调句: It was not until midnight that he went to bed.

## 二、倒装句

什么是倒装句?

- 全部倒装 (全倒装即将整个谓语放在主语之前)
- 部分倒装 (即将助动词或情态动词等放在主语之前。)

\_\_\_\_\_ that the early men feared it and worshiped it.

- A. So great the power of fire was
- B. So great was the power of fire
- C. So great the power was of fire
- D. So was the power of fire great

### 考点 1: 全部倒装

当句首是 here, out, ahead 等方位词或表地点的介词词组且谓语动词为 go, come 等表示位移的词, 句子全部倒装。

1. \_\_\_\_\_ . 你的信。
  2. From the valley \_\_\_\_\_ . 从山谷传来很大的声音。
  3. ---Here \_\_\_\_\_ ! Where is Lily?  
---There \_\_\_\_\_ .
- A. comes the bus; is she
  - B. the bus comes; she is
  - C. comes the bus; she is
  - D. the bus comes; is she

### 考点 2: 局部倒装

将谓语的一部分如助动词或情态倒装至主语之前; 如果句子的谓语没有助动词或情态动词, 则需添加助动词 do, does 或 did, 并将其置于主语之前;

#### 考点 2.1. 句首为否定词或否定词组, 要局部倒装。

seldom, never, little, few, hardly, not, not until, in vain, in no way, by no means, on no account, no longer

Never does he come late.

Little did he know that the police were after him. 他一点也不知道警察在找他。

Not a word did I ever say to him. 我从未对他说过一句话。

1. ---Why can't I smoke here?  
----At no time \_\_\_\_\_ in the meeting-room.
- A. is smoking permitted
  - B. smoking is permitted
  - C. smoking is it permitted
  - D. does smoking permit
2. No sooner \_\_\_\_\_ than it started to rain heavily.
- A. the game began
  - B. has the game begun

C. did the game begin                  D. had the game begun

## 考点 2.2 局部倒装 (Not only... but also... 与 not until )

1. 当 Not until 在句首引导主从复合句，主句要倒装。

2. 当 Not only... but also... 连接两个分句时，在第一个分句用倒装结构。

Not until the early years of the 19th century \_\_\_ what heat is.

- A. man did know                          B. man know  
C. didn't man know                      D. did man know

## 考点 2.3 only+介词词组/状语分句 在句首

Only in this way, \_\_\_\_\_ English well.

只有这样，才能把英语学好。

Only when he is seriously ill \_\_\_\_\_ in bed. 病得很重时，他才卧床休息。

## 考点 2.4 局部倒装(as, though, although+让步状语从句)

\_\_\_\_\_, I still can't make Mom feel satisfied.

- A. Improve although I did                  B. Improve as I did  
C. As I did improve                          D. Did improve as I

知识点 1: 引导让步状语从句时，as 必须倒装；though 可倒可不倒；although 不可倒；

知识点 2: 倒装句型：名词/实义动词原形/形容词/副词/分词 + as / though + 主语 + 其他

注意：

### A. 名词提前甩冠词

E. g. Though he is a boy, he likes to play with girls.

### B. 实义动词提句首，其后宾状带着走，其他助动请留下。

E. g. Though he will try hard, he never seems able to win

\_\_\_\_\_, I still can't make Mom feel satisfied.

- A. Improve although I did                  B. Improve as I did  
C. As I did improve                          D. Did improve as I

## 考点 2.6 局部倒装(so... that 句型中 so 位于句首，需倒装)

So+ adj. 全部倒装                          So+ adv. 局部倒装

1. So frightened was he that he did not dare to move an inch.

2. So quickly did the man finish his job that he was given a bonus.

## 三、省略句

在下列含有状语从句的复合句中，若从句的主句是 it 或与主句的主语相同，且在谓语中含有 be 时，常省略从句的主语和 be: 由 when, while, as soon as, once, whenever 引导的时间状语从句；if, unless 引导的条件状语从句；though, although, even if, even though 引导的让步状语从句；as though, as if, as 引导的方式状语从句；because 引导的原因状语从句；wherever 引导的地点状语从句。例如：

Look out for cars when (you are) crossing the street.

Drop in on me if (it is) possible.

考点：状语从句中的省略

No child shall be allowed out of the school during the day, unless \_\_\_\_\_ by an adult.

- A. accompanied                                      B. they accompanied  
C. accompanying                                    D. are accompanied

### 【习题演练】

1. Only with the greatest of luck \_\_\_\_\_ to escape from the rising flood waters.  
A. managed she                      B. she managed                      C. did she manage                      D. she did manage
2. —Was it by cutting down staff \_\_\_\_\_ she saved the firm?  
—No, it was by improving work efficiency.  
A. when                                      B. what                                      C. how                                      D. that
3. Before you quit your job, \_\_\_\_\_ how your family would feel about your decision.  
A. consider                                      B. considering                                      C. to consider                                      D. considered
4. It was not until I came here \_\_\_\_\_ I realized this place was famous for not only its beauty but also its weather.  
A. who                                      B. that                                      C. where                                      D. before
5. Never before \_\_\_\_\_ seen anybody who can play tennis as well as Robert.  
A. had she                                      B. she had                                      C. has she                                      D. she has
6. — I don't know about you, but I'm sick and tired of this weather.  
— \_\_\_\_\_. I can't stand all this rain.  
A. I don't care                                      B. It's hard to say                                      C. So am I                                      D. I hope not
7. This is not my story, nor \_\_\_\_\_ the whole story. My story plays out differently.  
A. is there                                      B. there is                                      C. is it                                      D. it is
8. I think Tom, as the head of a big department, should either study regularly or \_\_\_\_\_ his job.  
A. quits                                      B. to quit                                      C. quitting                                      D. quit

(CDABC, CCD)

## 第五节 反义疑问句

### 一、基本构成

反义疑问句：陈述句+疑问句，两部分的人称时态应保持一致

1. 陈述部分肯定式+疑问部分否定式可记为前肯后否定.

They work hard, \_\_\_\_\_?

There are some apples in the basket, \_\_\_\_\_?

2. 陈述部分否定式+疑问部分肯定式可记为前否后肯定.

You didn't go, \_\_\_\_\_?

规则: 前肯后否, 前否后肯, 前 be 后 be, 前无 be 后加助, 时态一致。

It doesn't matter if they want to come to your party, \_\_\_\_\_?

- A. doesn't it                      B. does it  
C. don't they                      D. do they

## 二、特殊句式

1. 当陈述部分的主语为 everyone, someone, anyone, no one 等表示人的不定代词时, 疑问部分的主语用 they 或 he:

Everyone in your family is a teacher, \_\_\_\_\_?

注意: 不定代词指人-one/body 疑问部分的主语用 they 或 he

2. 当陈述部分的主语为 everything, something, anything, nothing 等表示物的不定代词时, 疑问部分的主语用 it:

Something is wrong with your watch, \_\_\_\_\_?

注意: 不定代词指物-thing: it

—this/that/these/those 疑问部分的主语用 it 或 they

3. 当陈述部分有 never, seldom, hardly, few, little, barely, scarcely, nothing, none, rarely, no, not, no one, nobody, neither 等否定意义的词汇时, 后面的反意疑问句则为肯定形式:

There are few apples in the basket, \_\_\_\_\_?

He can hardly swim, \_\_\_\_\_?

4. 当陈述部分含有 unhappy, dislike, unfriendly 等含有否定词缀的派生词, 也就是有 un, dis, no-前缀、-less 后缀等含有词缀而意思否定的词, 当做肯定句处理, 疑问部分要用否定形式。如:

He looks unhappy, \_\_\_\_\_?

The girl dislikes history, \_\_\_\_\_?

5. 含有 think, believe, suppose, imagine, expect 等动词后接宾语从句构成的句子。

(1) 当主句的主语为第一人称时, 其后问句应与从句相一致

I expect our English teacher will be back this weekend, \_\_\_\_\_?

I don't believe that he can translate this book, \_\_\_\_\_?

(否定前移仍视为否定句, 后用肯定形式)

5. 含有 think, believe, suppose, imagine, expect 等动词后接宾语从句构成的句子。

(2) 当主句的主语为第二、三人称时, 其后问句则应与主句相一致, 如:

Your sister supposes she needs no help, \_\_\_\_\_?

6. 当陈述部分是祈使句时, 疑问句要根据语气来表达, 分三种情况:

(1) 肯定祈使句用 will you 或 won't you.

Give me a hand, \_\_\_\_\_?

(2) 当陈述句是否定祈使句时, 问句可用 will you 或 can you.

Don't make much noise, \_\_\_\_\_?

6. 当陈述部分是祈使句时, 疑问句要根据语气来表达, 分三种情况:

(3) 以 Let's, let us 开头的祈使句

Let's have a look at your book, \_\_\_\_\_?

Let us know the time of your arrival, \_\_\_\_\_?

注意: 所有的祈使句 (let's 除外), 反义部分都能用 will you?

7. 当陈述部分有情态动词 **must**, 问句有 2 种情况:

(1) 若 **must** 表示“必须”或“有必要”, 疑问部分用 **mustn't** 或 **needn't**:

You must leave at once, \_\_\_\_\_ ?

但是若陈述部分有 **mustn't** 表示禁止, 疑问部分用 **must**:

You mustn't cheat in exams, \_\_\_\_\_ ?

(2) **must** 表推测

对现在的情况/状态进行推测 (**must be**), 问句通常要根据 **must** 后面的 **be** 动词采用相应的形式。

He must be good at English, \_\_\_\_\_ ?

对过去状态的推测 (**must have been**) 用 **be** 动词过去式

He must have been a policeman, \_\_\_\_\_ ?

对过去状态的推测 (**must have been**) 用 **be** 动词过去式

He must have been a policeman, \_\_\_\_\_ ?

### **must have done**

1. 强调事情的本身, 用“**didn't+主语**”或“**wasn't/weren't+主语**”;

She must have read the novel last week, \_\_\_\_\_ ?

(一般有明显的过去时间, 过去时)

2. 强调动作的完成, 用“**haven't/hasn't+主语**”。

You must have told her about it, \_\_\_\_\_ ?

(一般没有明显的过去时间, 完成时)

He must be helping watering the flowers, \_\_\_\_\_ ?

A. is he

B. isn't he

C. mustn't he

D. needn't he

### **注意:**

1. 陈述部分的主语是 **I'm** 句时, 疑问部分用 **aren't I**

I am a student, \_\_\_\_\_ ?

2. 陈述部分的谓语是 **wish**, 疑问部分要用 **may+主语**

I wish to have a word with you, \_\_\_\_\_ ?

3. 陈述部分是感叹句时, 疑问部分用 **be+主语**

What beautiful hats, \_\_\_\_\_ ?

Do not trust such men as over praise you to your face, \_\_\_\_\_ ? (完成反意疑问句)

Nothing can be compared with our children's physical and mental health, \_\_\_\_\_ ? (完成反义疑问句)

None of us made sense of what he meant, \_\_\_\_\_ ?

(完成反义疑问句)

I told them not everybody could run as fast as you did, \_\_\_\_\_ ?

A. could he

B. didn't I

C. didn't you

D. could they

### **三、回答方式**

原则: 根据实际情况来确定

—— You are asleep, aren't you?

—— No, I'm not.

—— You aren't asleep, are you?

—— No, I'm not.



1. 注意事实, 肯定即用 yes, 否定用 no
2. 根据疑问句部分确定回答用句。

## 第六节 主谓一致

### 考点 1 语法一致

#### 考点 1.1 不定式、动名词及从句做主语

eg1. To prevent the air from being polluted \_\_\_ what we are now researching.

eg2. Persuading him to join us \_\_\_\_\_ really hard. 劝他加入我们似乎很难。

解析: 不定式、动名词, 以及从句做主语时应看作单数, 谓语动词用单数。

1. To go to bed early and to rise early \_\_\_\_\_ a good habit.

2. To work and to live \_\_\_\_\_ two different things but they are always together.

#### 考点 1.2 并列主语

eg. The great writer and professor \_\_\_\_, who \_\_\_\_ very strict with his students.

A. is an old man; is

B. are both old men; are

C. is an old man and a young man; is

D. are two Chinese; are

解析: 当主语由 and 连结时, 如果它表示一个单一的概念, 即指同一人或同一物时, 谓语动词用单数, and 此时连接的两个词前只有一个冠词. and 所连接表示同一概念的短语有:

a horse and cart, a knife and fork, bread and butter, a watch and chain

Every boy and (every) girl \_\_\_\_\_ great interests in every extra-curriculum activity .

A. show

B. shows

C. are showing

D. showed

#### 考点 1.3 主语前、后加表“数、量”等的修饰语

eg. A large number of students in our school \_\_\_\_\_ from the countryside; the number \_\_\_\_\_ growing these years.

A. is; has been

B. are; has been

C. is; have been

D. are; have been

(1) "a / an + 单名 + and a half" 常接单数谓语; "one and a half + 复名" 多接复数谓语。

① A year and a half \_\_\_\_\_ (has/have) passed.

② One and a half tons of rice \_\_\_\_\_ (is/are) sold.

(2) "a / an + 单名 + or two" 大多接单数谓语; "one or two + 复名" 接复数谓语

① Only a word or two is (are) needed.

② One or two reasons were suggested .

(3) "many a + 单名" 接单数谓语; "a good (great) many + 复名" 接复数谓语。

eg. ① Many a fine man has died for it .

② A great many parents were present at the meeting.

(4) ① "more than one + 单名" 大多接单数谓语。

e.g. More than one person was (were) absent .

② "more + 复名 + than one" 接复数谓语。

eg. More students than one have been there .

③ "more than two (three, ...) + 复名" 接复数谓语。

eg. More than one hundred students have attended the concert .

## 考点 1.4 a quantity of VS quantities of

eg. With more forests being destroyed, a large quantity of good earth \_\_\_\_\_ each year.

- A. is washed away                                      B. washed away  
C. is being washed away                             D. are being washed away

辨析: a quantity of 作主语或其修饰的名词作主语时, 根据 quantity 的单复数形式而定。quantities of 其后通通用复数。

## 考点 1.5 主语后接 with

eg. John as well as the other children who \_\_\_\_\_ no parents \_\_\_\_\_ good care of in the village.

- A. have, is being taken                                B. have, has taken  
C. has, is taken    D. has, have been taken

解析: “名词+with/along with/together with/as well as/rather than/but/except...+名词”结构做主语时, 谓语动词的单复数形式要与第一个名词保持一致

(1) one + of+复数名词+关系代词+动词复数形式, 如:

The Great Wall is one of the world-famous buildings that **draw** lots of visitors.

定语从句中的谓语动词的单复数形式与先行词的单复数形式保持一致。

(2) the only one of + 复数名词+关系代词+动词单数形式, 如:

The Great Wall is the only one of the buildings on the earth that is seen from the moon.

注意: not the only one of...=one of...

Tom isn't the only one of the boys who have passed the exam.

= Tom is one of the boys who have passed the exam.

## 考点 2 意义一致

### 考点 2.1 集合名词做主语

His family **was** poor and he used to sit under the tree and draw pictures. (视为一个整体)

My family **are** going on a trip this summer. 强调每个成员

类似的单词: army, audience, class, club, company, committee, crew, crowd, staff, family, public, government, group, party, union, couple, team

### 考点 2.2 代词做主语

1. All of the students **are** working hard.

2. All of the paint **is** fine.

### 考点 2.3 数词、数量、单位等词语作主语

① Twenty years **is** not a long time .

② Twenty years **have** passed since he left .

做整体解释 “二十年光阴” /若干单位 “二十个年头”

### 考点 2.4 以复数结尾的特殊名词作主语

Mathematics seems easy to me.

Her mathematics are weak .

以“-ics”结尾的学科名词: 指教育、科研的某一学科, 作单数。但是, 表具体的学业、活动等时, 多用作复数。这样的词还有 politics, physics 等

### 考点 2.5 "the + 形容词/分词"作主语

The agreeable **is** not always the useful .

解析: the agreeable 解释为“好看的东西”, 具有抽象概念。

1. 指一类人或事物时, 常用作复数。(the living, the poor,the young, the deaf,the blind)

eg. The poor **are** taken good care of in our country.

2.指“一个人，或抽象的事物”时，作单数用。

eg. The new is sure to take place of the old.

考点 3 就近原则

考点 3.1 特定词组搭配

\_\_\_\_\_ either he or you going with me when the play \_\_\_\_\_ here?

A. Is, is put on

B. Is, is put up

C. Are, is put on

D. Are, put up

解析: put on 上演(戏剧); put up 建起, 张贴

下列词语连接的并列主语: or; either...or; neither...nor; whether...or; not...but; not only...but also; 采用就近原则。

考点 3.2 在倒装句型中

eg. In the distance \_\_\_\_ (was/were) heard the clapping of hands and the shouts of the people.

解析: 在倒装句中: 谓语动词与其后的主语保持一致。如果有几个并列主语, 则应与邻近的主语保持一致。

## 第七节直接引语、间接引语

直接引语变间接引语

“四变”原则:

1. 变“人称”
2. 变“时态”
3. 变“状语”
4. 变“句型”

1. 变“人称”(一随主, 二随宾, 第三人称无变化)

They said, "We will go there by bus."

→ They said they would go there by bus.

He said to Kate, "your sister is a beautiful girl."

→ He told Kate that her sister was a beautiful girl.

2. 变“时态”(退一步法)

"I know it," he said.

→ He said that he knew it.

He said to me, "I met your father."

→ He told me that he had met my father.

"I have seen her before," said he.

→ He said he had seen her before.

He said: "We shall start tomorrow."

→ He said they would start the next day.

注意: 不变真理和客观事实 时态无变化

The teacher said to the students, "Water freezes when the temperature falls below 0°C."

→ The teacher told the students that water freezes when the temperature falls below 0°C.

### 3. 变“状语”

Tom said : " Here stands a tree."

Tom said that there stands a tree.

They said, "We will go there by bus today."

They said they would go there by bus that day.

直接引语	间接引语
<p>now</p> <p>ago</p> <p>today</p> <p>tomorrow</p> <p>yesterday</p> <p>come</p>	<p>then</p> <p>before/ earlier</p> <p>that day</p> <p>the next day</p> <p>the day before</p> <p>go</p>

### 4. 变“句型”

#### ① 祈使句变间接引语

ask/tell /order/sb. to do sth  
not to do sth.

The mother said to her son, "please close the door."

→ The mother asked her son to close the door.

His mother said to her son, "let's close the door."

→ The mother suggested her son should close the door.

祈使句 let's 改为间接引语用 suggest...+Ving 或(should)+V 原...

"Remember, young man, opportunity knocks the door only once." said the father. (改为间接引语)

The father \_\_\_\_\_ his son \_\_\_\_\_ opportunity knocks the door only once.

"Take the action by social customs, law or religion." the people begged the official. (改为间接引语)

The people \_\_\_\_\_ the \_\_\_\_\_ the action by social customs. Law or religion.

"Don't always think of the past, just go ahead," said Mum to her daughter. (改为间接引语)

Mum \_\_\_\_\_ her daughter \_\_\_\_\_ think of the past \_\_\_\_\_ go ahead.

#### ② 一般疑问句变间接引语,用 if, whether 连接

"Would Beijing encourage Chinese consumers to spend more U.S goods?" said the American to the Chinese officials. (改为间接引语)

The American \_\_\_\_\_ the Chinese officials \_\_\_\_\_ Beijing \_\_\_\_\_  
\_\_\_\_\_ Chinese consumers to spend more U.S goods.

③特殊疑问句改为间接引语，注意：一时态，二语序

He asked, "When did she leave?"

→ He asked when she had left.

## 第八节 综合演练

- Congratulations! Your daughter won the first prize! She is a very articulate girl.  
— \_\_\_\_\_.  
A. No, no, Thanks  
B. Thanks for the compliment  
C. Sometimes she is  
D. Yes, you are right, I think
- The patient expressed his \_\_\_\_\_ to the doctors for their concern and treatment during his stay in the hospital, \_\_\_\_\_ them several bags of peanuts grown in his own fields.  
A. thanks; offered  
B. gratitude; offering  
C. impression; offered  
D. influence; offering
- The gas in my car is \_\_\_\_\_, so I have to go to the nearest gas station to fill in the tank as soon as possible.  
A. running out  
B. using up  
C. given out  
D. ended up
- Food safety is \_\_\_\_\_ important, so the government spares no efforts to prevent food pollution.  
A. strongly  
B. reasonably  
C. naturally  
D. highly
- I would like a job which pays more, but \_\_\_\_\_ I enjoy the work I'm doing at the moment.  
A. in other words  
B. on the other hand  
C. for one thing  
D. as a matter of fact
- Don't worry about your oranges, they \_\_\_\_\_ and will \_\_\_\_\_.  
A. taste well; sell well  
B. taste good; sell well  
C. taste good; be sold sell  
D. are tasted well; be sold well
- Nowadays you can buy things on websites such as www. ebay. com. cn or www. taotao. com; which is called shopping \_\_\_\_\_ line.  
A. in  
B. by  
C. on  
D. at
- Reality is not the way you wish things to be, \_\_\_\_\_ the way they appear to be, \_\_\_\_\_ the way they actually are.  
A. or; as  
B. or; or  
C. nor; but  
D. nor; and
- Now, let's move on to another topic. Do you follow me?  
— \_\_\_\_\_, professor.  
A. No, I'm not  
B. Yes, I will  
C. No, I haven't  
D. Yes, perfectly

10. The danger of financial recessions is that they will \_\_\_\_\_ full--fledged depressions.  
A. turn into          B. cause          C. disguise          D. resemble
11. She is one of the teachers who \_\_\_\_\_ a promise to try to make the students pleased with their lessons.  
A. make          B. makes          C. tell          D. tells
12. —Who should be responsible for the accident?  
—The boss , not the workers . They just carried out the order\_\_\_\_\_.  
A. as told          B. as are told          C. as telling          D. as they told
13. ---I'll be away on a business trip. Would you mind looking after my cat?  
---NOT at all. \_\_\_\_\_.  
A. I've no time          B. I'd like it          C. I'd rather not          D. I'd be happy to
14. Shortly after the accident, two \_\_\_\_\_ police were sent to the spot to keep order.  
A. dozens of          B. dozens          C. dozen of          D. dozen
15. --- I'd like \_\_\_\_\_ information about the management of your hotel, please.  
---Well, you could have \_\_\_\_\_ word with the manager, which might be helpful.  
A. some; a          B. an; some          C. some; some          D. an; a
16. If there were no examination, we should have \_\_\_\_\_ at school.  
A. the happiest time          B. a more happier time  
C. much happiest time          D. a much happier time
17. Racial discrimination has still \_\_\_\_\_ in some parts of the U. S. A. since it \_\_\_\_\_ after the Civil War.  
A. been existed; has been done away          B. existed; has been done away with  
C. been existed; has been done away with          D. existed; has done away with
18. He looked like a foreigner, but his accent gave him \_\_\_\_\_.  
A. in          B. away          C. up          D. over
19. She is making \_\_\_\_\_ for her education abroad, and has booked \_\_\_\_\_.  
A. preparations; plane ticket          C. a preparations; plane ticket  
C. preparation; plane's ticket          D. preparations; ticket of plane
20. --- \_\_\_\_\_ do you like the composition?  
---Sorry, I haven't read it, well let me read \_\_\_\_\_.  
A. How; it through          B. What; through it  
C. Why; it over          D. What; over it
21. People usually \_\_\_\_\_ a better life, so they always devote themselves \_\_\_\_\_ for it.  
A. long for; to working          B. long; to the work  
C. long to live; to work          D. long to living; to working

22. The application of so many \_\_\_\_\_ terms in his lecture confused most of the listeners.  
A. technical      B. temporary      C. reasonable      D. accurate
23. The 12 animal fountainheads have become one of the key points when talking about lost relics from the Old Summer Palace, whose value is \_\_\_\_\_.  
A. beyond control      B. beyond repair  
C. beyond comprehension      D. beyond compare
24. It is advisable for you to stop \_\_\_\_\_ and do something useful. Don not trifle away your time.  
A. looking around      B. hanging around  
C. turning around      D. coming around
25. The company intends to launch some new products so as to \_\_\_\_\_ different age groups.  
A. stick to      B. contribute to      C. appeal to      D. turn to
26. A trip to the forest park is a wonderful \_\_\_\_\_ of my happy childhood, when I had no end of fun with my playmates.  
A. adventure      B. celebration      C. reminder      D. attraction

(BBADB, BCCDB, AADDA, DBBAA, AADBCC)

## 第三部分 英语语言学

### 第一节 语言学概述

语言学 (linguistics) 是对语言科学地进行研究的学科。语言学所要研究的不是某一种特定的语言, 而是人类所有语言的特性。Linguistics is generally defined as the scientific study of language. It studies not any particular language, but languages in general.

语言学研究的范畴 (The scope of linguistics) 比较广泛, 包括以下几个方面:

语音学 (Phonetics)、音系学 (Phonology)、形态学 (Morphology)、句法学 (Syntax)、语义学 (Semantics)、语用学 (Pragmatics)、社会语言学 (Sociolinguistics)、心理语言学 (Psycholinguistics)、应用语言学 (Applied linguistics)。

### 第二节 语音学

语音学 (phonetics) 是对发音特征的研究 (phonetics is the general study of the characteristics of speech sounds or the study of the phonic medium of language)。

口语交际的媒介是语音 (speech sounds), 也就是说人们通过声道 (vocal track) 发出的音来表达意义。这种对语音的研究被叫做语音学 (phonetics)。

根据不同的标准, 语音有以下几种不同的分类:

根据语音的生理和物理属性, 音段分为元音 (vowels) 和辅音 (consonants) 两类。他们的主要区别是: 发元音时, 发音器官不形成阻碍, 气流可以畅通无阻地经口腔或鼻腔流出; 发辅音时, 发音器官某一部位形成阻碍, 气流必须克服阻碍才能通过。

### 第三节 音系学

音系学 (phonology) 和语音学一样都是对语音的研究 (to study the sound patterning and distinctive sound units of a particular language), 但两者研究的视角却不同。语音学侧重语音是如何产生的、语音有何特征以及如何描写这些特征。音位学, 顾名思义, 是研究音位系统和音位规则的科学, 主要回答以下三个基本问题: 语言采用哪些音位来区别意义? 音位在一定的环境中可能发生什么样的变化? 音位是如何组合和排列的?

### 第四节 形态学

形态学是指对词的内部结构以及构词规则的研究 (Morphology is a branch of grammar which studies the internal structure of words and the rules by which words are formed)。

形态学研究词素 (morpheme), 词素的不同形态 (即词素变体 allomorph) 及构词法 (word formation)。英语形态学是研究英语词素及其构词法。词是能够独立运用的, 最小的, 有语义的语言单位。掌握一个词, 也就意味着知道该词的音和义。对于语言学习者来说仅仅掌握发音、意义和拼写是不够的, 还必须给词加以分类。每一个词都分别属于某一



个词类(word class),都有其一定的语法范畴(grammatical category)。词类是具有相似功能的一组词。此外,讲话者知道一个词与其它词之间的意义关系以及词的文体特征,即它是正式或非正式用词。

词素分有不同的类型:自由词素和粘着词素,屈折词素和派生词素。英语词的构成因素有派生,复合,转类,截短法,综合法,逆向构词法,首字母缩合词,缩写(法)以及杜撰等。

### 一、自由与粘着词素

一些词素本身就可以构成词,如 water, desire, work 和 there。它们被称为自由词素(free morpheme)。而另外一些词素在口头或书面中永远不能被独立地使用,如 de-, dis-, -ish 以及 -ly,它们总要与自由词素共同来构成新词。这些词素称为粘着词素(bound morpheme)。自由词素与粘着词素的区别在于看口语或书面语中这个词素能否独立使用,拿 dewater 这个词为例,它由两个词素构成。de-是粘着词素, water 是自由词素。这种区分可以通过下列事实验证,即以英语为本族语者不会认为(3)是符合语法的:

What are you going to do with the plants?

I am going to water them.

I am going to dewater them.

\*I am going to de them.

一些英语粘着词素与自由词素形式是一样的,可是它们在意义上却不同。如自由词素 some 作为一个词与在词汇 tiresome, handsome 等中体现的粘着词素-some 拼写形式上一样,意义却不同。

传统上自由词素被叫做词根,粘着词素叫做词缀。现代语言学家发现许多词的组成成分看上去像词根却不能独立使用,例如 receive, perceive 等词中的 ceive 离开词是没有意义的。这种词素的意义完全依赖它所属的词汇的意义。现代语言学家往往把它们看作词素并称它们为粘着词根。

不同的词素起着不同的作用。有些词素既不改变词类也不改变意思,只是给词的现有意义增加一些语法信息。如 dog 和 dogs 都是名词,意思相同,都是指狗,但是 dogs 多了一个表示名词复数的词素-s。象这样的词素纯粹起了语法作用,不改变词类,不创造新词,只是给同一个词改变了词形,这样的词素被称为屈折词素(inflexional morpheme)。

现代英语中的屈折词素表示名词的格或数,动词的时或体,形容词和副词的级。具体来讲,现代英语屈折词素包括:

表示名词的所属格

表示名词的复数形式

表示单数第三人称作主语的一般现在时态

表示动词的过去时

表示动词的进行时

表示形容词和副词的比较级

表示形容词和副词的最高级

与-er 和 est 互补的是 more 和 most，它们位于由两个或多个音节组成的形容词或副词之前，-er 和 more，-est 和 most 都是词素变体。另外一些词素通过改变意思（如 proper 和 improper，两个词都是形容词，意思相反），或者改变词类（如 wide，形容词；widen，动词），或者既改变意思又改变词类来派生新词，这样的词素被称为派生词素（derivational morpheme）。

屈折词素和派生词素都是粘着词素。派生词素在传统上是指词缀，英语词缀可分成前缀（prefix）和后缀(suffix）（一些语言有中缀，即插于其它词素中的粘着词素。）它们附着在其他词素上改变词的语义或语法功能。派生词素既可能是前缀也可能是后缀，但屈折词素都是后缀。

## 二、英语构词法

### 1. 派生

新词不断产生，创造新词的一个方法是运用词素合成构成新词。词素与词素构成新词时，不是漫无秩序，而是有一定的规则。派生（derivation）构成词汇是通过将词缀加到自由词素上进行的。如将词缀加到 friend 这个词上，就可以形成：befriend, friendly, unfriendly, friendliness。因此，在一个自由词素上加入多个词缀的过程可称为复合派生，多数英语后缀加到自由词素或词上时会改变词性而多数前缀不会改变。

派生也受音位音素的限制。如后缀它可与一些形容词连用产生带有使动意义的动词，但不能加到由多个音节组成的形容词上。在单音节形容词中，后缀-en 只能加到词尾为塞音的词上，如 white, soften 和 straighten 等词都属此类情况，而\*truen 和\*abstracten 不可以。一些英语后缀（大多数都是拉丁词源的）改变原来词重音，如，-ity (sane→sanity) 以及-ive(product→productive) 都属这种后缀。其它后缀一般不影响重音，如-ness, -ly, -less。

### 2. 复合法

复合法(Compounding)是指两个或两个以上独立的词组合起来构成新词的方法，由这种方法构成的新词称为复合词。绝大多数英语复合词都是名词，动词和形容词这三类中的两类词的结合。这些复合词可归为三类，如表一：

表一： 复合词构成示例

	Noun	Verb	Adjective
Noun	bookshelf	brainwash	headstrong
Verb	pickpocket	sleepwalk	catchall
Adjective	greenhouse	whitewash	bittersweet

复合词中，在右边的词素决定这个词的词性，所以，greenhouse 就是名词，whitewash 是动词。重音在最左面的词素上。因此，a greenhouse 与 a green house 不同之处在于后者的重音在 house 一词上而 a greenhouse 的重音在 green 上。复合词的意义并非其组成成分意义的总和。例如 greenbottle 一词之意并不是指一个瓶子，而是一种昆虫叫叉叶绿蝇。

### 3. 英语构词法的其它类型

转类 (conversion) 是指不借助词缀，不改变词的形态，使词从一种词类转变成另一种词类，这种方法叫词类转换法。这种情况经常出现于名词和动词两者之间，例如，在短语 to butter the bread 之中 butter 一词便由名词“奶油”变成了动词，意为“往面包上涂奶油”。还有一些不常见的转换，如形容词变为名词 (the poor, a gay)，甚至还有介词变成动词 (to up the price)。转换通常存在于只包含一个词素的词汇中，可是一些复合词也可以有转换的现象。在下面的句子中，动词词类便来源于名词。

The police machinegunned the gang.

(名词 machinegun“机枪”变成了动词“用机枪杀伤”)

截短法 (Clipping) 是指通过删掉一个或更多音节的方式缩短多音节词的方法。截短的词最初用于英语口语中。一些截短词广泛被接受，甚至用于正式语体中，如 bus 一词来源于多音节词 omnibus。

缩合法 (Blending)，也叫拼缀词，是指通过将不同的非词素部分放在一起构建新词的过程。也就是指组成复合词的两个词都失去部分音节后将其中的首部或尾部连接成一个新词的方法。如 smog (烟雾) 是由 smoke 和 fog 缩合而成的。

一些单词是通过部分缩合与部分复合的过程来构成的。如 workaholic (迷恋工作的)。medicare (医疗保健)，guesstimate (约略估计) 等词都是这种方式构成的。它们的构成是一个完整的词与另一个单词的部分的组合。

逆向构词法 (Backformation) 是指通过去掉单词真正的或假想的后缀以构成新词的方法。例如从 editor 逆构成新词 edit。peddle 是从 peddler 逆构而成的。

首字母缩合词及缩写词 (Acronyms and abbreviations) 可以由另一个词或短语简缩而成，这种构词法称为缩略法。简缩而成的词叫做缩略词。首字母缩合词是指把短语中的各个词的首字母连在一起构成的缩略词。例如 NATO 代表 North Atlantic Treaty Organization (北大西洋公约组织) 这两者的区别在于首字母缩合词可以按字母名称读，读作一个单词 (neitəu)。而缩写词不能作为一个词来读。缩写词是按字母顺序往下读的，如 BBC 代表 British Broadcasting Corporation。

新造词 (杜撰) (Coinage) 不是根据现存词素来构词的方法。这种构词法尤其在工业给部分新产品命名的时候应用的很普遍。如 kodak (柯达)，Coca-cola(可口可乐)。

## 第五节 句法学

句法(syntax)这一术语来自古希腊词 *syntaxis*, 其字面意义是指“安排”。从传统的角度来讲, 它是语法的一个分支, 研究句子结构 (the study of sentence structure), 揭示构成某一语言句子的内在规则。

## 第六节 语义学

语义学 (semantics) 是研究意义的科学。它的理论探讨对象是语言的意义 (linguistic meaning) 或语义, 语义是一般意义的一部分。

### 一、词汇意义关系

词汇意义关系的研究是词汇语义学的任务之一。词汇之间不仅在词形上相联系而且在词义上也不是彼此孤立的。这种词与词之间的语义关系有同义关系(synonymy)、反义关系(antonymy)、同音同形异义(homophony)、一词多义(polysemy)、上下义关系(hyponymy)等。

同义关系是指英语中有不少词 相互间意思相同或者基本相同。这样的词之间的关系是同义关系。这样的词是同义词 (synonyms)。同义现象还可以进一步分为方言同义、不同风格的同义、语域不同的同义、情感意义不同的同义、搭配不同的同义。

同义现象经常作为衔接手段用于口语或书面语中。为了避免重复, 在文中作者/说话者需要用同义词来代替前文中所出现过的词。

如果两个词意义相反, 那么这两个词的语义关系是反义关系, 这两个词被称为反义词 (antonyms)。如 *up* — *down*。反义词也分为不同的类型。如分级反义、互补反义、互逆反义。

**分级反义**是指两词的语义特征形成对立的两极, 在此两极中可插入表示不同程度的词语, 体现出对立的层次 (gradability), 如 *old*—*young*。

**互补反义词**是指在语义上相互对立, 彼此排斥, 非此即彼, 非彼即此的一对词语。如 *alive* — *dead*。

**互逆反义词**是指表示相反方向动作过程的词。如 *push* — *pull*, *come* — *go* 等都是互逆反义词。

**同音同形异义词**是指具有相同的发音方式和书写方式但其意义不同的词。一词多义是指一个词含有几个相联系的意义。例如, *head* 至少有两个词义: 词义 1“头部 (人体部位)”; 词义 2“领导人”。

**上下义关系**是一种包含关系。即意义包含在另一个词义中的系统意义关系。上义词支配下义词。如老虎, 狮子, 大象和狗都是动物 (*animal*) 一词的下义词, 而像 *animal* 这类的词被称作老虎, 狮子, 大象和狗的上义词。这种垂直的语义关系把词和词联系在层次网中。

## 第七节 语用学

语用学 (Pragmatics) 这一概念最早由美国哲学家 查尔斯·莫里斯 (Charles Morris) 于 20 世纪 30 年代在其经典著作《符号理论基础》一书中提出。他把符号学 (Semiotics) 分为三部分: 句法学 (Syntactics)、语义学 (Semantics) 和语用学 (Pragmatics)。句法学研究符号与符号之间的关系; 语义学研究符号与符号所指事物之间的关系; 语用学研究语言符号与使用者之间的关系。意义的语用研究关心的是说话人的意义 (speaker meaning)。这一意义还与特定的语境相关, 对意旨意义的破译有赖于语境。从这个意义上来说, 意义的语用研究还关心语境意义 (contextual meaning)。

### 一、言语行为

Austin 从一个完整的言语行为 (Speech acts) 中抽象出三种行为: 言内行为 (locutionary act)、言外行为 (illocutionary act) 和言后行为 (perlocutionary act)。言内行为指说出合乎语言习惯的、有意义的话语; 言外行为涉及说话者的意图, 指在特定的语境中赋予有意义的话语一种“言语行为力量” (illocutionary force), 即语力; 言后行为指说话行为或施事行为在听者身上所产生的某种效果。比如说, 一个小学生放学回来对妈妈说: “I am hungry”, 这是言内行为; 他的意图是向妈妈要东西吃; 妈妈听了他的话, 拿出东西来给他吃了, 他达到了说话的效果, 这是言后行为。

根据言语行为与话语结构 (utterance structure) 的关系, 言语行为可以分为直接言语行为 (direct speech act) 和间接言语行为 (indirect speech act)。直接言语行为所执行的言语功能与其话语结构直接相关, 如:

- (1) Close the door.
- (2) Fasten your seat belt, please.

这两句都是祈使句, 执行的是命令功能。间接言语行为所执行的言语功能与其言语结构之间没有直接的关系。在间接言语行为中, 疑问句可以用来表示提议或请求, 陈述句可以用来表示请求, 如:

- (3) Can you open the door?
- (4) I am hungry.

(3)是一个问句。从字面意思来看, 说话人是在询问听话人有没有开门的能力, 但实际上其言外之意却是一种请求, 是请求对方把门打开。它是通过提问的方式发出了一种请求。(4)中的说话人可能就是在简单的陈述他饿了这样一个事实; 可能是告诉听话人他饿了, 不想继续工作了; 也可能是希望听话人能请他吃饭。总之, 对于这样的言语行为的理解, 需要听话人根据当时的语境、说话人的语气、双方的共识、语用推理等才能够判断。

### 二、合作原则与会话含意

美国伯克利加州大学哲学教授格赖斯 (H. P. Grice) 于 1967 年在哈佛大学的一次演讲《逻辑与会话》中论述了合作原则 (cooperative principle) 及其制约“会话含意”

(conversational implicature) 产生的过程。格赖斯指出, 会话是受到一定条件制约的, 人们的交谈之所以能够顺利进行, 是因为双方遵循了一定的目的, 相互配合默契。他把说话者和听话者在会话中应该共同遵守的原则称为合作原则, 包括以下四个范畴:

## 1. 量准则(Quantity Maxim):

- (1) 说话人所说的话包含交谈所需要的信息;
- (2) 说话人所说的话不应超出所需要的信息。

## 2. 质准则(Quality Maxim): 努力说真话。

- (1) 说话者要说真话, 不要说假话;
- (2) 不要说缺乏证据的话。

## 3. 关系准则(Relation Maxim): 说话要有关联、切题。

## 4. 方式准则(Manner Maxim): 说话要明白清楚。

- (1) 避免晦涩; 谈话者所说的话应清楚简要, 有条理;
- (2) 避免歧义。
- (3) 简明扼要;
- (4) 井井有条。

在具体的言语交际中, 说话者会根据具体情况, 谈话的内容、听话者的身份、说话的场合, 着重遵守某一准则或违反某一准则, 听话者从中推导出“会话含意”, 即根据语境研究话语的真正含义, 解释话语的言下之意, 弦外之音, 而不是从语言系统内部(语音, 语法, 语义等)去研究语言本身表达的意义。

## 第八节 修辞学

### 1. 明喻 (Simile) \_

概念: 明喻是一种最简单、最常见的修辞方法, 是以两种具有共同特征的事物或现象进行对比, 表明本体和喻体的关系, 两者都在对比中出现, 其基本格式是“A像B”, 常用的比喻词有as, like, as if, as though等。

例如: Like climbing a mountain, we struggle up three feet and fall back two. 正如爬山, 我们费力爬上三英尺, 又掉下去两英尺。

### 2. 暗喻 (Metaphor) \_

概念: 暗喻是根据两个事物间的某些共同的特征, 用一事物去暗示另一事物的比喻方式。本体和喻体之间不用比喻词, 只是在暗中打比方, 从而更生动、更深刻地说明事理, 增强语言的表现力。

例如: I will do anything I can to help him through life's dangerous sea. 我将全力帮助他穿越人生的惊涛骇浪。

### 3 转喻 (Metonymy) \_

概念: 转喻是通过相近的联想, 借喻体代替本体。转喻是比隐喻更进一步的比喻, 它根本不说出本体事物, 直接用比喻事物代替本体事物。

例如: The buses in America are on strike now. 美国的公共汽车司机正在罢工 (这里buses 喻指司机drivers)。

### 4. 提喻 (Synecdoche) \_



概念：又称举隅法，主要特点是局部代表全体，或以全体喻指部分，或以抽象代具体，或以具体代抽象。

例如：There are about 100 hands working in his factory. 他的厂里约有100名工人。（部分代整体） \_

## 5. 头韵 (Alliteration) \_

概念：头韵即连续数个单词的头音或头字母相同。

例如：I felt sick, and ever since then they have been testing and treating me.

打那时起，他们就一直不断地对我进行体检和治疗。（testing 和treating 用在这里是为了取得一种文字的音乐美的效果。） \_

## 6. 尾韵 (End Rhyme) \_

概念：尾韵指的是利用尾音发音相似的两个或更多的词，由于其所处的位置而相互应和的现象。

例如：Since we have immense pressure in work, we should find immense pleasure in life.

现在我们工作压力很大，所以在生活中要好好享受才好。（pressure和pleasure押尾韵sure。） \_

## 7. 矛盾修辞法 (Oxymoron) \_

概念：矛盾修辞法，就是把意思上互相矛盾互相排斥的词语紧密地联系在一起，来描述一个事物，或表达一种思想，说明一个道理，或寻求一个哲理。

例如：A miserable, merry Christmas 悲喜交加的圣诞节。

## 8. 双关语 (Pun) \_

概念：双关语巧妙利用词的谐音、词的多义或歧义等，使同一句话可同时表达不同意义。

例如：Hiroshima—the “Liveliest” City in Japan. 广岛—日本“最有活力”的城市。（作者将Liveliest一词用引号引起来是有意表明，人们竟然把一个遭受过原子弹轰炸的城市说成是“最快活的”，真是莫大的讥讽，同时也是进行今昔对比，可谓是一语双关。） \_

## 9. 委婉语 (Euphemism) \_

概念：委婉语用比较温和的词代替粗鲁的词或使人不愉快的词，用通行的词代替禁忌的词。

例如：He passed away last week. 他上周去世。

## 10. 排比/平行 (Parallelism) \_

概念：排比一般由三项或三项以上的词语或句子构成，其并列的结构常相同或类似，意义相关，语气连贯。

例如：No one can be perfectly free till all are free; no one can be perfectly moral till all are moral; no one can be perfectly happy till all are happy. 所有的人自由后，才能完全自由；所有的人都有道德，才能完全合乎道德；所有的人幸福了，才能真正幸福。

## 11. 夸张 (Exaggeration) \_

概念：夸张是把事物的特征，有意地加以夸大或缩小。即采用“言过其实”的说法，使事物的本质特征更好地呈现出来。

例如：I beg a thousand pardons. 我千百次的祈求宽恕。

## 12. 拟人 (Personification) \_

概念：拟人就是把无生命的事物当作有生命的事物来描写，赋予无生命之物以感情和动作或是把动物人格化。

例如：The first day of this term found me on my way to school, beautiful flowers smiling and lovely birds singing in the wood. 新学期第一天上学的路上，美丽的花儿在微笑，可爱的小鸟在林中歌唱。

## 13. 反语 (Irony) \_

概念：反语就是说反话，用反话来表达思想、观点、事物等等。有的时候可以达到讽刺的意味。

例如：“What fine weather for an outing!” 多好的出游天气啊！（反映出当时的无奈与沮丧）。

## 14. 拟声 (Onomatopoeia) \_

概念：拟声是摹仿自然界中非语言的声音，其发音和所描写的事物的声音很相似。

例如：On the roof of the school house some pigeons were softly cooing. 在学校房屋的屋顶上壹些鸽子正轻轻地咕咕叫着。

## 15. 通感 (Synesthesia) \_

概念：通感是指在某个感官所产生的感觉，转到另一个感官的心理感受。

例如：Some books are to be tasted, others to be swallowed and some few to be chewed and digested. 有些书是应当尝尝滋味的，有些书是应当吞下去的，有少数书是应当咀嚼和消化的。

## 16. 移就 (Transferred Epithet) \_

移位修饰法(Transferred Epithet)，它将描写甲事物性状的词语移来描写乙事物的性状。

1. 形容词由人转移到指物，即从具有某种特性的人转到与这种特性相关的物

The enemy fled in a blind haste.

Roosevelt listened with bright-eyed, smiling attention.

2. 形容词由指物转移到指人

He is a straightforward person.

My father is a solemn scholar of physics

【题目示例】

The rhetorical device \_\_\_\_\_ is a way of speaking or writing that makes something sound better, worse, more exciting, etc. than it really is.

A. hyperbole B. personification C. simile D. metaphor

【答案】A

【解析】考查修辞手法。句意：下面哪种修辞手法是一种可以让事情听起来更好、更糟或更令人兴奋的说话或写作方式。hyperbole, 夸张；personification, 拟人；simile 明喻；metaphor 暗喻。夸张是夸大可能性，使一件事听起来更好，更糟，更令人兴奋，故选 A。



## 第四部分 英美文学

### 第一章 英国文学

所处时期	姓名	地位/评价	作品
1. 古英语时期 (499—1066)		英国民族史诗	<i>Beowulf</i> 《贝奥武夫》
	King Alfred / Alfred the Great	英国散文之父	<i>Anglo-Saxon Chronicle</i> 《盎格鲁—撒克逊编年史》
2. 中古英语时期 (1066—1500)	三种文学样式：骑士传奇、民谣、诗歌		
	<p><b>Ballads:</b> 唱咏绿林英雄罗宾汉的民谣。</p> <p><b>Romance:</b> <i>Sir Garwain and the Green Knight</i> 《高文爵士与绿衣骑士》代表骑士传奇最高成就，创作于诺曼时期向新时代过渡的 14 世纪，它的题材属于亚瑟王和圆桌骑士的传说系列。</p>		
	Geoffrey Chaucer 杰弗里·乔叟 (1340-1400)	英国诗歌之父 Father of English Poetry 中古时期最重要代表 最早的人文主义思想家 伦敦方言写作	<i>The Canterbury Tales</i> 《坎特伯雷故事集》(英雄双韵体)
3. 文艺复兴时期 (伊丽莎白时期 14—16 世纪)	Thomas More 托马斯·莫尔 (1478—1535)		<i>Utopia</i> 《乌托邦》：描绘了一个理想的未来社会。
	Edmund Spenser 埃德蒙·斯宾塞	诗人中的诗人；首创 “斯宾塞诗节” (Spencerian Stanza)	<i>The Faerie Queene</i> 《仙后》
	Francis Bacon. 弗朗西斯·培根 (1561—1626)	The founder of modern science of England The first English essayist 论说文家	<i>Advancement of Learning</i> 《学术的进展》； <i>Novum Organum</i> 《新工具》 <i>New Atlantic</i> 《新大

			西岛》 <i>Essays</i> 《论文集》 (58 篇)
	William Shakespeare 莎士比亚	文艺复兴时期最重要代表 创作十四行诗 (sonnet)	37 plays, 154 sonnets, 2 long narrative poems 长篇叙事诗: <i>Venus and Adonis</i> 《维纳斯和阿多尼斯》 <i>The Rape of Lucrece</i> 《露克丝受辱记》 四大悲剧: <i>Hamlet</i> 《哈姆雷特》, <i>Othello</i> 《奥赛罗》, <i>King Lear</i> 《李尔王》, <i>Macbeth</i> 《麦克白》 四大喜剧: <i>A Midsummer Night's Dream</i> 《仲夏夜之梦》 <i>The Merchant of Venice</i> 《威尼斯商人》、 <i>You Like It</i> 《皆大欢喜》、 <i>Twelfth Night</i> 《第十二夜》 历史剧: <i>Henry VI</i> 《亨利六世》、 <i>Richard III</i> 《理查德三世》、 <i>Henry IV</i> 《亨利四世》 悲喜剧: <i>Romeo and Juliet</i> 《罗密欧与朱丽叶》
	Christopher Marlowe 克里斯托弗·马洛(1564—1593)	The first great dramatist of the Renaissance period (before Shakespeare) Paved the way for Shakespeare	<i>Tamburlaine the Great</i> 《帖木儿大帝》 <i>Doctor Faustus</i> 《浮士德博士》 <i>The Jew of Malta</i> 《马尔他的犹太人》

			16 世纪80 年代青年剧作家中 成就最高者 (the University Wits) 大学才子派
4. 英国资产阶级革命时期 (17 世纪)	John Milton 约翰·弥尔顿 (1608—1674)	清教主义 The greatest poet and pamphleteer in mid-17th-century England	<i>The Paradise Lost</i> 《失乐园》 <i>Paradise Regained</i> 《复乐园》 <i>The Defense of the English People</i> 《为英国人民争辩》 <i>Samson Agonistes</i> 《力士参孙》 <i>Areopagitica</i> 《论出版自由》 <i>Lycidas</i> 《利西达斯》
	John Bunyan 约翰·班扬 (1628—1688)		<i>The Pilgrim's Progress</i> 《天路历程》 <i>The Life and Death of Mr. Badman</i> 《恶人传》
	John Dryden 约翰·德莱顿 (1631—1700)	英国新古典主义最早代表; 世纪之交的伟大诗人	<i>All for Love</i> 《一切为了爱》 <i>An Essay of Dramatic Poetry</i> 《论戏剧诗》
	John Donne 约翰·邓恩	玄学派诗人出现于十七世纪, 邓恩是最重要的代表	<i>Songs and Sonnets</i> 《歌与十四行诗》 <i>The Flea</i> 《跳蚤》 <i>Holy Sonnets</i> 《圣诗》
<b>5. 18 世纪英国文学 (The Age of Enlightenment 启蒙运动时期)</b>			
所处时期	姓名	地位/评价	作品
(1) 18 世纪上半	Alexander	An outstanding	<i>An Essay on</i>

期：新古典主义 (Neo-classicism)	Pope 亚历山大·蒲柏 (1688—1744)	Enlightener 启蒙主义者 The greatest English poet of Neo-classicism	<i>Criticism</i> 《批评论》 <i>The Duncial</i> 《愚人志》 <i>Moral Essays</i> 《道德论》 <i>An Essay on Man</i> 《人论》
	Richard Steele & Joseph Addison 理查德·斯蒂尔 & 约瑟夫·艾迪生		<i>The Tatler</i> 《闲谈者》 <i>The Spectator</i> 《旁观者》
(2) 18 世纪中后期： (中期：英国现代小说兴起)	Thomas Gray 托马斯·格雷	Founder of English novel 其作品标志着近代英国小说的形成	<b><i>Robinson Crusoe</i></b> <b>《鲁宾逊漂流记》</b> <i>Capital Singleton</i> 《辛格顿船长》 <i>Moll Flanders</i> 《摩尔·弗兰德斯》 <i>Captain Jack</i> 《陆军上校杰克》
	Jonathan Swift 乔纳森·斯威夫特 (1667 —1745)	英国文学史上著名的讽刺小说家	<b><i>Gulliver's Travels</i></b> <b>《格列佛游记》</b> <i>A Modest Proposal</i> 《一个小小的建议》 <i>Pamphlets on Ireland</i> 《关于爱尔兰的小册子》
	Samuel Richardson 塞缪尔·理查森 (1689-1761)	英国现代小说创始人	<i>Pamela</i> 《帕米拉》 —书信体
	Henry Fielding 亨利·菲尔丁 (1707—1754)	英国现实主义小说理论的奠基人	<i>The Life of Mr. Jonathan Wild the Great</i> 《大伟人江奈生·魏尔德传》； <i>Amelia</i> 《阿美利亚》； <i>The History of Tom</i>

			<i>Jones, a Foundling</i> 《汤姆·琼斯》— (英国现实主义小说最高成就)
	Richard Brinsley Sheridan 理查德·布林斯利·谢里丹		代表作: <i>The Rivals</i> 《情敌》  <i>The school for Scandal</i> 《造谣学校》—莎士比亚之后最杰出的英国喜剧、英国“风俗喜剧”之巅峰
<b>6. 19 世纪时期英国文学 (维多利亚时期)</b>			
(1) 19 世纪上半期: 浪漫主义时期	William Blake 威廉·布莱克 (1757—1827)		诗集: <i>Songs of Innocence</i> 《天真之歌》 <i>Songs of Experience</i> 《经验之歌》
	Robert Burns 罗伯特·彭斯 (1759—1796)	著名农民诗人	<i>Chiefly in the Scottish Dialect</i> 《苏格兰方言诗集》 <i>Auld Lang Syne</i> 《往昔时光》 <i>A Red, Red Rose</i> 《火红火红的玫瑰》
(1) 19 世纪上半期: 浪漫主义时期	William Wordsworth 威廉·华兹华斯 (1770—1850)	湖畔派; 消极浪漫主义	<i>I Wandered Lonely as a Cloud</i> 《独自云游》 <i>The Solitary Reaper</i> 《孤独的割麦女》 <i>Preface to Lyrical Ballads</i> 《抒情歌谣集》 (与柯勒律治合编) 最杰出的诗篇: <i>The Prelude</i> 《序曲》
	George Gordon	Active romanticists 积极浪漫主义者	诗剧: <i>Manfred</i> 《曼弗雷德》,

	<p>Byron 乔治·戈登·拜伦 (1788 —1824)</p>		<p><i>Don Juan</i> 《唐·璜》</p>
	<p>Percy Bysshe Shelley 波西·比西·雪莱 (1792 —1822)</p>	<p>Active romanticists 积极浪漫主义者</p>	<p><i>Ode to the West Wind</i> 《西风颂》； <i>Prometheus Unbound</i> 《解放了的普罗米修斯》 <i>To a Skylark</i> 《致云雀》 <i>A Defense of Poetry</i> 《诗辩》</p>
	<p>John Keats 约翰·济慈 (1795—1821)</p>		<p><i>The Eve of St. Agnes</i> 《圣·阿格尼斯节前夕》——诗人最杰出的作品之一 颂歌：<i>Ode on Autumn</i> 《秋颂》； <i>Ode to a Nightingale</i> 《夜莺颂》； <i>Ode on a Grecian Urn</i> 《希腊古翁颂》</p>
	<p>Robert Browning 罗伯特·布朗宁</p>	<p>首创“戏剧独白诗” (Dramatic Monologue)</p>	<p><i>The Ring and the Book</i> 《环与书》 (英国 19 世纪最杰出的长诗之一)</p>
<p>(2) 19 世纪中后期：批判现实主义小说</p>	<p>Jane Austen 简·奥斯汀 (1775—1817)</p>		<p><i>Northanger Abbey</i> 《诺桑觉寺》 <i>Sense and Sensibility</i> 《理智与情感》 <i>Pride and Prejudice</i> 《傲慢与偏见》 the main characters are Darcy and Elizabeth <i>Mansfield Park</i> 《曼斯菲尔德庄园》</p>

			<i>Emma</i> 《爱玛》 <i>Persuasion</i> 《劝导》
	Charlotte Bronte	The Bronte Sisters 勃朗特三姐妹之一	<i>Jane Eyre</i> 《简·爱》 <i>Shirley</i> 《谢利》
	夏洛特·勃朗特 (1816—1855)		<i>Villette</i> 《维莱特》 <i>The Professor</i> 《教师》
	Emily Bronte 艾米莉·勃朗特 1818—1848	The Bronte Sisters 勃朗特三姐妹之一	小说： <i>Wuthering Heights</i> 《呼啸山庄》
	Anne Bronte 安妮·勃朗特	The Bronte Sisters 勃朗特三姐妹之一	<i>The Tenant of Wildfell Hall</i> 《怀尔德菲尔府的房客》， <i>Agnes Grey</i> 《艾格妮斯·格雷》
	Charles Dickens 查尔斯·狄更斯 (1812—1870)		乐观时期： <i>Sketches by Boz</i> 《博兹札记》； <i>The Pickwick Papers</i> 《匹克威克外传》； <i>Olive Twist</i> 《雾都孤儿》； <i>Old Curiosity Shop</i> 《老古玩店》； 不乐观时期： <i>American Notes</i> 《美国札记》； <i>Dombey and Son</i> 《董贝父子》； <i>David Copperfield</i> 《大卫科波菲尔》；

			后期: <i>Hard Times</i> 《艰难时事》; <i>A Tale of Two Cities</i> 《双城记》, <i>Great Expectations</i> 《远大前程》
	William Makepeace Thackeray 威廉·梅克比斯·萨克雷	善于描写上层社会形形色色的人物	<i>The Book of Snobs</i> 《势利者集》 <i>Vanity Fair</i> 《名利场》 <i>History of Pendennis</i> 《潘丹尼斯的历史》 <i>The History of Henry Esmond</i> 《亨利·艾斯芒的历史》 <i>The Newcomes</i> 《纽可谟一家》 <i>The Virginians</i> 《弗吉尼亚人》
	Thomas Hardy 托马斯·哈代 (1840—1928)		<i>Under the Greenwood Tree</i> 《绿茵下》 <i>Far from the Madding Crowd</i> 《远离尘嚣》 <i>The Return of the Native</i> 《还乡》 <i>The Mayor of Casterbridge</i> 《卡斯特桥市长》 <i>Tess of the D'urbervilles</i> 《德伯家的苔丝》 <i>Jude the Obscure</i> 《



			无名的裘德》史 诗剧: <i>The Dynasts</i> . 《列 王》
7. 20 世纪的英国文学	Oscar Wilde 奥斯卡·王尔德 (1856 — 1900)	Aestheticism唯美主义	四部喜剧: <i>Lady Windermere's Fan</i> 《温德密尔夫人的扇子》, <i>A woman of No Importance</i> 《无足轻重的女人》, <i>An Ideal Husband</i> 《理想的丈夫》, <i>The Importance of Being Earnest</i> 《认真的重要性》 悲剧: <i>Salome</i> 《莎乐美》; 散文集: <i>De Profundis</i> 《自深深处》 最后一部: <i>The Ballad of Reading Gaol</i> 《瑞丁监狱之歌》; 唯一小说: <i>The Picture of Dorian Gray</i> 《道林·格雷的画像》
	Henry James 亨利·詹姆斯	现代主义小说的先 行者	<i>Daisy Miller</i> 《黛西·米勒》 <i>The Portrait of a Lady</i> 《一位贵妇的画像》
	James Joyce 詹姆斯·乔伊斯		<i>Dubliners</i> 《都柏林人》; 长篇小说: <i>A Portrait of the Artist as a Young Man</i> 《一个青年艺术家的画像》; <i>Finnegans Wake</i> 《芬尼根守灵夜》; <i>Ulysses</i> 《尤利西斯》
	Virginia Woolf 弗吉尼亚·伍尔夫		长篇小说: <i>Orlando</i> 《奥兰多传》; <i>The</i>

			<p><i>Waves</i> 《浪》；  <i>Between the Acts</i> 《幕间》；  <i>To the Lighthouse</i> 《到灯塔去》</p>
	<p>George Bernard Shaw 乔治·萧伯纳</p>	<p>the best-known English dramatist since Shakespeare</p>	<p>长篇小说：<i>An Unsocial Socialist</i> 《业余社会主义者》；剧本：<i>Widower's Houses</i> 《鳏夫的房产》；<i>Mrs Warren's Profession</i> 《华伦夫人的职业》；<i>The Devil's Disciple</i> 《魔鬼的门徒》；<i>John Bull's Other Island</i> 《英国佬的另一个岛》；<i>Major Barbara</i> 《巴巴拉少校》；<i>Heartbreak House</i> 《伤心之家》；<i>Too True to Be Good</i> 《真相毕露》；<i>Joan of Arc</i> 《圣女贞德》；<i>Pygmalion</i> 《茶花女》</p>
	<p>William Golding 威廉·戈尔丁</p>		<p>长篇小说：<i>Lord of the Flies</i> 《蝇王》（1983 诺贝尔文学奖）；<i>The Inheritors</i> 《继承人》；<i>Pincher Martin</i> 《平却·马丁》；<i>The Spire</i> 《塔尖》；<i>The Pyramid</i> 《金字塔》</p>
	<p>Samuel Beckett 塞缪尔·贝克特</p>	<p>1969 诺贝尔文学奖获得者</p>	<p><i>Waiting For Godot</i> 《等待戈多》  <i>Endgame</i> 《残局》</p>
	<p>Thomas Stearns Eliot 托马斯·艾略特</p>		<p>诗集：<i>Prufrock and Other Observation</i> 《普鲁夫洛克及其</p>

			他; <i>The Waste Land</i> 《荒原》; <i>Ash-Wednesday</i> 《圣灰星期三》; 诗剧: <i>Murder in the Cathedral</i> 《大教堂里的谋杀案》; <i>The Family Reunion</i> 《家庭聚会》; 评论集: <i>The Sacred Wood</i> 《圣林》; <i>The Hollow Men</i> 《空虚的人们》
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## 第二章 美国文学

所处时期	姓名	作品	地位/评价
<b>1. 独立革命前后的文学 (1607—1865)</b>			
(1) Colonial Period 殖民地时期 (1607-1775)	Captain John Smith 约翰·史密斯 (1580—1631)	<i>A True Relation of Virginia</i> 《关于弗吉尼亚的真实叙述》	美国历史的“第一书”; 美国文学的第一位作者
	William Bradford 威廉·布拉福德 (1590—1657)	<i>History of Plymouth Plantation</i> 《普利茅斯种植园史》	美国历史之父 The first governor of Plymouth
(2) 独立战争到南北战争时期 (1775-1865)	Benjamin Franklin 本杰明·富兰克林 (1706—1790)	<i>Poor Richard's Almanac</i> 《穷查理历书》 <i>The Way to Wealth</i> 《致富之道》 <i>The Autobiography</i> 《自传》 参与撰写了《独立宣言》	
	Thomas Paine 托马斯·潘恩 (1737—1809)	<i>Common Sense</i> 《常识》 <i>American Crisis</i> 《美国危机》 <i>Rights of Man</i> 《人权论》 <i>The Age of Reason</i> 《理性时代》	

		<i>The Case of the Officers of Excise</i> 《税务员问题》	
	Philip Freneau 菲利普·弗雷诺 (1752—1832)	<i>The Rising Glory of America</i> 《美国的荣耀蒸蒸日上》 <i>The Wild Honeysuckle</i> 《野生的金银花》 <i>To the Memory of the Brave Americans</i> 《纪念美国勇士》 (同类诗中最佳) <i>The British Prison Ship</i> 《英国囚船》	
	Thomas Jefferson 托马斯·杰弗逊 (1743—1826)	参与起草了 <i>Declaration of Independence</i> 《独立宣言》	
<b>2. 美国浪漫主义文学 (1820—1855)</b>			
(1) American Romanticism 美国浪漫主义文学 (早期) (1820-1835)	Washington Irving 华盛顿·欧文 (1783—1859)	<i>A History of New York</i> 《纽约外史》(美国人写的第一部诙谐文学杰作) <i>The Sketch Book</i> 《见闻札记》: <i>The Legend of Sleepy Hollow</i> 《睡谷传说》 <i>Rip Van Winkle</i> 《瑞普·凡·温克尔》	The Father of American Literature 美国文学之父
	James Fenimore Cooper 詹姆斯·芬尼莫·库珀 (1789—1851)	<i>The Spy</i> 《间谍》(开美国革命历史小说先河) <i>The Pilot</i> 《领航者》(开美	

		<p>国海上冒险小说先河) <i>Leather-stocking Tales</i> 《边疆五曲皮裹腿故事集》(包括 <i>The Deer slayer</i> 《猎鹿者》, <i>The Pioneer</i> 《拓荒者》——开美国边疆冒险小说先河, <i>The Pathfinder</i> 《探路人》, <i>The Prairie</i> 《大草原》, <i>The Last of the Mohicans</i> 《最后的莫希干人》——著名长篇小说)</p>	
<p>(2New England Transcendentalism 新英格兰超验主义(1836—1855)</p>	<p>Ralf Waldo Emerson 拉尔夫·沃尔多·爱默生(1803—1882)</p>	<p><i>Essays</i> 《散文集》 <i>Nature</i> (1836)《论自然》—— <i>The Bible of New England Transcendentalism</i> <i>The American Scholar</i> 《论美国学者》 <i>The Oversoul</i> 《论超灵》； <i>Self-reliance</i> 《论自助》</p>	
	<p>Henry David Thoreau 亨利·大卫·梭罗(1817—1862)</p>	<p><i>Walden</i> (Life in the Woods) 《瓦尔登湖》(《林中生活》) <i>A Plea for John Brown</i>《布朗上校的请愿》</p>	
	<p>Henry Wadsworth Longfellow 亨利·华兹沃斯·朗费罗</p>	<p><i>The Song of Hiawatha</i> 《海华沙之歌》——美国人写的第一部印第安人史诗 <i>Evangeline</i> 《伊凡吉林》 <i>A Psalm of life</i> 《生命礼赞》</p>	
	<p>Nathaniel Hawthorne 纳撒尼尔·霍桑(1804—1864)</p>	<p><i>The Marble Faun</i> 《玉石雕像》两部短篇小说集: <i>Twice-told tales</i> 《尽人皆</p>	

		<p>知的故事》, <i>Mosses from an Old Manse</i> 《古屋青苔》</p> <p><b><i>The Scarlet Letter</i></b> 《红字》（反映清教徒殖民统治的黑暗及教会的虚伪与不公，象征手法运用纯熟）</p> <p><i>The House of the Seven Gables</i> 《带七个尖角阁的房子》</p> <p><i>The Blithedale Romance</i> 《福谷传奇》</p> <p><i>Young Goodman Brown</i> 《年轻的古德曼·布朗》</p>	
	Herman Melville 赫尔曼·梅尔维尔 (1819—1891)	<i>Typee</i> 《泰比》 <i>Moby Dick</i> 《白鲸》	
	William Cullen Bryant 威廉·克伦·布莱恩特	<i>To a Waterfowl</i> 《致水鸟》	浪漫主义诗人 享有“美国的华兹华斯”美誉
	Walt Whitman 沃尔特·惠特曼 (1819—1892)	<i>Leaves of Grass</i> 《草叶集》（浪漫主义文学时期压卷之作） <i>Song of Myself</i> 《自我之歌》	杰出的诗人
<b>3. American Realism Period 美国现实主义文学(1865 南北战争—1914 第一次世界大战)</b> (关键词: the second American Renaissance, a transformation from order to disorder, the expatriate(侨民) movement, Imagist movement, Jazz Age, Lost Generation)			
(1) The age of Realism	William Dean Howells 威廉·迪安·豪威尔斯	<i>The Rise of Silas Lapham</i> 《塞拉斯·拉帕姆的发迹》	
	Harriet Beecher Stowe 哈利耶特·比彻·斯托 (1811—1896)	<i>Uncle Tom's Cabin</i> 《汤姆叔叔的小屋》	
	Mark Twain 马克·吐温 (Samuel Longhorne)	<i>The Gilded Age</i> 《镀金时代》 <i>The Adventures of Tom</i>	杰出的幽默讽刺作家

	Clemens)	<i>Sawyer</i> 《汤姆·索耶历险记》 <i>The Adventures of Huckleberry Finn</i> 《哈克贝利·费恩历险记》 <i>The Celebrated Jumping Frog of Calaveras County</i> 《卡拉维拉斯县著名的跳蛙》 <i>Life on the Mississippi</i> 《密西西比河上的生活》	
	Theodore Dreiser 西奥多·德莱塞 (1871—1945)	<i>Sister Carrie</i> 《嘉莉姐妹》 <i>Trilogy of Desire</i> 《欲望三部曲》 ( <i>Financier</i> 《金融家》, <i>Titan</i> 《巨人》, <i>The Stoic</i> 《司多葛》); <i>An American Tragedy</i> 《美国的悲剧》 (被称为美国最伟大的小说)	
	O. Henry 欧·亨利	<i>The Gift of Magi</i> 《麦琪的礼物》	
	Jack London 杰克·伦敦 (1876—1916)	短篇小说: <i>Love of Life</i> 《热爱生活》, <i>The Son of the Wolf</i> 《狼之子》; <i>The Call of the Wild</i> 《野性的呼唤》; <i>The Sea Wolf</i> 《海狼》; <i>White Fang</i> 《白獠牙》; <i>Martin Eden</i> 《马丁·伊登》	
<b>4. American Modernism 美国现代主义文学 (1914 年一战—1939 年二战)</b>			
(1) Imagism 意象派代表人物	Ezra Pound 伊兹拉·庞德	<i>The Cantos</i> 《诗章》 <i>In a Station of the Metro</i> 《在地铁站》 (意象派诗歌的经典之作)	意象派诗歌的创始人
	Robert Frost 罗伯	<i>Stopping by the</i>	曾经四次获得“普

	特·弗罗斯特	<i>Woods on a Snowy Evening</i> 《雪夜林边小驻》 <i>The Road Not Taken</i> 《未选之路》	利策奖 (Pulitzer Prize)”; 作品主题永远是 New England, 简单却包含大道理
(2) The Lost Generation 迷惘的一代	Ernest Hemingway 厄内斯特·海明威 (1899—1961)	<i>The Sun Also Rises</i> 《太阳照样升起》 <i>Farewell to Arms</i> 《永别了, 武器》 <i>For Whom the Bell Tolls</i> 《丧钟为谁而鸣》 <i>The old man and the sea</i> 《老人与海》	1954 年诺贝尔文学奖获得者; 战争经历影响着其写作风格 (His own writing style was affected by the war experience)
	William Faulkner 威廉·福克纳 (1897—1962)	<i>The Sound and the Fury</i> 《愤怒与喧嚣》 <i>As I lay dying</i> 《在我弥留之际》 <i>Light in August</i> 《八月之光》 <i>Absalom, Absalom</i> 《押沙龙, 押沙龙》 (家世小说) <i>The Mansion</i> 《大宅》 <i>A Fable</i> 《寓言》	
	F Scott Fitzgerald 弗朗西斯·菲茨杰拉德 (1896—1940)	<i>The Great Gatsby</i> 《了不起的盖茨比》 <i>Tender in the Night</i> 《夜色温柔》 <i>The Last Tycoon</i> 《最后的巨头》	爵士时期最重要作家
	Eugene O'neil 尤金·奥尼尔 (1888—1953)	<i>The Hairy Ape</i> 《毛猿》 <i>Beyond the Horizon</i> 《天边外》 <i>The Long Days</i> <i>Journey Into Night</i> 《进入黑夜的漫长旅程》	1936 年诺贝尔文学奖获得者, 是唯一一位获此奖的戏剧家
	Sinclair Lewis 辛莱克·刘易斯	<i>Main Street</i> 《大街》 <i>Babbitt</i> 《巴比特》	
	Pearl S. Buck 赛珍珠	<i>The Good Earth</i> 《大地》	第一个获诺贝尔奖的美国女作家



5. 第二次世界大战后 Contemporary Period (1939—)			
(1) The Beat Generation 垮掉的一代	Jack Kerouac 杰克·凯鲁亚克	<i>On the Road</i> 《在路上》	
	David Salinger 大卫·塞林格	<i>The Catcher in the Rye</i> 《麦田里的守望者》	
(2) Black Humor 黑色幽默	Joseph Heller 约瑟夫·海勒	长篇小说: <i>Catch-22</i> 《第二十二条军规》	
	Kurt Vonnegut 冯尼格	<i>Slaughterhouse Five</i> 《第五号屠场》	

### 课堂演练

- The play *Romeo and Juliet* was written by \_\_\_\_\_.  
A. Charles Dicken    B. Jack London    C. William Shakespeare    D. Bernard Shaw
- The novel *Oliver Twist* is written by \_\_\_\_\_.  
A. Charles Dickens    B. William Shakespeare    C. Henry James    D. O·Henry
- Hamlet*, *Othello* \_\_\_\_\_ and *Macbeth* are William Shakespeare for great tragedies.  
A. as you like it    B. *King Lear*  
C. *Twelfth Night*    D. *A Midsummer Night's Dream*
- Paradise Lost* and *Paradise Regained* are the masterpieces of \_\_\_\_\_.  
A. John Done    B. Christopher Marlowe.    C. John Milton    D. John Dryden
- "If winter comes, can spring far behind?" is an epigrammatic poem by \_\_\_\_\_.  
A. J. Keats    B. W. Blake    C. W. Wordsworth.    D. P.B. Shelley
- "To be, or not to be—that is the question." comes from Shakespeare's \_\_\_\_\_.  
A. *Othello*    B. *As you like it*    C. *Macbeth*    D. *Hamlet*
- Darcy and Elizabeth are the characters of \_\_\_\_\_.  
A. *Mansfield part*    B. *Sense & Sensibility*  
C. *Pride & Prejudice*    D. *Emma*
- \_\_\_\_\_, the "father of English Poetry" and one of the greatest narrative poets of England, was born in London about 1340.  
A. William Blake    B. Geoffrey Chaucer  
C. Francis Bacon    D. John Dryden
- \_\_\_\_\_ is not included in Shakespeare's great four tragedies?  
A. *King Lear*    B. *Romeo and Julie*  
C. *Macbeth*    D. *Othello*
- \_\_\_\_\_ was one of the principal poets in the English Romantic Movement.

A. John Keats      B. Alexander Pop      C. Samuel Richardson      D.

William Golding

11. \_\_\_\_\_ is considered to be the best-known English dramatist since Shakespeare, and his representative works are plays inspired by social criticism.

- A. Richard Sheridan      B. Oliver Goldsmith  
C. Oscar Wilde      D. Bernard Shaw

12. *Sense and Sensibility* is a \_\_\_\_\_ by \_\_\_\_\_.

- A. novel; Anne Bronte      B. play; Jane Austen  
C. novel; Jane Austen      D. play; Emily Bronte

13. The novel *Pride and Prejudice* was written by the famous woman writer \_\_\_\_\_.

- A. Charlotte Bronte      B. Emily Bronte  
C. Jane Austen      D. Jane Eyre

14. The novel *The Adventures of Huckleberry Finn* was written by \_\_\_\_\_.

- A. Henry James      B. Mark Twain  
C. Harriet Beecher Stowe      D. O. Henry

15. The play *Pygmalion* later adapted to the musical comedy *My Fair Lady* was written by \_\_\_\_\_.

- A. Charles Dickens      B. Jack London  
C. Mark Twain      D. Bernard Shaw

16. Which writer who won the Nobel Prize was famous for his writing skills by using simple English and sentence structure?

- A. William Faulkner      B. Ernest Hemingway  
C. Eugene O'Neill      D. Sinclair Lewis

17. Born in 1805, \_\_\_\_\_ produced such great works as the *The Ugly Ducking*, *The Emperor's New Clothes* and *The Little Mermaid*.

- A. William Shakespeare.      B. Ernest Hemingway  
C. Hans Christian Andersen      D. Jane Austen

18. Which of the following is Harriet Beecher Stowe's work which describes life in slavery in America?

- A. *The Scarlet Letter*      B. *Life on the Mississippi*  
C. *The Sun Also Rises*      D. *Uncle Tom's Cabin*

19. All the following works are written by Mark Twain Except \_\_\_\_\_.

- A. *The Gilded Age*      B. *Life on the Mississippi*  
C. *Roughing it*      D. *The American*

20. Which writer's idea had a great influence on the two great leaders, Martin Luther King Jr. and

Mohandas Gandhi?

A. Hawthorne    B. Whitman    C. Thoreau    D. Jack London

21. Published in 1926, *The Sun Also Rises* is a novel written by \_\_\_\_\_, a famous American writer.

A. Jack London                                  B. Ernest Hemingway  
C. Mark Twain                                    D. William Faulkner

22. *A Tale of Two Cities* is a novel set in \_\_\_\_\_ before and during the French Revolution.

A. Berlin and Paris                              B. London and Berlin  
C. London and Paris                             D. Paris and Edinburg

23. The novel *Jane Eyre* brings forth a completely new image of an independent \_\_\_\_\_.

A. life                  B. quality                  C. character.                  D. love

24. \_\_\_\_\_ is Jack London's autobiographical novel.

A. *Love of Life*                                  B. *The Call of the Wild*  
C. *The Son of the Wolf*                        D. *Martin Eden*

### 答案解析

1. 【答案】C

【解析】本题考查文学作品。《罗密欧和朱丽叶》是著名剧作家莎士比亚所写，故选 C。

2. 【答案】A

【解析】《雾都孤儿》是查尔斯·狄更斯的作品。故选 A。

3. 【答案】B

【解析】哈姆莱特、奥赛罗、李尔王和麦克白是莎士比亚的四大悲剧。故选 B。

4. 【答案】C

【解析】《失乐园》和《复乐园》两部作品是约翰·弥尔顿的作品。

5. 【答案】D

【解析】考查英美文学常识。题目问“如果冬天来了，春天还会远吗？”是由哪位诗人所写，根据文学常识可知，此句出自雪莱的《西风颂》。故选 D。

6. 【答案】D

【解析】此句出自莎士比亚经典作品《哈姆雷特》，故选 D。

7. 【答案】C

【解析】Darcy 和 Elizabeth 是《傲慢与偏见》中的两个典型角色。故选 C。

8. 【答案】B

【解析】英国诗歌之父是乔叟。故选 B。

9. 【答案】B

【解析】考查英国文学莎士比亚的经典作品。莎士比亚的四大悲剧为《哈姆雷特》

《奥赛罗》《李尔王》《麦克白》；《罗密欧与朱丽叶》是悲喜剧。故选 B。

10. 【答案】A

【解析】考查英国浪漫主义时期文学。约翰·济慈是英国浪漫主义运动的主要诗人。故选A。

11. 【答案】D

【解析】萧伯纳 1925 年因作品具有理想主义和人道主义而获诺贝尔文学奖，他是英国现代杰出的现实主义戏剧作家，是世界著名的擅长幽默与讽刺的语言大师，是继莎士比亚之后英国最著名的戏剧家，故选 D。

12. 【答案】C

【解析】《理智与情感》是简·奥斯汀的长篇小说。故选 C。

13. 【答案】C

【解析】《傲慢与偏见》是简·奥斯汀代表作品。故选 C。

14. 【答案】B

【解析】《哈克贝利·费恩历险记》是马克·吐温写的。故选 B。

15. 【答案】D

【解析】《茶花女》是萧伯纳写的，故选 D。

16. 【答案】B

【解析】选项所给的 4 个作家都获得过诺贝尔文学奖。但是海明威所写的作品语言特色简洁明快。福克纳的作品，语言丰富多彩，能提供多种风格的艺术珍品，因此语言相对比较复杂。奥尼尔是以戏剧而文明，作为戏剧的写作风格肯定是比较复杂的。刘易斯的作品以对话的形式批判现实社会，风格幽默但却耐人回味。故选 B。

17. 【答案】C

【解析】考查文学。安徒生写了《丑小鸭》《皇帝的新衣》《海的女儿》这些著名童话。故选 C。

18. 【答案】D

【解析】哈利耶特·比彻·斯托最著名的小说是《汤姆叔叔的小屋》，该小说揭示了非裔美国人奴隶生活的残酷现实。故选 D。

19. 【答案】D

【解析】本题考查马克·吐温的作品。《The Gilded Age》《镀金时代》，《Life on the Mississippi》《密西西比河上的生活》，《Roughing It》《艰苦岁月》都是马克·吐温的作品。故选 D。

20. 【答案】C

【解析】考查美国文学。对于马丁·路德·金和莫罕达斯·甘地影响最大的是梭罗的思想。故选 C。

21. 【答案】B

【解析】《太阳照常升起》的作家是海明威。故选 B。

22. 【答案】C

【解析】考查作品。《双城记》的两个城市指的是伦敦和巴黎，以法国大革命为历史背景。故选 C。

23. 【答案】C

【解析】考查美国文学作品《简·爱》。小说描写了社会底层一个崭新的女性形象，她努力地追寻着自己不受束缚，独立自主的爱情。故选 C。

24. 【答案】D

【解析】考查杰克·伦敦。Martin Eden《马丁·伊登》是杰克·伦敦的自传小说。故选D

格木教师

## 第五部分 完形填空

### 第一章 概述

题型为:

- ❖ 上下文语境题
- ❖ 词语辨析题（以实词为主）
- ❖ 固定搭配题
- ❖ 逻辑关系题
- ❖ 语法知识题
- ❖ 文化背景和生活常识题

#### 一、完形填空的测试点

完形填空题测试点主要在语法、词法、理解、综合、背景知识几方面。具体讲：语法题包括词序、结构词（连词、介词的搭配）、动词词形（时态、语态、语气、动名词、不定式、分词）、不定代词的用法、比较级的使用。这类题的选择一般在句子里就可做出正确判断。词汇题一般是实义词，包括名词（词组）、形容词、副词等，不仅包括它们的同义词、近义词，而且还包括词的搭配、习惯用法。选择时要根据上下文，甚至在通篇理解的基础上，往往不能根据一句话做出准确的选择，要防止“见树不见林”的现象。背景知识题主要是考查读者的常识。有时文章中提供的信息并不够，还需要与读者头脑中储存的一般知识信息结合起来考虑，最后做出符合常识的最佳选择。当然，试题的设计者应尽量避免这类题的出现，因为它已超出了语言考查的范围。综合题在英语知识运用(Cloze Test)中也占一定的比例。这种题的出现加大了试题的难度，它往往在一道题中对词汇和语法同时进行了考查。

#### 二、完形填空解题方法

##### （一）通读全文，了解大意

理解文章大意是解答该题型的前提条件。

一般来说，以语篇形式呈现的试题，考生首先要做的就是通读全文，理解文章大意，为接下来的解题做好语义、语境上的准备。因为语境决定了空格处要填的是什么意思的词、用什么样的词性、要进行怎样的语法变形等，该题型也不例外。

其次，要注意句子或段落之间的过渡词语，在阅读时，可将这些词语进行标注，这有助于理清句子与句子、段落与段落之间的关系，

另外，要通过字里行间的意义推断作者的观点、意图和立场，这种理解一定程度上会帮助考生确定该填的词。

##### （二）分析句子，初填答案

了解文章整体意思后，即可进行初填。对比较有保障的可以先填（如某些固定短语或句

型搭配),因为所剩的空格越少,文章的大意越清晰,语法填空的难度就相对降低,然后对较模糊、需认真斟酌才能得出答案的句子进行分析。

分析句子时,应避免以个体词或行为单位而要以完整的句子或句群为单位。一个句子的最关键词是它的主要谓语动词及其相应主语,这一套主谓结构就是该句的主干部分,其他成分,如宾语、表语、补语、状语、定语等均为附加成分。因此,做题时,先要确定句子的主干,然后再看其他成分,进一步分析该句子缺什么成分。另外,还应借助上下文确定需要填入词语的词性、词形和功能。

#### \* 出题思路

##### 一、词汇层面

动词、介词、名词、形容词、连词、副词的用法

##### 二、语法层面

固定搭配、结构识别

##### 三、语篇层面

逻辑关系辨析、语境分析

#### (三) 重读全文, 排除难点

通常情况下,每篇文章都会有个别相对较难的题,这就需要重新快速阅读全文,针对还没有把握的空格进行琢磨。这时候,绝大部分空格已经填完,对文章语境的了解也更为细致、深入,那么就可以集中精力,再次着眼于空格所在的句或句群,乃至所在段落,进行进一步的分析,确定正确的答案。

#### (四) 仔细核查, 细节保分

做完题后,应该静下心来,仔细检查全文,看所填的词语是否词形正确,书写是否规范,搭配是否合理,是否符合文意。还要从语意贯通、逻辑合理的角度,认真复查答案的合理性和正确性,尤其注意动词、连词、介词的搭配以及名词的形式等。

## 第二章 解题技巧

英语知识运用是一种综合测试方式。通过研究历年考题发现,考生要准确补全文章空白处,使其意义连贯,应实现四种类型的语篇衔接,即语义衔接、逻辑衔接、结构衔接和惯用衔接。要实现这四种衔接,考生可联系上下文逻辑关系,或依据一些线索词来完成。以下将从词汇、语法、语篇三个层面介绍一下这四种衔接的特点、反映在试题上的考点及其做题技巧。

### 第一节 词汇

#### 1. 利用动词词组中的介词或副词确定正确选项



如果我们认识某一词组,可根据自己的判断毫不犹豫地选择你认为是正确的选项。如果不认识或拿不准它们的意义,我们可以根据动词后边的介词或副词进行推导。

## 2. 利用固定搭配或习惯用语

完形填空题目涉及对各种短语、固定词组和惯用语的测试,其所占的比例相当大。测试范围包括动词短语、动词与其他词语构成的习语、介词短语、形容词短语等。这类词组主要是习惯性和固定搭配用法,不能主观臆测,也不能随意创造,只能靠死记硬背。

## 3. 根据邻近原则,利用词语意义的互相联系,确定选择的依据。

- (1) 选项为名词时,其前后的名词为选择的依据。
- (2) 选项为动词、动词词组(包括动名词、动词的分词形式)时,其前后的动词、名词、介词为选择依据。
- (3) 选项为形容词时,可以其前后出现的名词、动词、副词、介词为依据。
- (4) 选项为副词时,其前后出现的动词、形容词、副词为判断依据。

## 第二节 语法

分析前后分句间的逻辑等同关系,进行逻辑推理,从而确定正确选项在完型填空中,句子间的逻辑关系主要包括:

表示并列关系的连接词有 *and, while* 等。

表示转折关系的连接词有 *but, however, though, whereas, nevertheless, although, yet, on the contrary, otherwise, on the other hand, after all, for all, still, notwithstanding* 等。

表示顺序关系的连接词有 *before, after, and, to begin with, first, firstly, second, secondly, next, finally, and so on* 等。

表示解释关系的连接词有 *that is to say, in other words, to put it another way* 等。

表示因果关系的连接词有 *so, therefore, thus, because, accordingly, as a result, consequently, hence, for this reason, for, since, as* 等。

表示让步关系的连接词有 *though, although, despite, in spite of, after all, even though, even if, while, whereas* 等。

表示条件关系的连接词有 *it, unless, once, provided that, in case (of)* 等。

表示附加说明、例证的连接词有 *likewise, similarly, in a like manner, for example, for instance, incidentally, indeed, in fact, in other words, in particular, specifically, that is, to illustrate* 等。

表示概括总结的连接词有 *so, in brief, in short, in conclusion, in a word, on the whole, generally speaking, to sum up, to summarize, to conclude* 等。



### 第三节 语篇

#### 1. 利用句中的释义、同位替代或定语解释

在阅读过程中碰到意义不清的词语,有时句子本身就包含一些线索,如同义、反义关系、定义、比喻、同位语、举例、归纳、归类等等,考生要学会在句中找出这些线索,从而更好地理解短文内容。

#### 2. 通过理解上下文语义,根据相关线索词(尤其是连接词)作逻辑推理

(1) 原因、结果:表示某一事物发生的原因。表示原因的连词写在表示原因的句子内,结果连词用来连接某一事物所引起的结果。表达原因、结果的常用词或词组有: because, since, as, so, therefore, thus, hence, accordingly, consequently, due to the fact, as a result, as a consequence, now that, in that 等。

(2) 转折、让步:它表示后一种观点或事实与前一种观点或事实相比有些出乎意料。常用的词或词组有: however, yet, but, anyhow, anyway, nevertheless, in spite of 等。

(3) 比较、对比:比较关系表示意义上的相似关系;对比关系表示意义上的不同或相反。表达比较、对比的常见词和词组有: in comparison, by comparison, like, as, just as, in contrast, by contrast, conversely, oppositely, on the contrary, instead of, rather than 等。

(4) 列举:指叙述一系列相关的事实、观点等。表示列举逻辑关系的可以是单词,也可以是词组,常见的有: first (ly), second(ly), third (ly)...; first, next, then, last; one, two, three...; for one thing, for another thing... 等。

(5) 补充:表示对前一个事实或观点做进一步的阐述。表示这种逻辑关系的词或词组常用的有: also, too, similarly, further, moreover, likewise, in addition, furthermore, what's more, not only...but also..., some...others... 等。

#### 3. 根据上下文,寻找连接通篇的复现词语

词汇的复现关系是指某一词以原词、指代词、同义词、近义词、反义词、概括词等出现在语篇中,句子通过这种重现关系得到了相互衔接。根据这一原则,有时某一个空格所对应的答案可能就是在上下文中复现的相关词。我们可以根据这些复现词之间的有机联系找到正确的答案。考试题中出现的同现现象主要是动词与名词的同现、形容词与名词的同现、名词与名词的同现。

#### 4. 参照语境,利用文章线索、举例或提示

所谓语境就是我们常说的上下文。广义的语境指所有的上下文,段与段之间、句子与句子之间、句子与段之间的语义关系。一切语义的理解都离不开上下文。狭义的语境是指句子内部的词语在语义上的联系,我们根据这些联系和选项的辨析选出正确的答案,这种语境原则上应与词汇水平中的辨析结合起来。

由于完型填空的短文是一个意义完整、上下关联的语篇,它所讨论的是同一主题,行文中的替代现象和词语重复都是不可避免的。因此在解答时,应该瞻前顾后,寻找相关线索,如

同义、近义词,有时甚至直接搬用文章中的词语或短语。考生应该学会跳出句子层次的樊篱,联系句际间的意义衔接和前后段落的呼应关系,在大范围内进行总体把握,形成“全景式”的考虑。

## 5. 利用文章相关背景知识和常识

完型填空短文的内容经常涉及到的是日常生活或常识。例如,2002年考到的短文是关于媒体的发展历史及信息社会。如果出现这种情况,要善于利用相关背景或常识来增强理解,帮助答题。

## 第三章 常考词义辨析

### 单词

#### 1. night/evening

night 指 the time of darkness between evening and morning; 而 evening 指 the time between sunset and bedtime.

#### 2. know/learn/notice

know 知道; 熟悉 learn 听说; 认识到; 了解 notice 注意到

#### 3. sound/cry/voice/shout/noise

sound 泛指各种声音 cry, voice, shout 一般都指人的声音 noise 指噪音

#### 4. take place 预料中的发生; happen 意料外的发生; occur 两者兼有

What happened to (became of) you? 你发生了什么事?

#### 5. anxious/eager/worried/hurried/nervous

anxious 渴望的 (eager); 担心的 (worried) hurried 匆忙的 nervous 神经紧张的

#### 6. admire/enjoy

admire oneself 自我欣赏 enjoy oneself 玩得高兴

#### 7. fun/joke/trick

fun 和 joke 都有开玩笑之意, fun 不可数, joke 是可数名词。前面要加不定冠词 a play/a joke on sb. 开某人的玩笑; a practical joke=a trick 恶作剧; play a trick on sb. 捉弄某人。

#### 8. wonder/imagine/notice/examine

wonder 想知道; imagine 想象; notice 注意到; examine 考查

#### 9. way/means/method

means 方法; 手段, 工具; a means to an end 达到目的方法; method 方法、办法, 与 way 可以替换使用。

#### 10. path/road/way

path 小路; 人行道 road 公路 way 道路 the way to the station

#### 11. idea/opinion/suggestion/advice/tip

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idea 主意; 意见 opinion 意见; 见解

suggestion 可数 advice 不可数 tip n. 告诫, 提示; 劝告

12. examine/check/search

examine 检查; 诊察; 审查, 目的在于想了解有关的情况; check 核实, 检查, 目的在于判断正误或是否正常; search 搜查

13. usual/spare 修饰

usual 惯常的, 平常的 spare 空闲的(free)

14. instead/however 都作副词时, instead “而是”含有某种对比, however “可是”“仍然”含有“转折”“让步”的意思。

15. lost/missing/gone 都可表示“丢失”“不见了”

lost 可作定语; 用被动语态; missing 和 gone 一般作表语

16. pour/drop

pour 倒, 灌; drop 使滴下, 使落下

17. admire/inspire/support

admire 钦佩 inspire 鼓舞 support 支持

18. courage/spirit/strength

courage 勇气 spirit 精神 strength 力气

19. exercise 锻炼; 练习 practice 练习训练(业余的) training 训练(专业性强)

20. common/ordinary/usual/average/regular/normal

common 公用的; 普通的 ordinary 普通的; 平凡的 usual 平常的; 惯常的(as usual)

average 平均的; 普通的; 平常的(an article of average quality 普通产品) regular 固定的;

有规律的(the regular people 生活有规律的人) normal 正常的(return to normal 恢复正常)

21. develop/become

develop vt. 养成; 形成(form)

become 变成(grow, turn, get 等) 连系动词

22. cheat/lie

cheat 作弊 lie 说谎

23. small change 零钱 extra change 多给的零钱

24. walk/step/march

walk 走, 步行 step 跨, 踏 march (齐步) 前进, 行进, 行军, 游行

25. out of step 步调不一致 out of order 不整齐, 出故障

26. out of sight, out of mind (谚语) 眼不见, 心不想

27. remain/last

remain 保持, 仍然, 系动词

last 延续, 持续

29. disturb/bother/trouble/interrupt

bother one's head (或 brains) about ... 为.....费脑筋

What troubles me most is... 使我极不安的是.....

disturb 打扰, 扰乱, 妨碍

interrupt 打断, 打扰

Don't bother to care about others' matter. 不要费心去管别人的事。

30. possible 可能的      probable 较可能的      likely 很有可能的

### 短语

1. sit still (still a. 静止的, 静寂的 adv. 静止地) 安静地坐着
2. look over one's shoulder 看过去; 小心提防
3. send children to bed (打发) 孩子们上床睡觉
4. have (play, act) a part 参与.....; 起.....作用
5. The medicine didn't work (work v. (使) 工作; (使) 运转; 起作用)
6. make (the) tea 沏茶, 泡茶
7. None of your excuse! = Don't give me your excuse!
8. speak for oneself=in one's personal opinion
9. explain sth. to sb. 向某人解释某事
10. help oneself to 擅自带走; 自用
11. It won't hurt to take an umbrella with you. 带把伞去总没有坏处。
12. pick up sb 接某人; give sb. a lift 用车接某人
13. look out for 注意
14. be meant for=be intended for 打算使.....成为
15. papers 报纸; 试卷; 论文; 文件; 契约; 借据等
16. stand n. 货摊 vt. 容忍, 忍受 (bear=put up with)
18. get a very good idea of=be familiar with...
19. call up=remind sb. of...
20. share many experience=have many experience in common
21. in this respect (way)
22. introduce sb. to sth. 把某事介绍给某人
23. pick up
  - (1) He slipped and fell, but quickly picked himself up. (跌倒后) 使(自己) 爬起
  - (2) pick up a wallet 拾起、捡起
  - (3) pick up some knowledge of physics (偶然地, 无意地) 获得 (收益、生计、知识、消息) 等
  - (4) pick up a foreign language (未经听课等) 学会外语
  - (5) pick up a girl (非经正式介绍) 随便地结识 (常指异性)

- (6) pick up the program (依靠探照灯、雷达等) 测知看到 (在无线电里) 听到
- (7) pick up passengers (goods) (车辆等) 中途搭 (人) 中途带 (货)
- (8) pick up one's courage (恢复精神; 恢复健康) He is beginning to pick up.
- (9) The train picked up speed. 加速
- (10) pick up a room 收拾, 整理
- (11) pick up a criminal 逮住 (罪犯)
- (12) pick up the subject 重提 (话题)

## 第四章 真题解析

Many people wrongly believe that when people reach old age, their families place them in nursing homes. They are left in the 1 of strangers for the rest of their lives. Their 2 children visit them only occasionally, but more often, they do not have any 3 visitors. The truth is that this idea is an unfortunate myth and 4 story. In fact, family members provide over 80 percent of the care 5 elderly people need. Samuel Prestoon, a sociologist, studied 6 the American family is changing. He reported that by the time the 7 American couple reaches 40 years of age, they have more parents than children. 8, because people today live longer after an illness than people did years 9, family members must provide long term care. More psychologists have found that all caregivers 10 a common characteristic: All caregivers believe that they are the best 11 for the job. In other words, they all felt that they 12 do the job better than anyone else. Social workers 13 caregivers to find out why they took 14 the responsibility of caring for an elderly relative. Many caregivers believed they had 15 to help their relative. Some stated that helping others 16 them feel more useful. Others hoped that by helping 17 now, they would deserve care when they became old and 18. Caring for the elderly and being taken care of can be a 19 satisfying experience for everyone who might be 20.

1. A. hands      B. arms      C. bodies      D. homes
2. A. growing      B. grown      C. being grown      D. having grown
3. A. constant      B. lasting      C. regular      D. normal
4. A. imaginary      B. imaginable      C. imaginative      D. imagery
5. A. that      B. this      C. those      D. these

6. A. when      B. how      C. what      D. where  
7. A. common      B. ordinary      C. standard      D. average  
8. A. Further      B. However      C. Moreover      D. Whereas  
9. A. before      B. ago      C. later      D. lately  
10. A. share      B. enjoy      C. divide      D. consent  
11. A. person      B. people      C. character      D. man  
12. A. would      B. will      C. could      D. can  
13. A. questioned      B. interviewed      C. inquired      D. interrogated  
14. A. in      B. up      C. on      D. off  
15. A. admiration      B. initiative      C. necessity      D. obligation  
16. A. caused      B. enabled      C. made      D. got  
17. A. someone      B. anyone      C. everyone      D. anybody  
18. A. elderly      B. dependent      C. dependable      D. independent  
19. A. similarly      B. differently      C. mutually      D. certainly  
20. A. involved      B. excluded      C. included      D. considered

(11-15: ABCAA, 16-20: BDCBA, 21-25: BCBCD, 26-30: CABCA)

A

"Try your best and get good grades and you'll find a high-paying job with great benefits," my parents used to say. Their goal in life was to   36   a college education for my elder sister and me, so that we would have the greatest chance for success in life. When I   37   earned my diploma in 1976, my parents had realized their goal. It was the crowning achievement of their lives. I was hired by a "Big 8" accounting firm, and I   38   a long career and retirement at an early age.

My husband, Michael, followed a   39   path. We both came from hard-working families, of modest means but with strong work ethics. Michael also graduated with honors, but he did it twice: first as an engineer and then from law school. He was quickly   40   by a prestigious Washington, D.C., law firm that specialized in patent law, and his future seemed bright, career path well-defined and early retirement   41  .

Although we have been successful in our careers, they have not   42   quite as we expected. We both have changed positions several times-for all the right reasons-but there are no pension plans vesting on our behalf. Our retirement   43   are growing only through our individual contributions.

Michael and I have a wonderful marriage with three great children. We have spent a

\_\_44\_\_ making sure our children have received the best education \_\_45\_\_.

One day in 1996, one of my children came home \_\_46\_\_ with school. He was bored and tired of studying. "Why should I put time into studying subjects I will never use in real life?" he \_\_47\_\_.

Without thinking, I responded, "Because if you don't get good grades, you won't get into college."

"If you don't graduate from college, you won't get a good job," I responded with a tinge of panic and motherly \_\_48\_\_. "And if you don't have a good job, how do you plan to get rich?"

My son smirked and slowly \_\_49\_\_ his head with mild boredom. We have had this talk many times before. He lowered his head and rolled his eyes. My words of motherly wisdom were falling on \_\_50\_\_ once again.

Though smart and strong-willed, he has always been a polite and respectful young man.

"Mom," he began. It was my turn to be \_\_51\_\_. "Get with the times! Look around; the richest people didn't get rich because of their \_\_52\_\_. Look at Michael Jordan and Madonna. Even Bill Gates, who dropped out of Harvard, founded Microsoft; he is now the richest man in America, and he's still in his 30s. There is a baseball pitcher who makes more than \$4 million a year even though he has been \_\_53\_\_ 'mentally challenged.' "

There was a long \_\_54\_\_ between us. It was dawning on me that I was giving my son the same advice my parents had given me. The world around us has changed, but the advice hasn't.

Getting a good education and making good grades no longer \_\_55\_\_ success and nobody seems to have noticed, except our children.

- |                       |                    |                |                 |
|-----------------------|--------------------|----------------|-----------------|
| 36. A. provide        | B. recommend       | C. receive     | D. prepare      |
| 37. A. reluctantly    | B. narrowly        | C. honorably   | D. completely   |
| 38. A. look back on   | B. look forward to | C. look up to  | D. look out for |
| 39. A. different      | B. difficult       | C. simple      | D. similar      |
| 40. A. abandoned      | B. recruited       | C. considered  | D. interviewed  |
| 41. A. delayed        | B. announced       | C. guaranteed  | D. rejected     |
| 42. A. Headed out     | B. held out        | C. turned out  | D. come out     |
| 43. A. chances        | B. choices         | C. ages        | D. funds        |
| 44. A. fortune        | B. deal            | C. time        | D. fee          |
| 45. A. abroad         | B. available       | C. appropriate | D. admirable    |
| 46. A. disilluminated | B. contented       | C. overloaded  | D. accompanied  |
| 47. A. explained      | B. protested       | C. exclaimed   | D. added        |
| 48. A. attitude       | B. kindness        | C. manner      | D. concern      |
| 49. A. shook          | B. nodded          | C. hit         | D. covered      |



50. A.attentive            B. sharp            C. deaf            D. open  
 51. A.criticized            B. questioned            C. trained            D. lectured  
 52. A. backgrounds            B. positions            C. educations            D. opportunities  
 53. A.labeled            B. recognized            C. observed            D. denied  
 54. A.distance            B. silence            C. connection            D. wait  
 55. A. stops            B. ensures            C. deserves            D. approaches
- (36—40: ACBDB, 41—45: CCDAB, 46—50: ABDAC, 51—55: DCABB)

## B

"Just sign here, sir," the deliveryman said as he handed Oscar Reyna a package.

The package consisted of a long, narrow box 21 wrapped in brown paper. 22 the box, Oscar saw an umbrella inside — a very old one with a beautifully carved wooden handle. 23 he had not seen it in more than 20 years, he recognized it 24.

Oscar was 16 when he first saw the 25 umbrella. He had gone to a concert with his grandparents. As they were leaving, he noticed an umbrella on an empty seat, impressed by its 26, Oscar felt a strong desire to find its 27.

Oscar 28 the manager to look in the record of advance ticket sales. Just as he thought, a name matched the seat 29 Oscar had found the umbrella. The name was Mrs. Katie O'Brien.

Oscar talked his grandparents into going by Mrs. O'Brien's 30 on their way home. He rang the bell, the door opened, and an elderly woman appeared. "May I 31 you?" she asked.

"I'd like to return it if it's yours," Oscar said, 32 the umbrella as if presenting a 33 that had long been wished for.

"Why, yes! It's mine," replied Mrs. O'Brien with a 34 smile and shining eyes. "It was given to me by my father years ago. Thank you so much for returning it. May I offer you a reward for your 35?"

"No, ma'am," he said, "My grandmother says that a good deed is its own reward."

"Well, that's 36 what my father used to say. What is your name, young man?"

Years later Oscar was staring at the finely carved handle of the umbrella as he remembered Mrs. O'Brien. It was in perfect condition, considering how 37 it was. Why had it arrived here today?

As if 38, a note fell from the paper. It reads: Mrs. O'Brien wanted to 39 this umbrella as a present for a kind, 40 gesture long ago.

21. A. strictly            B. carefully            C. roughly            D. casually  
 22. A. Opening            B. Seizing            C. Observing            D. Searching  
 23. A. After            B. When            C. Since            D. Although  
 24. A. clearly            B. fully            C. immediately            D. suddenly  
 25. A. average            B. unusual            C. plain            D. typical



26. A. beauty            B. shape            C. origin            D. history  
 27. A. designer        B. seller            C. user            D. owner  
 28. A. convinced      B. forced            C. encouraged      D. advised  
 29. A. until            B. before            C. which            D. where  
 30. A. family          B. theater            C. house            D. neighborhood  
 31. A. invite            B. help              C. bother            D. know  
 32. A. putting up      B. turning out      C. picking up      D. holding out  
 33. A. chance          B. fact              C. gift              D. result  
 34. A. wide            B. confident        C. proud            D. shy  
 35. A. patience        B. kindness        C. courage        D. determination  
 36. A. obviously      B. naturally        C. exactly        D. probably  
 37. A. old              B. rare              C. precious        D. nice  
 38. A. in contrast     B. in return        C. in exchange    D. in answer  
 39. A. possess        B. accept            C. carry            D. value  
 40. A. attractive      B. significant      C. unselfish      D. sympathetic

(21-25: BADCB, 26-30:ADADC, 31-35:BDCAB, 36-40:CADBC)

### C

One summer night, on my way home from work I decided to see a movie. I knew the theatre would be air conditioned and I couldn't face my \_\_\_36\_\_\_ apartment.

Sitting in the theatre I had to look through the \_\_\_37\_\_\_ between the two tall heads in front of me. I had to keep changing the \_\_\_38\_\_\_ every time she leaned over to talk to him, \_\_\_39\_\_\_ he leaned over to kiss her. Why do Americans display such \_\_\_40\_\_\_ in a public place?

I thought the movie would be good for my English, but \_\_\_41\_\_\_ it turned out, it was an Italian movie. \_\_\_42\_\_\_ about an hour I decided to give up on the movie and \_\_\_43\_\_\_ on my popcorn. I've never understood why they give you so much popcorn! It tasted pretty good, \_\_\_44\_\_\_. After a while I heard \_\_\_45\_\_\_ more of the romantic sounding Italians. I just heard the \_\_\_46\_\_\_ of the popcorn crunching between my teeth. My thought started to \_\_\_47\_\_\_. I remembered when I was in China, I \_\_\_48\_\_\_ to watch Jack Chen on TV frequently. He spoke perfect Chinese—I was really amazed. He seemed like a good friend to me, \_\_\_49\_\_\_ I saw him again in New York speaking \_\_\_50\_\_\_ English instead of perfect Chinese. He didn't even have a Korean accent and I \_\_\_51\_\_\_ like I had been betrayed.

When our family moved to the United States six years ago, none of us spoke any English. \_\_\_52\_\_\_ we had begun to learn a few words; my mother suggested that we all should speak English at home. Everyone agreed, but our house became very \_\_\_53\_\_\_ and we all seemed to avoid each other. We sat at the dinner table in silence, preferring to \_\_\_54\_\_\_ in a difficult language.

Mother tried to say something in English but it \_\_\_55\_\_\_ out all wrong and we all burst into laughter and decided to forget it! We've been speaking Chinese at home ever since.

36. A. warm                      B. hot                      C. heated                      D. Cool  
37. A. crack                      B. blank                      C. break                      D. opening  
38. A. aspect                      B. view                      C. space                      D. angle  
39. A. while                      B. whenever                      C. or                      D. and  
40. A. attraction                      B. attention                      C. affection                      D. motion  
41. A. since                      B. when                      C. what                      D. as  
42. A. Within                      B. After                      C. For                      D. Over  
43. A. concentrate                      B. chew                      C. fix                      D. taste  
44. A. too                      B. still                      C. though                      D. certainly  
45. A. much                      B. any                      C. no                      D. few  
46. A. voice                      B. sound                      C. rhythm                      D. tone  
47. A. wonder                      B. wander                      C. imagine                      D. depart  
48. A. enjoyed                      B. happened                      C. turned                      D. used  
49. A. until                      B. because                      C. then                      D. therefore  
50. A. artificial                      B. informed                      C. perfect                      D. practical  
51. A. felt                      B. looked                      C. seemed                      D. appeared  
52. A. While                      B. If                      C. Before                      D. Once  
53. A. empty                      B. quiet                      C. stiff                      D. calm  
54. A. telling                      B. uttering                      C. saying                      D. speaking  
55. A. worked                      B. got                      C. came                      D. made

(36-40:BDDCC, 41-45:DBACC, 46-50:BBDAB, 51-55:ADBDC)

## 第五章 习题演练

### Passage 1

It was a busy morning, about 8:30, when an elderly gentleman in his 80s came to the hospital. I heard him saying to the nurse that he was in a hurry for appointment (约会) at 9:30.

The nurse had him take a 1 in the waiting area, 2 him it would be at least 40 minutes 3 someone would be able to see him. I saw him 4 his watch and decided, since I was 5 buy-my patient didn't 6 at the appointed hour, I would examine his wound, While taking care of his wound, I asked him if he had another doctor's appointment.

The gentleman said no and told me that he 7 to go to the nursing home to eat breakfast with

his 8. He told me that she had been 9 for a while and that she had a special disease, I asked if she would be 10 if he was a bit late. He replied that she 11 knew who he was, that she had not been able to 12 him for five years now. I was 13 and asked him, "And you 14 go every morning, even though she doesn't know who you are?"

He smiled and said. "She doesn't know me, but I know who she is" I had to hold back 15 as he left.

Now I 16 that in marriages, true love is 17 of all that. The happiest people don't 18 have the best of everything; they just 19 the best of everything they have. 20 isn't about how to live through the storm, but how to dance in the rain.

- |                    |                 |                  |               |
|--------------------|-----------------|------------------|---------------|
| 1. A. breath       | B. test         | C. seat          | D. break      |
| 2. A. persuading   | B. promising    | C. understanding | D. telling    |
| 3. A. if           | B. before       | C. since         | D. after      |
| 4. A. taking off   | B. fixing       | C. looking at    | D. winding    |
| 5. A. very         | B. also         | C. seldom        | D. not        |
| 6. A. turn up      | B. show off     | C. come on       | D. go away    |
| 7. A. needed       | B. forgot       | C. agreed        | D. happened   |
| 8. A. daughter     | B. wife         | C. mother        | D. sister     |
| 9. A. late         | B. well         | C. around        | D. there      |
| 10. A. lonely      | B. worried      | C. doubtful      | D. hungry     |
| 11. A. so far      | B. neither      | C. no longer     | D. already    |
| 12. A. recognize   | B. answer       | C. believe       | D. expect     |
| 13. A. moved       | B. disappointed | C. surprised     | D. satisfied  |
| 14. A. only        | B. then         | C. thus          | D. still      |
| 15. A. curiosity   | B. tears        | C. words         | D. judgment   |
| 16. A. realize     | B. suggest      | C. hope          | D. prove      |
| 17. A. agreement   | B. expression   | C. acceptance    | D. exhibition |
| 18. A. necessarily | B. completely   | C. naturally     | D. frequently |
| 19. A. learn       | B. make         | C. favor         | D. try        |
| 20. A. Adventure   | B. Beauty       | C. Trust         | D. Life       |

## Passage 2

Another person's enthusiasm was what set me moving toward the success I have achieved. That person was my stepmother.

I was nine years old when she entered our home in rural Virginia. My father 1 me to her with these words: "I would like you to meet the fellow who is 2 for being the worst boy in this county and will probably start throwing rocks at you no 3 than tomorrow morning."

My stepmother walked over to me, 4 my head slightly upward, and looked me right in the eye. Then she looked at my father and replied, “You are 5 This is not the worst boy at all, 6 the smartest one who hasn't yet found an outlet (释放的途径) for his enthusiasm.”

That statement began a (n) 7 between us. No one had ever called me smart. My family and neighbors had built me up in my 8 as a bad boy. My stepmother changed all that.

She changed many things. She 9 my father to go to a dental school, from which he graduated with honors. She moved our family into the county seat, where my father's career could be more 10 and my brother and I could be better 11.

When I turned fourteen, she bought me a secondhand 12 and told me that she believed that I could become a writer. I knew her enthusiasm, I 13.

It had already improved our lives. I accepted her 14 and began to write for local newspapers. I was doing the same kind of 15 that great day I went to interview Andrew Carnegie and received the task which became my life's work later. I wasn't the 16 beneficiary (受益者). My father became the 17 man in town. My brother and stepbrothers became a physician, a dentist, a lawyer, and a college president.

What power 18 has! When that power is released to support the certainty of one's purpose and is 19 strengthened by faith, it becomes an irresistible (不可抗拒的) force which poverty and temporary defeat can never 20.

You can communicate that power to anyone who needs it. This is probably the greatest work you can do with your enthusiasm.

- |                     |                |                |                 |
|---------------------|----------------|----------------|-----------------|
| 1. A. rushed        | B. sent        | C. carried     | D. introduced   |
| 2. A. distinguished | B. favored     | C. mistaken    | D. rewarded     |
| 3. A. sooner        | B. later       | C. longer      | D. earlier      |
| 4. A. dragged       | B. shook       | C. raised      | D. bent         |
| 5. A. perfect       | B. right       | C. wrong       | D. impolite     |
| 6. A. but           | B. so          | C. and         | D. or           |
| 7. A. agreement     | B. friendship  | C. gap         | D. relationship |
| 8. A. opinion       | B. image       | C. expectation | D. mind         |
| 9. A. begged        | B. persuaded   | C. ordered     | D. invited      |
| 10. A. successful   | B. meaningful  | C. helpful     | D. useful       |
| 11. A. treated      | B. entertained | C. educated    | D. respected    |
| 12. A. camera       | B. radio       | C. bicycle     | D. typewriter   |
| 13. A. considered   | B. suspected   | C. ignored     | D. appreciated  |
| 14. A. belief       | B. request     | C. criticism   | D. description  |
| 15. A. teaching     | B. writing     | C. studying    | D. reading      |

- |                     |               |                  |               |
|---------------------|---------------|------------------|---------------|
| 16. A. next         | B. same       | C. only          | D. real       |
| 17. A. cleverest    | B. wealthiest | C. strongest     | D. healthiest |
| 18. A. enthusiasm   | B. sympathy   | C. fortune       | D. confidence |
| 19. A. deliberately | B. happily    | C. traditionally | D. constantly |
| 20. A. win          | B. match      | C. reach         | D. doubt      |

### Passage 3

As she waited at the edge of the ice for her music to start, Peggy took a quick look at her father standing nearby with a group of parents and teachers. He smiled at her. Then she \_\_\_ 1 \_\_\_ out at the audience, \_\_\_ 2 \_\_\_ to see her mother. These two, Alvert and Doris Fleming, had \_\_\_ 3 \_\_\_ all the way from California more than 2,000 miles away, to see their \_\_\_ 4 \_\_\_ compete in this sports meet in Cleveland, Ohio.

The music \_\_\_ 5 \_\_\_ and Peggy moved onto the ice, letting the music \_\_\_ 6 \_\_\_ her along into her turns, and she began skating with much \_\_\_ 7 \_\_\_ in herself. The cold fear she always had in the \_\_\_ 8 \_\_\_ seconds before skating onto the ice was \_\_\_ 9 \_\_\_. She was feeling the movement of the \_\_\_ 10 \_\_\_ and letting it carry her. She skated easily, \_\_\_ 11 \_\_\_ did some jumps, a final turn and her performance was \_\_\_ 12 \_\_\_.

The crowd loved it and cheered \_\_\_ 13 \_\_\_ she skated off the ice. "Nice job," said one of the other \_\_\_ 14 \_\_\_. It was the remark that \_\_\_ 15 \_\_\_ came after a free-skating performance. But what would the \_\_\_ 16 \_\_\_ say? Standing beside her father, Peggy \_\_\_ 17 \_\_\_ for the scoring to be finished. On all sides were other young skaters, some waiting \_\_\_ 18 \_\_\_ alone, others with a parent. Shortly before 10 o'clock the results were \_\_\_ 19 \_\_\_. The new United States Women's Skating Champion was Peggy forming of Padena, \_\_\_ 20 \_\_\_!

- |                  |              |                   |                    |
|------------------|--------------|-------------------|--------------------|
| 1. A. looked     | B. watched   | C. found          | D. stepped         |
| 2. A. tried      | B. hoped     | C. hoping         | D. looking forward |
| 3. A. flown      | B. driven    | C. hoped          | D. prepared        |
| 4. A. friend     | B. children  | C. son            | D. daughter        |
| 5. A. started    | B. played    | C. develop        | D. sang            |
| 6. A. allow      | B. set out   | C. carry          | D. support         |
| 7. A. thought    | B. belief    | C. success        | D. design          |
| 8. A. last       | B. following | C. recent         | D. past            |
| 9. A. lost       | B. present   | C. string         | D. gone            |
| 10. A. ice       | B. fear      | C. music          | D. audience        |
| 11. A. so        | B. or        | C. before         | D. then            |
| 12. A. satisfied | B. finished  | C. unsatisfactory | D. welcome         |
| 13. A. because   | B. until     | C. as             | D. before          |

- |                    |              |              |              |
|--------------------|--------------|--------------|--------------|
| 14. A. skaters     | B. parents   | C. judges    | D. audiences |
| 15. A. seldom      | B. always    | C. again     | D. hardly    |
| 16. A. players     | B. audience  | C. parents   | D. judges    |
| 17. A. looked      | B. wished    | C. waited    | D. asked     |
| 18. A. comfortably | B. anxiously | C. hurriedly | D. happily   |
| 19. A. cried out   | B. let out   | C. declared  | D. announced |
| 20. A. California  | B. Cleveland | C. Ohio      | D. England   |

#### Passage 4

Some myths are stories told since ancient times to explain the causes for natural happenings. The Greek myth that explains why there are changes of \_\_\_1\_\_\_ is about Demeter, the goddess of the harvest. She had a daughter, Persephone, whom she loved very much. Hades, god of the underworld, fell in love with Persephone, and he asked Zeus, the \_\_\_2\_\_\_ of the gods, to give Persephone to him as his \_\_\_3\_\_\_. Zeus did not want either to disappoint Hades or to upset Demeter, so he said he would not agree to the marriage, but neither would he \_\_\_4\_\_\_ it. Hades, therefore, decided to take the girl without \_\_\_5\_\_\_. When Persephone was picking flowers in the garden, he seized her and took her to the underworld. When Demeter \_\_\_6\_\_\_ what happened to Persephone, she became so \_\_\_7\_\_\_ that she caused all plants to \_\_\_8\_\_\_. People were in \_\_\_9\_\_\_ of starving. But Demeter was determined not to let crops grow \_\_\_10\_\_\_ her daughter, Persephone, was returned to her. \_\_\_11\_\_\_, still not wanting to disappoint Hades, decided upon a condition for Persephone's \_\_\_12\_\_\_. She could go back to her mother if she had not \_\_\_13\_\_\_ anything while she was in the underworld. Demeter \_\_\_14\_\_\_ it because she did not know that Persephone had eaten several pomegranate (石榴) seeds in the underworld. When Zeus \_\_\_15\_\_\_ this, he agreed that Persephone could spend part of the year with her \_\_\_16\_\_\_, but he added that since she had eaten the seeds, she must spend part of the year in the underworld. and so it \_\_\_17\_\_\_ that when Persephone is in the underworld, Demeter is sad and therefore \_\_\_18\_\_\_ not let the crops grow. That is \_\_\_19\_\_\_ we have winter when plants do not grow. When Persephone returns, Demeter is \_\_\_20\_\_\_, it is spring, and plants begin to grow again.

- |                   |                  |                 |                |
|-------------------|------------------|-----------------|----------------|
| 1. A. Periods     | B. Seasons       | C. time         | D. age         |
| 2. A. Winner      | B. ruler         | C. advisor      | D. fighter     |
| 3. A. wife        | B. lover         | C. partner      | D. daughter    |
| 4. A. forbid      | B. forgive       | C. admit        | D. accept      |
| 5. A. arrangement | B. warning       | C. reason       | D. permission  |
| 6. A. let out     | B. worked out    | C. thought out  | D. found out   |
| 7. A. excited     | B. tired         | C. angry        | D. serious     |
| 8. A. grow fast   | B. start growing | C. stop growing | D. grow slowly |

- |                   |             |             |             |
|-------------------|-------------|-------------|-------------|
| 9. A. danger      | B. hope     | C. turn     | D. case     |
| 10. A. since      | B. until    | C. after    | D. when     |
| 11. A. Persephone | B. Zeus     | C. Demeter  | D. Hades    |
| 12. A. return     | B. change   | C. marriage | D. journey  |
| 13. A. stolen     | B. found    | C. eaten    | D. heard    |
| 14. A. understood | B. refused  | C. doubted  | D. accepted |
| 15. A. discovered | B. studied  | C. forgot   | D. prepared |
| 16. A. daughter   | B. mother   | C. god      | D. ruler    |
| 17. A. works      | B. remains  | C. happens  | D. starts   |
| 18. A. should     | B. can      | C. dare     | D. will     |
| 19. A. where      | B. because  | C. why      | D. how      |
| 20. A. nice       | B. friendly | C. fresh    | D. happy    |

### 【答案与解析】

#### Passage 1

1. C seat 。解析：关键名词就在后面 waiting room。这个词 break 有可能选,但是 break 之前一定要很紧张才行,这里老汉没有紧张。
2. D telling 。解析：护士对一个老汉能做的动作,最符合逻辑的是 telling,告诉。promising 表示许诺,有可能选,再看宾语就可以排除,at least 40 minutes 没有一个承诺是这样子的,我保证你至少要等四十分钟,不是承诺这是诅咒。
3. B before 解析：在医生诊断他之前要等待。
4. C look at 解析：看动作的发出者,一个焦急的老汉会做的动作,肯定是 look at 看手表这个选项。
5. D not
6. A turn up 解析：词组,表示“出现”的意思。这里要注意破折号表示解释说明,我不是很忙,因为我的病人在 appointed hour 里面没有出现。appoint 这个词除了任命的意思,还有约时间的意思。B. show off 是“炫耀”的意思。
7. A needed 解析：考察动词搭配,用排除法。B forget 是“忘记”,他忘记了回去吃饭这样的事情,不算一个 appointment。C agree to do 是“同意做某件事情”,在文中没人提要求,所以不存在同意不同意。D happen to do“碰巧做某事”。
8. B wife 解析：名词找重复,这里重复再后面,刚做的时候放一放,第五段的第一句出现了 marriage,表示他们俩曾经有一段,那么选老婆这个选项。
9. D there 解析：she had been there 表示的是她已经在那个 nursing home 里面有一段时间了,有难度,其他几个选项的中文意思比较模棱两可, A. late 要迟到的是老头子,不是他老婆。 B. well 她老婆身体很健康。 C.老婆曾经在他身边。
10. B worried 解析：根据词义辨析。lonely“孤独的”,worried 是“焦虑的,担心的”的意



思,doubtful“怀疑的”,hungry“饥饿的”。

11. C no longer 解析: 结合后文,49空那句话给出了很好的对应。neither 表示否定2者。

12. A recognize 解析: 之前见过,现在认不出来。

13. C surprised 解析: 表示惊讶。选项 moved 干扰度比较大,需要对全文的态度进行把握,文中进行到这里并没有很明显的作者的正面态度出现,证据就在于他的那个问句: 你知道她不认识你,还是每天早上要去陪她? 这句话显然不是一个正面态度的体现,而真正的态度转正的地方在倒数第二段,他忍住泪水,所以这里不能选 moved 这个表示正面态度的词语。

14. D still 解析: 表示状态的持续,B. then 表示时间先后,C. thus 表示因果。

15. B tear 解析: 关键在前面的动词 hold back 忍住,忍回去。忍回去的只有泪水。

16. A realize 解析: realize 表示主观意识到。

17. C acceptance 解析: 真爱就是对于所有一切的接受。本题点明了文章的主旨,老人不管妻子患病与否都始终不离不弃,所以是接受了一切,无论好坏。

18. A necessarily 解析: 这个词的意思是必要地,这句话的意思是最幸福的人并不一定是一个拥有所有最好东西的人。

19. B make 解析: 考查动词和名词的搭配,make the best of 充分利用,就是说他们可以没有最好的东西,但是他们充分利用了他们所拥有的东西。C 选项 favor 不能选,因为表示的意思是偏好,在这里没有比较爱人认得你还是不认得你,所以不选。

20. D Life 解析: 生活并不是要经历暴风雨,而是要学会苦中作乐。

### Passage 2

本文讲述了一个继母对作者的肯定,从而激发了孩子心中的对成功的渴望,继母心中的热情,终于促使作者成功了。

1 选 D 爸爸把我介绍给了她

2 选 A 因为是最坏的孩子而著名

3.选 B no later than 表示不迟于

4.选 C 表示微微地抬了一下我的头

5.选 C 你错了

6.选 A 前面有 not 后面用 but,不是最坏的而是最聪明的

7.选 B 这句话开始了我们之间的友谊,用友谊说明关系的亲密

8.选 D 在我心目中我一直是一个坏男孩

9.选 B 继母把我父亲说服了去上一个牙科学校

10.选 A 在那儿我父亲的事业将更加成功

11 选 C 而在那,我们弟兄们可以得到更好的教育

12 选 D 给我买了二手的打字机,让我开始写作

13 选 D 我非常感激她的热心

14 选 A 我接受了她的信念



- 15 选 B 我从事的写作,因此用 writing  
16 选 C 我不是唯一的受益者  
17 选 B 我爸爸成了我们镇上最富裕的人  
18 选 A 热情有着多强大的力量呀  
19 选 D 不断得到增强  
20.选 B 这种力量是贫穷和暂时的挫折所不能相比的

### Passage 3

本文是叙述 Pe.g.gy 在美国女子自由滑冰比赛中获奖的情景。

1. A. 因为观众都是站在场外的,所以她向外“看”。  
2. C. 她向外看的目的是“希望”能看到她妈妈。  
3. B. 根据 all the way(全程)来判断他们是开车来的,其余选项均不宜与其搭配。  
4. D. 从文章开头的 ...Pe.g.gy took a quick look at her father standing nearby ...可得出答案。  
5. A. 根据滑冰场上的惯例,音乐“开始”后,滑冰运动员才开始滑动。  
6. C. 根据滑冰的情景,音乐“带”她进入旋转。  
7. B. 根据常识,比赛开始,运动员要“自信”,还可根据后面的 in herself 来判断得出答案。  
8. A. 根据常识在比赛开始前的“最后”几秒钟产生畏惧感。  
9. D. gone 表示“结束了”的意思。  
10. C. 因为比赛即将结束,可她心里还没有平静,就像惯性一样,认为“音乐”还在运动。  
11. D. then 表示顺序的先后。  
12. B. 根据前面的 a final turn(最后的旋转)可知她的表演就要“结束”了。  
13. C. 根据前后句的所属关系,后面是时间状语从句,as=when(当...时候)。  
14. A. 因为前面已经叙述了观众的赞赏,所以对于后来的赞赏应该是“其中一个滑冰运动员”。  
15. B. 根据经验,自由滑冰表演之后“总是”要给予评判的。  
16. D. 根据前面的 remark 及竞技场上的常识,评判、打分应是“裁判员”。  
17. C. 运动员比赛完之后要“等待”最后的得分结果。  
18. B. 表示运动员“急切地”想知道分数的心情。  
19. D. 根据比赛常识,要“宣布、通知”比赛的结果。  
20. A. 从文章的第 1 段 all the way from California 可得出答案。

### Passage 4

本文通常一个希腊神话说明了四季变化的由来。

1. B. 根据文章最后几句话可知,文章讲的是季节(season)的更换。  
2. B. Zeus 是宇宙之神,是众神的统治者。从下文可以看出,不仅 Demeter 和 Hades 之间的矛盾的需要 Zeus 的调解,而且他们的想法也要取得 Zeus 的同意。  
3. A. 根据上文的 Hades...fell in love with Persephone 以及后文的...agree to the marriage 可知,Hades 想娶 Persephone 为妻。

4. A。此处指的是 Zeus 既不会同意这桩婚事,也不会禁止。
5. D。根据下文可知,Hades 是抢走 Persephone,即没有得到允许。
6. D。比较: find out 查明真相; let out 放开,放出; work out 算出; think out 想出。只有选项 D 最符合语境。
7. C。后文说 Demeter 决定要让所有植物停止生长,可见她很生气(angry)。
8. C。根据第 54 空处的内容可知,此处指她使所有植物停止生长。
9. A。比较: in danger of 处于.....的危险中; in the hope of 怀有.....的希望; in turn 依次; in case of 以防万一。根据后文的 starving 可知,此题填空 in danger of 最佳。
10. B。not...until 意为“直到.....才”,此处指的是她要直到她女儿回来才让植物生长。
11. B。根据其后的 still not wanting to disappoint Hades 可知答案。
12. A。此处指 Persephone 回到她母亲身边。
13. C。根据下文的 Persephone had eaten several pome.g.ranate seeds 可知答案。
14. D。根据上下文的语境看,Demeter 接受了 Zeus 的条件。
15. A。此处指“发现”事情真相。
16. B。根据下文的 she must spend part of the year in the underworld 可知出此处应选 with her mother。
17. C。句中的 it 为形式主语,真正的主语是 that 引导的主语从句。此处的意思是“.....就这样发生了”。
18. D。比较四个选项,只有 will 最合语境。
19. C。That's why...的意思是“这就是为什么.....”“这就是.....的原因”。
20. D。当 Persephone 回来时,Demeter 很高兴,所以就是春天,植物开始生长。

## 第六部分 阅读理解

### 阅读理解一

#### 第一节 阅读概述

从题型上看,阅读部分的题型均比较集中,主要是细节判断题、推理判断题、主旨大意题和词义猜测题。考试中的阅读理解重点考察学生的综合语言理解能力,特别是准确定位,搜索信息的能力。因此,考生在解答阅读理解的过程中,一定要正确理解原文。在尊重原文的基础上,仔细定位到原文中的关键句,联系上下文,看清题意,准确理解,解决问题。

#### 第二节 备考策略

阅读是一个主动积极的输入语言的过程。要全面准确的理解文字内容,提高阅读能力,需要从以下几个方面进行综合训练。

##### (一) 语言的基本功

在阅读过程中,词汇是基础,阅读过程中的词汇量会与阅读速度和阅读质量会有重大影响;其次是英语语法以及惯用法,在阅读理解中,对复杂句子结构的准确理解和分析需要英语语法及惯用法作为基础。

##### (二) 阅读方法

灵活运用以下三种有效的阅读方法,可以大大提高阅读速度和解题速度。

1. 略读(skimming): 就是以尽快的速度跳跃式地浏览文章的标题、起始段或结尾段、每段的首尾句、以及表示句、段关系的连接性词语等重要部分,以了解文章的大意或主题思想。

2. 快读(scanning): 也叫寻读,就是带着问题去快速阅读,以求在短时间内准确地找到我们所需要特定的信息。

3. 研读(study reading): 就是通过略读了解文章主旨和通过查读找到了相关的范围之后,在相关范围内逐句、逐词地阅读,不仅要理解其字面意思,而且要通过分析、综合、比较、联想等思维方法,并结合自己已有的知识和经验进行推理、判断,来理解文章的深层含义,以及作立场、观点、态度或意图等读。

##### (三) 做题策略

对于解题的顺序有的人喜欢先阅读再看题,有的人喜欢先看题再阅读,这要因人而异,本无优劣之分,根据你的习惯来定。我们推荐以下步骤:

1. 用略读法了解文章大意及各段的大意。
2. 阅读题干及各个选项，了解考查的内容。
3. 带着问题用查读法到文中找到相关句段。
4. 用研读法理解相关句段，筛选答案。
5. 综合考虑各题所选选项，看是否切合全文主旨。

### 第三节 真题回顾

#### A

#### Social Relationships

Life places us in a complex web of relationships with other people. Our humanness arises out of these relationships in the course of social interaction. Moreover, our humanness must be sustained through social interaction – and fairly constantly so. When an association continues long enough for two people to become linked together by a relatively stable set of expectations, it is called a relationship.

People are bound within relationships by two types of bonds: expressive ties and instrumental ties. Expressive ties are social links formed when we emotionally invest ourselves in and commit ourselves to other people. Through association with people who are meaningful to us, we achieve a sense of security, love, acceptance, companionship, and personal worth. Instrumental ties are social links formed when we cooperate with other people to achieve some goal. Occasionally, this may mean working with instead of against competitors. More often, we simply cooperate with others to reach some end without endowing the relationship with any larger significance.

21. The word “complex” in the passage is closest in meaning to \_\_\_\_\_
- A. delicate    B. Elaborate    C. Private    D. common
22. According to paragraph 1, which of the following is true of a relationship?
- A. It is a structure of associations with many people.
- B. It should be studied in the course of a social interaction.
- C. It places great demands on people.
- D. It develops gradually over time.
23. Which of the following can be inferred instrumental ties in Paragraph 2?
- A. They should be expected to be significant.
- B. They involve security, love, acceptance, and companionship.
- C. They require as much emotional investment as expressive ties.
- D. They can develop even in situations where people would not cooperate.
24. Paragraph 2 is developed primarily by

- A. defining important concepts
- B. presenting two opposing theories
- C. discussing causes and their effects
- D. drawing comparisons between theory and practice

(BDDA)

## B

### The Mystery of Yawning

According to conventional theory, yawning takes place when people are bored or sleepy and serves the function of increasing alertness by reversing, through deeper breathing, the drop in blood oxygen levels that are caused by the shallow breathing that accompanies lack of sleep or boredom. Unfortunately, the few scientific investigations of yawning have failed to find any connection between how often someone yawns and how much sleep they have had or how tired they are. About the closest any research has come to supporting the tiredness theory is to confirm that adults yawn more often on weekdays than at weekends, and that school children yawn more frequently in their first year at primary school than they do in kindergarten.

Another flaw of the tiredness theory is that yawning does not raise alertness or physiological activity, as the theory would predict. When researchers measured the heart rate, muscle tension and skin conductance of people before, during and after yawning, they did detect some changes in skin conductance following yawning, indicating a slight increase in physiological activity. However, similar changes occurred when the subjects were asked simply to open their mouths or to breathe deeply. Yawning did nothing special to their state of physiological activity. Experiments have also cast serious doubt on the belief that yawning is triggered by a drop in blood oxygen or a rise in blood carbon dioxide. Volunteers were told to think about yawning while they breathed either normal air, pure oxygen, or an air mixture with an above-normal level of carbon dioxide. If the theory was correct, breathing air with extra carbon dioxide should have triggered yawning, while breathing pure oxygen should have suppressed yawning. In fact, neither condition made any difference to the frequency of yawning, which remained constant at about 24 yawns per hour. Another experiment demonstrated that physical exercise, which was sufficiently vigorous to double the rate of breathing, had no effect on the frequency of yawning. Again the implication is that yawning has little or nothing to do with oxygen.

27. The word “flaw” in the passage is closest in meaning to

- A. fault
- B. aspect
- C. confusion
- D. mystery

28. In the paragraph 2, why does the author note that there were physiological changes when subjects opened their mouths or breathed deeply?

- A. To present an argument in support of the tiredness theory

B. To cast doubt on the reliability of the tests that measured heart rate, muscle tension and skin conductance

C. To argue against the hypothesis that yawning provides a special way to improve alertness or raise physiological activity

D. To support the idea that opening the mouth or breathing deeply can affect blood oxygen levels

29. The word "triggered" in the passage is closest in meaning to

A. removed

B. followed

C. increased

D. caused

30. Paragraph 2 answers all of the following questions about yawning EXCEPT \_\_\_\_\_

A. Does yawning increase alertness or physiological activity?

B. Does thinking about yawning increase yawning over not thinking about yawning?

C. Does the amount of carbon dioxide and oxygen in the air affect the rate at which people yawn?

D. Does the rate of breathing affect the rate at which people yawn?

(ACDB)

C

Can dogs and cats live in perfect harmony in the same home? People who are thinking about adopting a dog as a friend for their cats are worried that they will fight. A recent research has found a new recipe of success. According to the study, if the cat is adopted before the dog, and if they are introduced when still young (less than 6 months for cats, a year for dogs), it is highly probable that the two pets will get along swimmingly. Two-thirds of the homes interviewed reported a positive relationship between their cat and dog.

However, it wasn't all sweetness and light. There was a reported coldness between the cat and dog in 25% of the homes, while aggression and fighting were observed in 10% of the homes. One reason for this is probably that some of their body signals were just opposite. For example, when a cat turns its head away it signals aggression, while a dog doing the same signals submission.

In homes with cats and dogs living peacefully, researchers observed a surprising behavior. They are learning how to talk each other's language. It is a surprise that cats can learn how to talk 'dog' and dogs can learn how to talk 'Cat'.

What's interesting is that both cats and dogs have appeared to develop their intelligence. They can learn how to read each other's body signals, suggesting that the two may have more in common than we previously suspected. Once familiar with each other's presence and body language, cats and dogs can play together, greet each other nose to nose, and enjoy sleeping together on the sofa. They can easily share the same water bowl and in some cases groom (梳理) each other.

The significance of the research on cats and dogs may go beyond pets — to people who don't get along, including neighbors, colleagues at work, and even world superpowers. If cats and dogs can learn to get along, surely people have a good chance.

1. Some cats and dogs may fight when \_\_\_\_\_.
    - A. they are cold to each other
    - B. they look away from each other
    - C. they misunderstood each other's signals
    - D. they are introduced at an early age
  2. What is found surprising about cats and dogs?
    - A. They eat and sleep each other.
    - B. They observe each other's behaviors.
    - C. They learn to speak each other's language.
    - D. They know something from each other's voices.
- D. Solar Storms: Human Activities to Be Troubled  
(CC)

### D

The 2012 London Olympics had enough problems to worry about. But one more has just been added - a communications blackout caused by solar storms.

After a period of calm within the Sun, scientists have detected the signs of a fresh cycle of sunspots that could peak in 2012, just in time for the arrival of the Olympic torch in London.

Now scientists believe that this peak could result in vast solar explosions that could throw billions of tons of charged matter towards the Earth, causing strong solar storms that could jam the telecommunications satellites and interact links sending five Olympic broadcast from London.

"The Sun's activity has a strong influence on the Earth. The Olympics could be in the middle of the next solar maximum which could affect the functions of communications satellites," said Professor Richard Harrison, head of space physics at the Rutherford Appleton Laboratory in Oxfordshire.

At the peak of the cycle, violent outbursts called coronal mass ejections occur in the Sun's atmosphere, throwing out great quantities of electrically-charged matter. "A coronal mass ejection can carry a billion tons of solar material into space at over a million kilometers per hour. Such events can expose astronauts to a deadly amount, can disable satellites, cause power failures on Earth and disturb communications," Professor Harrison added. The risk is greatest during a solar maximum when there is the greatest number of sunspots.

Next week in America, NASA is scheduled to launch a satellite for monitoring solar activity called the Solar Dynamics Observatory (SDO), which will take images of the Sun that are 10



times clearer than the most advanced televisions available.

The Rutherford Appleton Laboratory helped to make the high-tech cameras that will capture images of the solar flares and explosions as they occur.

Professor Richard Holdaway, the lab's director, said that the SDO should be able to provide early warning of a solar flare or explosion big enough to affect satellite communications on Earth

"If we have advance warning, we'll be able to reduce the damage. What you don't want is things switching off for a week with no idea of what's caused the problem," he said.

1. The phrase "communications blackout" in paragraph 1 most probably refers to during the 2012 Olympics.

- A. the extinguishing of the Olympic torch
- B. the collapse of broadcasting systems
- C. the transportation breakdown in London
- D. the destruction of weather satellites

2. What can be inferred about the solar activity described in the passage?

- A. The most fatal matter from the corona falls onto Earth.
- B. The solar storm peak occurs in the middle of each cycle.
- C. It takes several seconds for the charged matter to reach Earth.
- D. The number of sunspots declines after coronal mass ejections.

3. According to the passage, NASA will launch a satellite to \_ \_

- A. take images of the solar system
- B. provide early warning of thunderstorms
- C. keep track of solar activities
- D. improve the communications on Earth

4. Which of the following might be the best title of the passage?

- A. Solar Storms: An Invisible Killer
- B. Solar Storms: Earth Environment in Danger
- C. Solar Storms: Threatening the Human Race
- D. Solar Storms: Human Activities to Be Troubled

(BDCD)

## E

In the more and more competitive service industry, it is no longer enough to promise customer satisfaction. Today, customer "delight" is what companies are trying to achieve in order to keep and increase market share.

It is accepted in the marketing industry, and confirmed by a number of researchers, that customers receiving good service will promote business by telling up to 12 other people; those



treated badly tell tales of woe to up to 20 people. Interestingly, 80 percent of people who feel their complaints are handled fairly will stay loyal.

New challenges for customer care have come when people can obtain goods and services through telephone call centers and the internet. For example, many companies now have to invest a lot of money in information technology and staff training in order to cope with the “phone rage”--- caused by delays in answering calls, being cut off in mid-conversation or left waiting for long periods.

“Many people do not like talking to machines,” says Dr. Storey, senior lecturer in marketing at City University Business School. “Banks, for example, encourage staff at call centers to use customer data to establish instant and good relationships with them. The aim is to make the customer feel they know you and that you can trust them – the sort of comfortable feelings people have during face-to-face chats with their local branch manager.”

recommended ways of creating customer delight include: under-promising and over-delivering (saying that a repair will be carried out within five hours, but getting it done within two); replacing a faulty product immediately; throwing in a gift voucher as an unexpected “thank you” to regular customers; and always returning calls, even when they are complaints.

Aiming for customer delight is all very well, but if services do not reach the high level promised, disappointment or worse will be the result. This can be eased by offering an apology and an explanation of why the service did not meet standards with empathy (for example, “I know how you must feel”), and possible solutions (replacement, compensation or whatever fairness suggests best meets the case).

Airlines face some of the toughest challenges over customer care. Fierce competition has convinced them that delighting passengers is an important marketing tool, while there is great potential for customer anger over delays caused by weather, unclaimed luggage and technical problems.

For British Airways staff, a winning telephone style is considered vital in handling the large volume of calls about bookings and flight times. They are trained to answer quickly, with their names, job title and a “we are here to help” attitude. The company has invested heavily in information technology to make sure that information is available instantly on screen.

British Airways also says its customer care policies are applied within the company and staff is taught to regard each other as customers requiring the highest standards of service.

Customer care is obviously here to stay and it would be a foolish company that used slogans such as “we do as we please”. On the other hand, the more customers are promised, the greater the risk of disappointment.

1. We can learn from paragraph 2 that \_\_\_\_\_.

- A. complaining customers are hard to satisfy  
B. unsatisfied customers receive better service  
C. satisfied customers catch more attention  
D. well-treated customers promote business
2. the writer mentions “phone rage”(paragraph 3)to show that \_\_\_\_\_.
- A. customers often use phones to express their anger  
B. people still prefer to buy goods online  
C. customer care becomes more demanding  
D. customers rely on their phones to obtain services
3. What does the writer recommend to create customer delight?
- A. calling customers regular.  
B. gibing a “thank you “note. .  
C. delivering a quicker service.  
D. promising more gifts.
4. Which of the following is conveyed in this article?
- A. face-to –face service creates comfortable feelings among customers.  
B. companies that promise more will naturally attract more customers.  
C. a company should promise less but do more in a competitive market.  
D. customer delight is more important for air lines then for banks.
- (DCCC)

## 第四节 题型分析

### 一、事实细节题

事实细节题出现在各种文体中，是小学英语考试中最常见的阅读理解考试题型。就记叙文而言，大多数针对某个情节。而在议论文和说明文中，往往通过事例、数字等细节来说明主题或支持作者观点。具体包括疑问词类（5W+H），指代关系题，辨别正误题，内容排序题和数字计算题。

#### 【常见题型】

##### 1. 简单反馈：

在保持与原文大体一致的情况下，进行微小的不易被察觉的增加或改变，如对原句进行解释，或改变句子结构。一旦粗心就会造成错选。

##### 2. 多项反馈：

选项多个都涉及文章细节，细节之间又相互交织在一起，不耐烦、不细心的同学就会一

下“看晕”，失去耐心和信心，胡乱选一个完事。

### 【解题指导】

1. 依据题干和选项提示，找到文中相对应的信息。
2. 把握文章主题，弄清主题与细节，细节与细节间的关系。
3. 由易到难逐项排除。

### （一）疑问词类（5W+H）

疑问词类的题型是阅读理解中常考的一类细节判断题。主要考查学生正确理解信息和准确定位原文，辨别信息的能力。常见的出题方式是 what, which, when, who, why, how+中心关键词构成。需要引起注意的是，

### 【常见题型】

常见提问方式：

Why did John run downstairs first?

Who discovered the secret?

Some cats and dogs may fight when \_\_\_\_\_.

How did Tom help the firemen to save his mother?

### 【解题指导】

1. 看题干，圈出关键词。关键词包括疑问词和题干中的实义词。
2. 根据题干中的关键词定位原文。特别是可以根据人名，地名，时间，地点等大写显眼的关键词迅速定位原文。
3. 原文定位之后，结合上下文语境和题干准确找出题意。

### （二）辨别正误题

辨别正误题是阅读的常见题型。它主要考查读者对语段所揭示事实的判断能力；确认语篇所涉及主要事实的逻辑关系和对细节或是大意以及文章寓意的理解能力。

常见出题方式：

1. 对集中事实或推断的判断。
2. 对多处事实或推理的判断。

常见提问方式：

Which of the following is NOT true according to this passage?

Which of the following is TRUE according to this passage?

From the passage, we can learn ...EXCEPT \_\_\_\_\_.

### 【解题指导】

1. 在了解文章大意的情况下，把握文章的基本事实，并在此基础上列出事实“清单”，做到心中有数。
2. 准确理解整篇文章的意图，找出段落之间的逻辑关系。
3. 注意原文中的陈述和题目中相关陈述的表达方法的异同。

4. 仔细审题，看清题目中相关陈述的表达方法的异同。

5. 排除法与原文检验法相结合。先排除与文中内容矛盾的选项，再将剩余选项代入文中看是否符合前后逻辑关系。

### （三）内容排序题型

在做阅读理解的时候，除了要把握文章的主体大意和一些细节外，还要对文章各个细节发生的先后顺序或者不同事物的特点有一个很好的把握。此类题为内容排序题。考查学生的快速阅读能力和思维连贯能力。容易出此类题的文章是：探险旅游，科普知识，趣味故事等。

#### 【常见题型】

1. 动作排序：主要考查文章的多个细节发生的先后顺序。
2. 内容顺序：主要考查对文本某个或某些信息的理解，然后进行比较排序。

#### 【解题指导】

1. 对于动作排序题，应该学会使用跳读和快速阅读的方法，在文章中迅速地找到各个动作的位置，从而排出正确的顺序。

2. 对于内容排序题，应该先找到各个信息在文章的位置，然后联系上下文很好地理解意思，找到它们的正确顺序。需注意的是，做此类题应当根据对文本内容的理解排出正确的顺序，而不是根据各个细节出现的先后顺序排列。

### （四）指代关系题

指代关系题是指对文章中某个指示代词进行推测从而弄清它所指代的真实对象的阅读理解题。现行高中英语教学大纲明确要求我们掌握通过上下文语境推测词义的技巧，指代关系题则是这一理念在实践中的应用。

#### 【常见题型】

What does the underlined word “it” refer to?

What does the underlined word mean?

#### 【解题指导】

1. 弄清上下文逻辑关系——因果、让步、转折、承接、递进等。这样才能比较准确地判断出题目所涉及的代词的指代意义。

2. 排除法：即将代词分别替换成四个选项的内容，放回原句看能否讲得通。

### （五）数字计算题

数字计算题虽然不是阅读理解的重点题型，但是最能考查学生的综合素质和解决实际问题能力的题型。解题过程不但要求学生具备数学计算的知识和技巧，也同时要求学生透彻理解文意和题意，有时更需要找出原文中包含的解题所需的必要条件。

#### 【常见题型】

1. 简单计算：往往只需一步计算就可得出答案。

2. 单一计算单位的复杂计算：只涉及一种计算单位的复杂运算，如对重量、数量、面积体积等的计算，但计算过程需要多个步骤。

3. 涉及多种计算单位的复杂运算：如计算单位体积的重量或单位面积的价格等多步骤计算。

#### 【解题指导】

1. 对于简单计算，因计算本身不难，所以往往考查的是对题意或文意的确切理解。如果理解有误，计算必定失误。

2. 对于只涉及一种计算单位的复杂计算，主要需细心，不要遗漏必要的条件和步骤。

3. 对于涉及多种计算单位的复杂计算，除了细心不忽略必要条件之外，还要注意各个计算公式的运用和单位间的正确转换。

## 二、推理判断题

推理判断题是通过文章提供的多处已知信息得出未知结论，或由文章中某一细节或某一描述方式推导出答案的题型。要求学生综合考虑上下文，通过文章表面文字信息推测文章隐含意思。我们将推理判断题分为言外之意题，观点/情感/态度题，前/后内容推断题，文章出处判断题和作者/读者身份推断题。

### （一）言外之意题

#### 【常见题型】

1. 直接型：直接提问从文章所提供的信息，我们可以推测出什么，可以了解到什么。这结论往往是文章中并没有直接说出来的，但通过全文，我们可以得出相应的结论。

From the passage we can draw the conclusion that \_\_\_\_\_.

We can infer (conclude) from the passage that \_\_\_\_\_.

Where can you read this passage?

2. 间接型：题目中未要求，但只有综合上下文多处细节才能解决问题。

On the whole, this story is about \_\_\_\_\_.

What can we learn about Brampton?

#### 【解题指导】

1. 抓住关键词句，利用词义和句意理解技巧来弄清其内在含义。

2. 利用表示因果、转折、递进、并列等关系的连词，准确把握句与句之间的关系。联系各项信息，综合推断结论。

3. 辨清总一分、总一分一总、倒证等文章结构关系。

4. 特别注意一般信息与最终结论之间的区别，避免以偏概全。

5. 排除文中已出现、无需再度推测的事实，以及与文意明显不符的选项。

### （二）观点/情感/态度题

观点/情感/态度题从某种意义上来说要求考生具有较高层次的阅读技能，包括在复杂的语境条件下，把握作者的思路；在较高深的措辞中，探索作者的隐藏思想及真正的写作意图。

常见观点态度题用以考查文章的写作意图和作者主观态度的把握；分析作者对某些细节描述的意图。

**【常见题型】**

What's the writer's /author's attitude towards to wards ...?

The writer /author believes (implies, suggests) that \_\_\_\_\_.

The writer /author seems to agree (think) that \_\_\_\_\_.

The writer / author tries to tell us \_\_\_\_\_.

The writer's / author's tone would be best described as \_\_\_\_\_.

**【解题指导】**

1. 抓住文章和选题中反映态度. 语气的关键词, 特别是其中的形容词和副词, 分清褒贬。
2. 利用概括归纳题与主旨大意题的解题技巧, 准确把握文章中心思想与段落结构。
3. 务必忠实原文, 切忌将自己的观点强加于作者。

**(三) 前后内容推断题**

前后内容推断题近年来在武汉市小学英语笔试中出现频率不大。重点考查的是学生整体把握全篇文章的能力和对文章结构的掌握。

**【常见题型】**

In the next part, the author would most probably discuss \_\_\_\_\_.

In the last paragraph, a sentence has been omitted. Which one following is the most possible answer?

What information will probably be provided following the last paragraph?

**【解题指导】**

1. 定位原文, 找到上下文语境。
2. 略读全文, 把握文章思路结构。
3. 观察选项, 选最优项。

**(四) 文章出处判断题**

出处判断题近年来偶尔出现在考试真题中, 重点考察学生对文体的把握。

**【常见题型】**

The passage is probably taken from a \_\_\_\_\_.

Where is the passage most likely to have been taken from ?

**【解题指导】**

1. 浏览全文, 判断文章风格和体裁。
2. 找关键信号词。特别是实义动词和名词。

**(五) 作者/读者身份判断题**

作者/读者身份判断题考察概率不大。除了会考察学生对作者, 读者的身份判断外, 也可能会考查学生对文中某个人物的角色身份。重点考察学生对文章整体感知能力, 结合常识不难解答。

**【常见题型】**

Who probably wrote this passage?

Who are the intended readers of the passage?

The text is written mainly for \_\_\_\_\_?

#### 【解题指导】

解题关键：判断写作对象、意图和人称。

### 三、词义理解题

词义理解是阅读理解能力的重要指标。无论一个人的词汇量有多大，都会在阅读中碰到生词。对词义的理解往往会影响到对全文的准确把握。阅读过程中，为保证适当的阅读速度，一般不必频繁的停下查字典。对于不妨碍全文理解和出现频率较低的生词，跳过即可。词义理解包括：生词词义和熟词新义。

#### 【常见题型】

The underlined word “\_\_\_\_\_” in the passage means /refers to \_\_\_\_\_.

What does “\_\_\_\_\_” in the third paragraph stand for?

The word/phrase “\_\_\_\_\_” could best be replaced by \_\_\_\_\_.

Which of the following is closest in meaning to the phrase/word/sentence “\_\_\_\_\_”?

#### 【解题指导】

1. 利用语境、常识和语法关系推断词义。

(1) 抓住所需推断词汇前后的“mean”或系动词或破折号等直接定义该词的部分。

(2) 抓住文章主旨与该段所表达的中心。特别是议论文要牢记论点与论据的相互支撑关系。

(3) 通过例证、比喻、对照、插入语等语法结构推断词义。

2. 利用词根、前后缀与合成词推断词义。

3. 解题关键：联系上下文语境，抓逻辑词

常见的逻辑关系有：转折或对比关系：but, however, otherwise；因果关系：because, so that

例证：for example, for instance；根据同位或解释关系：生词后定/表/同位语/破折号等。

### 四、主旨大意题

阅读理解首先要做到的就是掌握所读材料的主旨和大意，它是全文的概括与总结。能否抓住这个中心，取决于读者的总结能力。每篇短文都有其主题思想，而作者表现主题思想的手法各不相同。这就需要我们挖掘相同点，寻找解题的方法。主旨大意题包括主题型和归纳型题型两大类。

#### (一) 主题型

#### 【常见题型】

主题型：What's the main idea of this passage?

What does this passage mainly discuss?



What's the topic of this passage?

标题型: What's the best title?

The best title for this text is (to tell) \_\_\_\_\_.

目的型: The main purpose of this text is \_\_\_\_\_.

The author's purpose of writing this text is to \_\_\_\_\_.

What's the main purpose of the passage?

### 【解题指导】

抓住主题句。它们一般位于文章的开头或结尾。同时,也可以贯穿各段中心句进行总结。

抓住文章逻辑线索,理清发展脉络。作者往往会采取举例. 比较. 分类. 归纳等不同方法来组织文章。

文章的主题作者往往有意识地反复论述。抓住反复出现的中心词,即高频词,也叫做主题词。文章或段落的主题句常常会出现在一些标志性的提示后。

例如: On the whole, in short, therefore...

I agree with the opinion that...

Given all these points above, I would support the idea that...

For all the reasons mentioned above, I would prefer...

把握文章的体裁,分清文体,确定思维方向。体会作者的写作意图和所要表达的思想感情,辨清褒贬态度。

### (二) 归纳型

在词义与句义理解的基础上,结合上下文总结归纳某一段或几段的大意,对于把握文章主旨,分析全文结构都是至关重要的。此类题型考查了读者段落或文章某一版块的理解概括能力。

### 【常见题型】

1. 单段型: 要求归纳某一段大意。

What can we learn from the last paragraph?

According to the third paragraph, the Britons think that \_\_\_\_\_.

In paragraph 2, the writer uses the example of the ancient Greek athletes to show that \_\_\_\_\_.

2. 多段型: 要求归纳多段大意或多段细节总结某一非全文主旨的观点。

### 【解题指导】

1. 通过审题,缩小范围,锁定相关段落。

2. 利用词义及字意理解技巧,透彻把握段落关键词的含义。

3. 抓住文章中连词(如表转折. 因果. 递进. 承接. 让步等关系的词语). 序数词(如 First ...Second ...)等提示性词句,辨清段落之间的逻辑关系



## 第五节 课堂演练

## A

Winston Churchill is well-known as a statesman, politician and as the British Minister during most of the Second World War. He is especially famous for his speeches which many believe made people even more determined to defeat the enemy. Many of these speeches contained lines which are remembered even today.

Churchill made one of his greatest speeches in 1940, when he was invited to become Prime Minister of Britain, and the leader of a new government. The country had been at war for over eight months. And he knew that it would suffer many great defeats before it began to win the war. So on 13 May 1940 he promised the House of Commons: "I would say to the House, as I said to those who have joined the Government, 'I have nothing to offer but blood, toil, tears and sweat. "A month later, the Germany army had advanced across northern Europe, and the British Army had retreated to the coast of the English Channel. The only escape was to cross the sea back to England. Hundreds of small boats set out from ports on the English coast to bring back the soldiers from the beaches of Dunkirk in France. But Churchill encouraged people that this was only a temporary defeat in a speech which include the words, "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the hills; we shall never surrender. "

On 18 June 1940, Churchill gave another fine speech when he drew attention to the courage of everyone defending Britain. "In years to come," he said, ". . . men will say, ' This was their finest hour.

The German continued their attacks on Britain from the air. A small number of pilots resisted the much larger German Air Force. Germany lost many airplanes, and was forced to change their strategy. Britain was no longer threatened by an early invasion, and on 20 August 1940, he said, "Never in the field of human conflict was so much owed by so many to so few. "

In two years, Germany began to lose some important battles. After a defeat in North Africa, on 10 November 1942 he made a speech with the famous words, "Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning. "

Many people believe that Churchill's leadership inspired people to remain brave in the face of Nazi Germany. His speeches are still remembered and quoted today, and remain some of the finest examples of spoken English.

1. Churchill's speech on 13 May 1940 shows that \_\_\_\_\_.

- A. there was little he could do
- B. the war would be over soon
- C. he could only promise to do his best to defeat the Germans

- D. the defeat of Britain by Germany was probable
2. After the British had retreated to Britain, Churchill suggested the British should \_\_\_\_\_.
- A. strongly resist the Germans in every possible way
  - B. attack the German army at Dunkirk
  - C. then use small boats to bring the British Army back
  - D. expect other European countries to help Britain
3. ". . . . . This was their finest hour." (Para. 4) suggests that \_\_\_\_\_.
- A. the Battle of Britain was over quickly
  - B. people will greatly admire everyone who defended Britain
  - C. soldiers will be proud of what they had done
  - D. the British were right not to surrender
4. In Churchill's speech on 20 August 1940, the "few"( Para. 5) refer to \_\_\_\_\_.
- A. the British pilots
  - B. the people of Britain
  - C. the German airplanes
  - D. the German attacks on Britain

(CABA)

**B**

Eat more healthily. Exercise twice a week. Read more books. Lose weight. We make the same resolutions every year, but most of us fail, and quit after only a few days or, at best, weeks. Even the most successful among us crash when it comes to personal change. For example, President Barack Obama struggles with his smoking habit.

So why is change so challenging? Are we wired in a way that keeps us from making changes? And do we need the support of others to reach our goal, or can we do it alone?

Professionals who help people make change in their lives suggest that the change is determined not by one's mind. Beginning with small goals or steps usually leads to a bigger pay-off later, they say. And trying to make a change is easier with support from a group of friends, family, or co-workers with shared goals.

"People are more likely to make positive changes in their lives not only when their friends do, but when their friends of friends do, and when their friends of friends of friends do," said Nicholas Christakis, a professor of medical sociology at Harvard University.

Jhonny Augustin understands that well. His resolution for 2009 was to reduce 30 pounds from his 237-pound frame. But the change didn't come easy. He said, "I'm a huge procrastinator. There's desire, but I just kept putting it off. I didn't get to it until the summer." However, Augustin got inspired when he saw his elder brother working out. Now Augustin weighs 190 pounds.

Having a positive attitude is one of the keys to making a successful change, according to Judy Zerafa, author of several books based on how people can improve their lives. She emphasizes the

importance of believing in yourself-and having positive habits, a creative imagination, and persistence-to make change happen.

1. The text is mainly about\_\_\_\_\_.
  - A. the reasons why making a change is so hard
  - B. the difficulties we have in making a change
  - C. the ways of making a change in our life
  - D. the attitudes towards making a change
2. The underlined word “procrastinator” in Paragraph 5 refers to a person who\_\_\_\_\_ .
  - A. has great determination to make a change
  - B. has no desire to do something great
  - C. delays work especially out of laziness
  - D. has habitual carelessness and laziness
3. What information will probably be provided following the last paragraph?
  - A. Useful methods used to avoid negative thoughts.
  - B. The side effects self-denial behavior.
  - C. The ways Judy Zerafa advised to make a change.
  - D. Examples showing the importance of having a positive attitude.

(CCD)

C

To be a good teacher, you need some of the gifts of a good actor: you must be able to hold attention and interest of your students; you must be a clear speaker, with a good, strong, pleasing voice which is fully under your control; you must be able to act what you are teaching, in order to make its meaning clear.

Watch a good teacher, and you will see that he doesn't sit still before his class; he stands all the time while he is teaching; he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express his feelings. Listen to him, and you will hear the loudness, the quality and musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the gifts of a good actor doesn't mean he will indeed be able to act well on the stage, for there are very important differences between the teacher's work and the actor's. The actor has to speak words he has learned by heart; he has to repeat exactly the same words each time he plays a certain part, even his movements and the ways in which he uses his voice are usually fixed beforehand. What he has to do is to make all the carefully learned words seem natural on the stage.

A good teacher works in quite a different way. His audience take an active part in his play: they ask and answer questions, they obey orders, and if they don't understand anything, they say so.

The teacher therefore has to meet the needs of his audience, which is his class. He can't learn his part by heart, but must invent it as he goes along.

Many fine teachers who were like fine actors in class were unable to take part in a stage-play because they can't keep strictly to what another had written.

1. The text is mainly about \_\_\_\_\_.
    - A. how a good teacher imitates a good actor.
    - B. what a good teacher should do outside the classroom.
    - C. what teachers and actors learn from each other.
    - D. how a teacher's work differs from a actor's.
  2. In the writer's opinion, a good teacher is one who \_\_\_\_\_.
    - A. knows how to hold the interest of his students
    - B. must have a good voice
    - C. knows how to act on the stage
    - D. stands or sits still while teaching
  3. In what way is a teacher's work different from that of an actor's?
    - A. The teacher must learn everything by heart.
    - B. He knows how to control his voice better than an actor.
    - C. He has to deal with unexpected situations.
    - D. He has to use facial expressions.
  4. the main difference between students and a theatre audience is \_\_\_\_\_.
    - A. students can move around the class
    - B. students must keep silent all the time
    - C. no memory work is needed for the students
    - D. the students must take part in the teacher's plays
- (DACD)

#### D

Mr. Black gave his wife money every Friday evening, but she always spent it before the next Wednesday. For the next three days she had none.

Every Tuesday evening Mr. Black asked her, "But what did you spend all that money on?" and she always answered, "I don't know. "

One Friday Mr. Black brought home an exercise book and a pencil and gave them to his wife along with the money. "Now look. " he said to her, "when you get money from me, write it down on this page , and on the next page write down what happens to the money. "

When Mr. Black came home the next Tuesday, his wife came to him and showed him the book. "I have done what you told me," she said happily. On the first page she had written "Friday, 28 June.

I got £ 180 from John," and on the next page, "Tuesday, 2nd July, I have spent it all. "

1. Mrs. Black \_\_\_\_\_ how she had spent the money.  
A. wanted to know                      B. knew quite well  
C. had no idea                              D. often asked herself
  2. Mr. Black told his wife to write down \_\_\_\_\_ on the next page.  
A. when she spent the money              B. where she spent the money  
C. why she spent so much money          D. what she bought with the money
  3. In the end Mr. Black was sure \_\_\_\_\_.  
A. that his wife had a habit of saving money  
B. that most of money had been spent on food  
C. about how the money had been spent  
D. that his wife spent her money without much care or thought
- (CDB)

### E

As a traffic policeman, I have often heard all the excuses told by drivers whose driving speed is too fast. In a cold winter evening, I was carrying out my work in a patrol car when a new Blue Bird passed by mine at astonishing speed. I managed to catch up with it, and then got in the way. A young man got out of his car, saying that someone in his car was seriously ill, and that he was taking a patient to the hospital, I let the man go, but I decided to follow the driver to the hospital, for I had been taken in by some other drivers quite a few times.

At the parking lot in front of the hospital, I was really feeling foolish about not trusting the driver when the young man took great trouble to get an elderly lady off his car. I was about to give the young man a hand when I overheard the struggling woman say in an angry voice: "Leave me alone. You told the policeman someone was sick, so you should be the patient. "

On hearing this, I wrote the ticket without any hesitation.

1. When the story took place, the writer was \_\_\_\_\_.  
A. on duty                                      B. driving a patrol car aimlessly  
C. on his way to the police station          D. following a young driver
2. The policeman followed the Blue Bird because \_\_\_\_\_.  
A. he was sure the driver had told a lie  
B. he was suspicious of the young man' words  
C. he didn't trust any drivers  
D. a good many drivers had cheated him before
3. In the end, the writer \_\_\_\_\_.  
A. gave the driver a fine

- B. decided to take the driver to the police station
- C. helped the driver write a ticket to the patient
- D. let the driver go with a gas ticket

(ABA)

## F

The newspapers must provide readers with facts objectively selected facts. But in these days of complex news, it must provide more; it must supply interpretation---the meaning of the facts. This is the most important assignment confronting American journalism---to make clear to readers the problems of the day, to make international news as understandable as community news, to recognize that there is no longer any such thing as “local” news, because event in the international area has a local reaction in terms of our every way of life.

There is in journalism a widespread view that when you start interpretation, you are entering dangerous waters, the swirling tides of opinion. This is nonsense.

Those who are against interpretation insist that the writer and the editor shall confine himself to the “facts”. This insistence raises two questions: what are the facts? And are the bare facts enough?

As to the first, consider how a so-called “factual” story comes about. The reporter collects, say, fifty facts. Then he or his editor decides which he considers most important. This is Judgment Number One. Then he or his editor decides which of these ten facts shall constitute the lead of the piece. This is Judgment Number Two. Then the right editor determines whether the article shall be presented on page one, where it has large impact, or on page twenty-four, where it has little. This is Judgment Number Three.

Thus, in the presentation of a so-called “factual” or “objective” story, at least three judgments are involved. And they are judgments unlike those involved in interpretation, in which the reporter and the editor, calling upon their research resources, their general background, and their “news neutralism”, arrive at a conclusion as to the significance of the news.

1. Which of the following is true according to the passage?
  - A. The most important task of reporters is to provide facts for readers.
  - B. If a reporter interprets the facts he writes, he will get into trouble.
  - C. In order to make current events clear to readers, reporters and editors select facts objectively.
  - D. For reporters, interpretation of facts is no less important than presentation of the facts.
2. A reporter selects ten out of fifty available facts because \_\_\_\_\_.
  - A. his editor is prejudiced
  - B. space is limited
  - C. he wants to choose the most significant story

D. he wants to express his own opinion

3. It is implied in the passage that \_\_\_\_\_.

A. the writer of an article should limit himself to the facts

B. in writing a factual story, the writer must use judgment

C. the writer of an article is usually objective

D. editors usually put economic effects in the first place

4. Placement of a story on page one or page twenty-four will control its \_\_\_\_\_.

A. editor

B. accuracy

C. relative importance

D. neutralism

(DCAC)

## G

Eat more healthily. Exercise twice a week. Read more books. Lose weight. We make the same resolutions every year, but most of us fail, and quit after only a few days or, at best, weeks. Even the most successful among us crash when it comes to personal change. For example, President Barack Obama struggles with his smoking habit.

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(CCD)

## 阅读理解二

English learners are getting younger. A global survey of English for young learners, undertaken by the British Council in 1999, showed that the majority of countries in which English was taught in primary schools had introduced the innovation in the 1990s.

Since then, the practice has become more widespread. In Europe, almost every country documented in the 2005 Eurydice survey showed an increasing percentage of primary pupils learning English during the years 1998-2002 (the most recent year for which data was available). Since 2002, the trend has continued apace.

(a) One rationale for teaching languages to young children is the idea that they find it easier to learn languages than older students. (b) They are still developing physically and intellectually; their emotional needs may be higher, they are less able to take responsibility for their own learning. (c) One of the practical reasons for introducing English to younger learner is to ensure that they have longer time in their school careers to master the language; another is because the timetables in secondary schools now have too many competing demands. (d)

There are many hazards attached to EYL, not least of which is that it requires teachers who are proficient in English, have wider training in child development, and who are able to motivate young children. Such teachers are in short supply in most countries, but failure at this stage may be difficult to remedy later.

31. The four letters a, b, c, d in Paragraph 3 indicate four spaces where the following sentence could be added to the passage. Where would the sentence best fit? Write the letter on the



answers sheet.

**In practice, young learners face obstacles that older learners do not.**

32. Give a very brief answer to the following question: "According to the rationale, why is it easier to learn languages for young children than older students? "

33. Translate the underlined part of the sentence in Paragraph 1 into Chinese.

34. Translate the underlined part of the sentence in Paragraph 4 into Chinese.

参考答案:

31. c

32. Young children are developing and taking less responsibilities.

33. 1999 年英国文化协会作了一项关于年轻英语学习者的全球调查，其调查结果显示，大多数设有小学英语课程的国家早在 20 世纪 90 年代就已经创新般的引入了该课程。

34. 这样的教师在大多数国家都是比较欠缺的，但是对于英语年轻的学习者而言，如果在这个阶段学习失败了，以后是很难补救的。

## 第六部分 综合部分

五、综合题(本大题共4小题,第35小题8分,第36小题8分,第37小题10分,第38小题15分。共41分)(本大题请用中文作答)

35.《义务教育英语课程标准》以科学发展观和先进的外语课程理念为指导,立足国情,综合分析了我国英语教育发展的现状,充分考虑了语言学习的规律和义务教育阶段学生的发展需求。与过去传统外语教学大纲相比,请你从四个方面陈述新课程理念上所呈现的变革和特点。

36.教师在小学课堂教授新单词时,通常会采用相应的方法和技巧,模拟创造情景。请列举出常见的四种词汇教学方法。

37. 案例分析

38. 教学设计

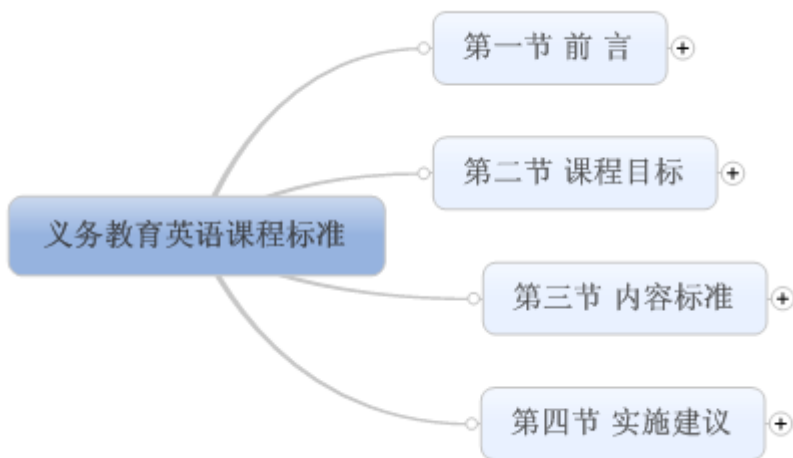
五、综合题

第一题:以故事课为例,教师的口语不好,于是便使用录音教学,说明教师在故事课教师学是哪些环节使用录音,有什么作用?为什么?

第二题:TPR教学法的全称,优缺点,具体操作步骤,举例说明。

第三题:关于天气的两幅图片,①图片中的内容的交际功能是什么,交际功能的语言结构是什么;②两幅图的作用各是什么;③怎样教授 weather 这个单词;④怎样教授 cold 和 Hot 这两个单词。

第四题:教学设计



### 第一节 前言

当今世界正处在大发展和大调整的变革时期，呈现出世界多极化和经济全球化的发展态势。作为一个和平发展的大国，中国承担着重要的历史使命和国际责任。英语作为全球使用最广泛的语言之一，已经成为国际交往和文化科技交流的重要工具，也是使中国更好地了解世界、使世界更好地了解中国的主要桥梁。同时，英语对我国的社会发展、经济建设和科技进步也具有很重要作用。因此，我国在义务教育阶段开设英语课程有利于提高整体国民素养，促进科技创新和跨文化人才的培养，提升我国的国际竞争力和国际交流能力。

在义务教育阶段开设英语课程对青少年未来发展具有重要意义。学习英语不仅有利于他们更好地了解世界，学习先进的科学文化知识，传播中国文化，增进与各国青少年的相互沟通和理解，还能为青少年提供更多的接受教育的选择和职业发展机会。学习英语能帮助他们形成开放包容的性格，发展跨文化交流的意识与能力，促进思维发展，形成正确的价值观和良好的人文素养。学习英语能够为学生未来参与知识创新和科技创新储备能力，也能为他们未来更好地适应世界的多极化、经济的全球化、社会的信息化奠定基础。

#### 一、课程性质

义务教育阶段的英语课程具有工具性和人文性双重性质。就工具性而言，英语课程承担培养学生基本英语素养的任务，即学生通过英语课程掌握基本的英语语言知识，发展基本的英语听说读写技能，形成用英语与他人交流的能力，为今后继续学习英语和用英语学习其他相关科学文化知识奠定基础。就人文性而言，英语课程承担着提高学生综合人文素养的任务，即学生通过英语课程能够开阔视野，丰富生活经历，发展跨文化意识，促进创新思维，形成良好品格和正确价值观，为终身学习奠定基础。

#### 二、基本理念

##### (一) 注重素质教育，充分体现语言学习对学生发展的价值

义务教育阶段英语课程的首要目的是为学生发展综合语言运用能力打基础，为他们继续学习英语和未来职业选择创造有利条件。同时，英语课程有利于学生体验中外文化差异，丰富思维方式，增进国际理解，提高人文素养。英语教育应做到人文性与工具性并重，使学生在英语学习过程中既能够发展综合语言运用能力，又能够学会如何学习，养成良好的意志品质和合作意识，学习如何处理人与人、人与社会、人与自然的基本关系，形成创新意识，发展科学精神，从而全面提高综合素质。

## （二）面向全体学生，关注语言学习者的不同特点和个体差异性

义务教育是全民教育的重要组成部分，义务教育阶段的英语课程应面向全体学生。课程要体现以学生为主体的思想，在教学目标、教学内容、教学过程、教学评价和教学资源的利用与开发等方面都应考虑全体学生的发展需求，课程应成为学生在教师指导下构建知识、发展技能、拓展视野、活跃思维、展现个性的过程。英语学习在很大程度上是个性化的活动，学习者由于年龄、性格、认知方式、生活环境等方面的差异而具有不同的学习需求和学习特点。只有最大限度地满足个体需求才有可能获得最大化的整体教学效益。因此，教师要在充分了解学生个体差异和不同需求的基础上，在教学方法、教学内容以及教学评价等方面做到灵活多样，力求使每个学生都有所收益。

## （三）整体设计目标，充分考虑语言学习的渐进性和持续性

英语学习具有明显的渐进性和持续性等特点。语言学习持续时间长，而且需要逐渐积累。《全日制义务教育英语课程标准》和与之相衔接的《普通高中英语课程标准》将基础教育阶段英语课程的目标设为九个级别，旨在体现基础教育阶段学生英语语言能力循序渐进的发展特点，保证英语课程的整体性、连续性和渐进性。英语课程应按照学生的语言水平及相应等级要求组织教学活动和评价活动。

## （四）强调学习过程，重视语言学习的实践性和应用性

现代外语教育注重语言学习的过程，强调语言学习的实践性，主张学生在语境中接触、体验和理解真实语言，并在此基础上学习和运用语言。英语课程提倡采用既强调语言学习过程又有利于提高学生学习成效的语言教学途径和方法，尽可能多地为学生创造在真实语境中运用语言的机会。鼓励学生在教师的指导下，通过体验、实践、参与、探究和合作等方式，发现语言规律，逐步掌握语言知识和技能，不断调整情感态度，形成有效的学习策略，发展自主学习能力。

## （五）优化评价方式，着重评价学生的综合语言运用能力

英语课程评价体系要有利于促进学生综合语言运用能力的发展，要通过采用多元化的评价方式，评价学生综合语言运用能力的发展水平，并通过评价激发学生的学习兴趣，促进学生的自主学习能力、思维能力、跨文化意思和健康人格的发展。评价体系应包括形成性评

价和终结性评价。日常教学中的评价以形成性评价为主，关注学生在学习过程中的表现和进步；终结性评价应着重检测学生综合语言运用能力，包括语言技能、语言知识、情感态度、学习策略和文化意识等方面。

## (六) 丰富课程资源，丰富和拓展英语学习的渠道

语言学习需要大量的输入。丰富多样的课程资源对英语学习尤其重要。英语课程应根据教和学的需求，提供贴近学生、贴近生活、贴近时代的英语学习资源。教师要因地制宜，创造性地利用和开发现实生活中鲜活的英语学习资源，积极利用音像、广播、电视、书报杂志、网络信息为学生拓展学习和运用英语的渠道。

## 三、课程思路

英语课程的总体设计思路是，以科学发展观和先进的外语课程理念为指导，综合考虑我国英语教育的发展现状，从义务教育阶段起，建立一个以学生发展为本的、系统而持续渐进的英语课程体系。这一课程体系以培养学生的综合语言运用能力为最终目标，根据语言学习的规律和义务教育阶段学生的发展需求，从五个方面设计整体课程目标和分级目标，即语言技能、语言知识、情感态度、学习策略和文化意识，它们相互联系，相辅相成，使英语课程既重视培养学生的语言基础知识和基本技能，也注重优化学习过程，引导学生形成有效的学习策略和较强的文化意识，培养积极向上的情感态度和价值观。

根据上述设计思路，义务教育阶段的英语课程以小学三年级为起点，以初中毕业为终点（即义务教育9年级），并与高中阶段的英语课程相衔接。整个基础教育阶段的英语课程（含义务教育和高中两个阶段）按照能力水平设为九个级别，形成循序渐进、持续发展的课程。设置分级课程目标借鉴了国际上通用的分级方式，力求体现不同年龄段学生的学习需求和认知特点，使英语课程具有整体性、灵活性和开放性。

在九级目标体系中，一至五级为义务教育阶段（相当于3~9年级）的目标要求。其中，一级为起始级别，二级为6年级结束时应达到的基本要求，五级为9年级结束时应达到的基本要求。六至九级为普通高中（相当于10~12年级）的目标要求。其中，七级为高中毕业的基本要求，八级和九级是为愿意进一步提高英语综合语言运用能力的高中学生设计的目标。在九个级别的目标中，一级、三级和四级为义务教育阶段的过渡级别，六级为高中阶段的过渡级别。分级目标的设置有利于在课程实施中对各阶段的教学和评价进行指导，同时也为课程的灵活性和开放性提供了依据。

英语课程分级目标结构如图1所示

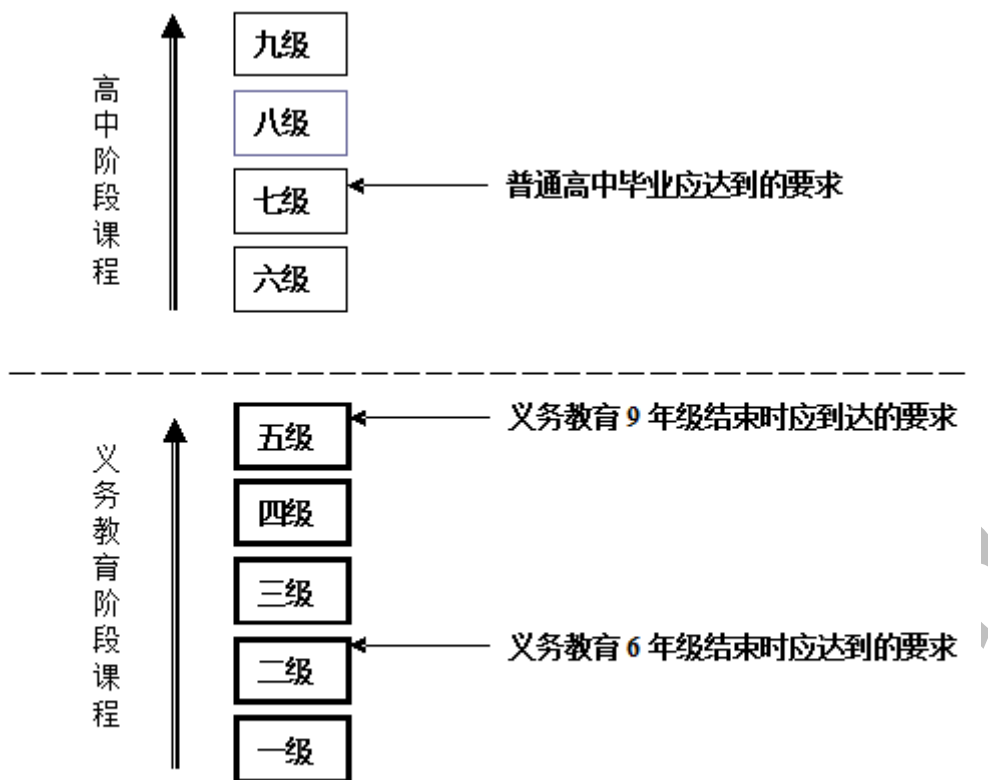


图 1：英语课程分级目标结构

课程目标级别不完全等同于基础教育阶段的各个年级。但是，分级目标对 3~6 年级、7~9 年级和高中各年级的教学和评价以及教材编写提供了循序渐进、稳步上升的指导性要求，有利于课程的整体实施。在义务教育阶段，从 3 年级开设英语课程的学校，4 年级应完成一级目标，6 年级完成二级目标；课时安排应尽量体现短时高频的原则，保证每周三至四次教学活动，周课时总时间不少于 80~90 分钟。7~9 年级分别完成三、四、五级目标；周课时按照国家课程计划执行。

考虑到我国地域辽阔、民族众多、经济和教育发展不平衡的实际情况，各地教育行政部门可根据师资条件、资源配置等实际情况，制定本地区课程实施方案。确定小学开设英语的起始年级及小学和初中毕业时应达到的级别要求，特别是小学英语课程的开设，要充分考虑师资力量的配备和教学条件等因素。各地教学研究部门应加强对教学的分层指导和评价，帮助学校因地制宜地落实本地课程实施方案，并注意做好学段之间的协调和衔接，尤其要做好小学与初中阶段的平稳过渡，促进地区英语教育的均衡发展。

## 第二节 课程标准

### 一、总目标

义务教育阶段英语课程的总体目标是：通过英语学习使学生形成初步的综合语言运用能力，促进心智发展，提高综合人文素养。综合语言运用能力的形成建立在语言技能、语言知识、情感态度、学习策略和文化意识等诸方面整体发展的基础之上。语言知识和语言技能



是综合语言运用能力的基础；文化意识有利于正确地理解语言和得体地使用语言；有效的学习策略有利于提高学习效率和发展自主学习能力；积极的情感态度有利于促进学生主动学习和持续发展。这五个方面相辅相成，共同促进学生综合语言运用能力的形成与发展。

以语言技能、语言知识、情感态度、学习策略和文化意识等五个方面共同构成的英语课程总目标，既体现了英语学习的工具性，也体现了其人文性；既有利于学生发展语言运用能力，又有利于学生发展思维能力，从而全面提高学生的综合人文素养。

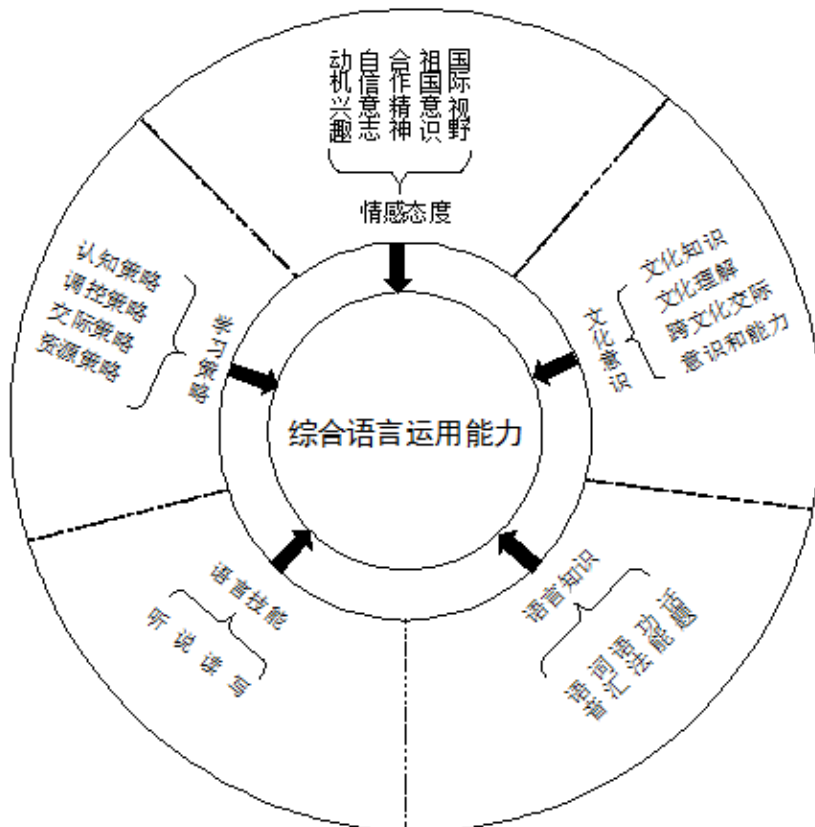


图 2：课程目标结构

## 二、分目标

义务教育阶段英语课程各个级别的目标是指学生在语言技能、语言知识、情感态度、学习策略和文化意识五个方面应达到的综合行为表现。表 1 是对课程总目标一级至五级的分级描述。

表 1：课程总目标一级至五级的分级描述

级别	目标总体描述
一级	对英语有好奇心，喜欢听他人说英语。 能根据教师的简单指令做动作、做游戏、做事情（如涂颜色、连线）。能做简单

	<p>的角色表演。能唱简单的英文歌曲，说简单的英语歌谣。能在图片的帮助下听懂和读懂简单的小故事。能交流简单的个人信息，表达简单的感觉和情感。能模仿范例书写词句。</p> <p>对英语学习中接触的外国文化习俗感兴趣。</p>
二级	<p>对英语学习有持续的兴趣和爱好。</p> <p>能用简单的英语互致问候，交换有关个人、家庭和朋友的简单信息，并能就日常生活话题作简短叙述。能在图片的帮助下听懂、读懂并讲述简单的故事，能在教师的帮助下表演小故事或小短剧，演唱简单的英语歌曲和歌谣。能根据图片、词语或例句的提示，写出简短的描述。</p> <p>在学习中乐于参与、积极合作、主动请教。初步形成对英语的感知能力和良好的学习习惯。</p> <p>乐于了解外国文化和习俗。</p>
三级	<p>对英语学习表现出积极性和初步的自信心。</p> <p>能听懂有关熟悉话题的语段和简短的故事。能与教师或同学就熟悉的话题（如学校、家庭生活）交换信息。能读懂小故事及其他文体的简单书面材料。能用短语或句子描述系列图片，编写简单的故事。能根据提示简要描述一件事情，参与简单的角色表演等活动。</p> <p>能尝试使用适当的学习方法，克服学习中遇到的困难。</p> <p>能意识到语言交际中存在文化差异。</p>
四级	<p>有明确的学习需要和目标，对英语学习表现出较强的自信心。</p> <p>能在所设日常交际情景中听懂对话和小故事。能用简单的语言描述自己或他人的经历，能发表简单的意见。能读懂不同文体的小短文和简单的英文报刊文章。能在合作中起草和修改简短的文段，说明、指令、规则等。能尝试使用不同的教育资源，从口头和书面材料中提取信息、扩展知识、解决简单的问题并描述结果。</p> <p>能在学习中相互帮助，克服困难。能合理计划和安排学习任务，积极探索适合自己的学习方法。</p> <p>在学习和日常交际中能注意到中外文化的差异。</p>
五级	<p>有较明确的英语学习动机、积极主动的学习态度和自信心。</p> <p>能听懂教师有关熟悉话题的陈述并参与讨论。能就日常生活的各种话题与他人交换信息并陈述自己的意见。能读懂相应水平的读物和报刊、杂志，克服生词障碍，理解大意。能根据阅读目的运用适当的阅读策略。能根据提示独立起草和修改小作文。</p> <p>能与他人合作，解决问题并报告结果，共同完成学习任务。能对自己的学习进行评价，总结学习方法。能利用多种教育资源进行学习。</p> <p>进一步增强对文化差异的理解与认识。</p>



## 第三节 内容标准

按照义务教育阶段英语课程的总体目标要求,本标准对语言技能、语言知识、情感态度、学习策略和文化意识等五个方面分别提出了级别要求。其中,对语言技能中的听、说、读、写等技能提出五个级别的不同目标要求,对语言知识、情感态度、学习策略和文化意识提出了二级和五级的目标要求。

### 一、语言技能

语言技能是语言运用能力的重要组成部分。语言技能主要包括听、说、读、写等方面的技能以及这些技能的综合运用能力。听和读是理解的技能,说和写是表达的技能。它们在语言学习和交际中相辅相成、相互促进。学生应通过大量的专项和综合性语言实践活动,形成综合语言运用能力,为真实语言交际打基础。因此,听、说、读、写既是学习的内容,又是学习的手段。语言技能目标以学生在某个级别“能做什么”为主要内容,这不仅有利于调动学生的学习积极性,促进学生语言运用能力的提高,也有利于科学、合理地评价学生的学习结果。表2是语言技能的分级目标。

表2: 语言技能分级目标

级 别	技 能	目 标 描 述
一 级	听 做	<ol style="list-style-type: none"> <li>1. 能根据听到的词语识别或指认图片或实物;</li> <li>2. 能听懂课堂简短的指令并做出相应的反应;</li> <li>3. 能根据指令做事情,如:指图片、涂颜色、画图、做动作等;</li> <li>4. 能在图片和动作的提示下听懂简单的小故事并做出反应。</li> </ol>
	说 唱	<ol style="list-style-type: none"> <li>1. 能根据录音模仿说话;</li> <li>2. 能相互致以简单的问候;</li> <li>3. 能相互交流简单的个人信息,如:姓名、年龄等;</li> <li>4. 能表达简单的情感和感觉,如:喜欢和不喜欢;</li> <li>5. 能够根据表演猜测意思、说出词语;</li> <li>6. 能学唱英语儿童歌曲和歌谣 15 首左右;</li> <li>7. 能根据图、文说出单词或短句。</li> </ol>
	玩 演	<ol style="list-style-type: none"> <li>1. 能在教师的指导下用英语做游戏并在游戏中进行简单的交际;</li> <li>2. 能做简单的角色表演;</li> <li>3. 能表演简单的英语短剧。</li> </ol>
	读 写	<ol style="list-style-type: none"> <li>1. 能正确书写字母和单词。</li> <li>2. 能看图识字;</li> <li>3. 能在指认物体的前提下认读所学词语;</li> <li>4. 能在图片的帮助下读懂简单的小故事;</li> <li>5. 能模仿范例写句子。</li> </ol>

视听	1. 能看懂语言简单的英语动画片或程度相当的英语教学节目，视听时间每学年不少于 10 小时（平均每周 20~25 分钟）。
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级别	技能	目标描述
二级	听	<ol style="list-style-type: none"> <li>1. 能在图片、图像、手势的帮助下，听懂简单的话语或录音材料；</li> <li>2. 能听懂简单的配图小故事；</li> <li>3. 能听懂课堂活动中简单的提问；</li> <li>4. 能听懂常用指令和要求并做出适当反应。</li> </ol>
	说	<ol style="list-style-type: none"> <li>1. 能在口头表达中做到发音清楚，语调基本达意；</li> <li>2. 能就所熟悉的个人和家庭情况进行简短对话；</li> <li>3. 能运用一些最常用的日常套语（如问候、告别、致谢、道歉等）；</li> <li>4. 能就日常生活话题作简短叙述；</li> <li>5. 能在教师的帮助和图片的提示下进行描述或讲述简单的小故事。</li> </ol>
	读	<ol style="list-style-type: none"> <li>1. 能认读所学词语；</li> <li>2. 能根据拼读的规律，读出简单的单词；</li> <li>3. 能读懂教材中简短的要求或指令；</li> <li>4. 能看懂贺卡等所表达的简单信息；</li> <li>5. 能借助图片读懂简单的故事或小短文，并养成按意群阅读的习惯；</li> <li>6. 能正确朗读所学故事或短文。</li> </ol>
	写	<ol style="list-style-type: none"> <li>1. 能基本正确地使用大小写字母和标点符号；</li> <li>2. 能写出简单的问候语；</li> <li>3. 能根据图片、词语或例句的提示，写出简短的描述。</li> </ol>
	玩演视听	<ol style="list-style-type: none"> <li>1. 能按要求用简单的英语做游戏；</li> <li>2. 能在教师的帮助下表演小故事或小话剧；</li> <li>3. 能学唱简单的英语歌曲和歌谣 30 首左右（含一级要求）；</li> <li>4. 能看懂程度相当的英语动画片和英语教学节目，每学年不少于 10 小时（平均每周 20~25 分钟）。</li> </ol>

级别	技能	目标描述
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三 级	听	<ol style="list-style-type: none"> <li>1. 能识别不同句式的语调，如：陈述句、疑问句和指令等；</li> <li>2. 能根据语调变化，判断句子意义的变化；</li> <li>3. 能辨认歌谣中的韵律；</li> <li>4. 能识别语段中句子间的联系；</li> <li>5. 能听懂学习活动中连续的指令和问题，并做出适当反应；</li> <li>6. 能听懂有关熟悉话题的语段；</li> <li>7. 能借助提示听懂教师讲述的故事。</li> </ol>
	说	<ol style="list-style-type: none"> <li>1. 能在课堂活动中用简短的英语进行交际；</li> <li>2. 能就熟悉的话题进行简单的交流；</li> <li>3. 能在教师的指导下进行简单的角色表演；</li> <li>4. 能利用所给提示（如图片、幻灯片、实物、文字等）简单描述一件事情；</li> <li>5. 能提供有关个人情况和个人经历的信息；</li> <li>6. 能讲述简单的小故事；</li> <li>7. 能背诵一定数量的英语小诗或歌谣，能唱一些英语歌曲；</li> <li>8. 能在上述口语活动中做到语音、语调基本正确。</li> </ol>
	读	<ol style="list-style-type: none"> <li>1. 能正确地朗读课文；</li> <li>2. 能理解并执行有关学习活动的简短书面指令；</li> <li>3. 能读懂简单故事和短文并抓住大意；</li> <li>4. 能初步使用简单的工具书；</li> <li>5. 课外阅读量应累计达到4万词以上。</li> </ol>
	写	<ol style="list-style-type: none"> <li>1. 能正确使用常用的标点符号；</li> <li>2. 能使用简单的图表和海报等形式传达信息；</li> <li>3. 能参照范例写出或回复简单的问候卡和邀请卡；</li> <li>4. 能用短语或句子描述系列图片，编写简单的故事。</li> </ol>

级 别	技 能	目 标 描 述
四 级	听	<ol style="list-style-type: none"> <li>1. 能听懂接近正常语速、熟悉话题的语段，识别主题，获取主要信息；</li> <li>2. 能听懂简单故事的情节发展，理解其中主要人物和事件；</li> <li>3. 能听懂连续的指令并据此完成任务；</li> <li>4. 能听懂广播、电视中初级英语教学节目。</li> </ol>

	说	<ol style="list-style-type: none"> <li>1. 能根据提示给出连贯的简单指令；</li> <li>2. 能引出话题并进行几个回合的交谈；</li> <li>3. 能在教师的帮助下或根据图片用简单的语言描述自己或他人的经历；</li> <li>4. 能在教师的指导下参与角色表演等活动；</li> <li>5. 能在上述口语活动中使用正确的语音、语调。</li> </ol>
	读	<ol style="list-style-type: none"> <li>1. 能连贯、流畅地朗读课文；</li> <li>2. 能读懂说明文等应用文体材料；</li> <li>3. 能从简单的文章中找出有关信息，理解大意；</li> <li>4. 能根据上下文猜测生词的意思；</li> <li>5. 能理解并解释图表提供的信息；</li> <li>6. 能理解简易读物中的事件发生顺序和人物行为；</li> <li>7. 能读懂简单的个人信件；</li> <li>8. 能使用英汉词典等工具书帮助阅读理解；</li> <li>9. 课外阅读量应累计达到 10 万词以上。</li> </ol>
	写	<ol style="list-style-type: none"> <li>1. 能正确使用标点符号；</li> <li>2. 能用词组或简单句为自己创作的图片写出说明；</li> <li>3. 能写出简短的文段，如简单的指令、规则；</li> <li>4. 能在教师的帮助下或以小组讨论的方式起草和修改作文。</li> </ol>

级别	技能	目标描述
五级	听	<ol style="list-style-type: none"> <li>1. 能根据语调和重音理解说话者的意图；</li> <li>2. 能听懂有关熟悉话题的谈话，并能从中提取信息和观点；</li> <li>3. 能借助语境克服生词障碍、理解大意；</li> <li>4. 能听懂接近正常语速的故事和叙述，理解故事的因果关系；</li> <li>5. 能在听的过程中用适当方式做出反应；</li> <li>6. 能针对所听语段的内容记录简单信息。</li> </ol>
	说	<ol style="list-style-type: none"> <li>1. 能就简单的话题提供信息，表达简单的观点和意见，参与讨论；</li> <li>2. 能与他人沟通信息，合作完成任务；</li> <li>3. 能在口头表达中进行适当的自我修正；</li> <li>4. 能有效地询问信息和请求帮助；</li> <li>5. 能根据话题进行情景对话；</li> <li>6. 能用英语表演短剧；</li> <li>7. 能在以上口语活动中做到语音、语调自然，语气恰当。</li> </ol>

读	<ol style="list-style-type: none"> <li>1. 能根据上下文和构词法推断、理解生词的含义；</li> <li>2. 能理解段落中各句子之间的逻辑关系；</li> <li>3. 能找出文章中的主题，理解故事的情节，预测故事情节的发展和可能的结局；</li> <li>4. 能读懂常见体裁的阅读材料；</li> <li>5. 能根据不同的阅读目的运用简单的阅读策略获取信息；</li> <li>6. 能利用字典等工具书进行学习；</li> <li>7. 课外阅读量应累计达到 15 万词以上。</li> </ol>
	<ol style="list-style-type: none"> <li>1. 能根据写作要求，收集、准备素材；</li> <li>2. 能独立起草短文、短信等，并在教师的指导下进行修改；</li> <li>3. 能使用常见的连接词表示顺序和逻辑关系；</li> <li>4. 能简单描述人物或事件；</li> <li>5. 能根据所给图示或表格写出简单的段落或操作说明。</li> </ol>

## 二、语言知识

学生在义务教育阶段应该学习和掌握的英语语言基础知识包括语音、词汇、语法、功能和话题等五方面的内容。语言知识是语言运用能力的重要组成部分，是发展语言技能的重要基础。表 3 是二级和五级语言知识的分级目标。详细内容参见附录一、二、三。

表 3: 语言知识分级目标

级别	知识	目标描述
二级	语音	<ol style="list-style-type: none"> <li>1. 正确读出 26 个英文字母；</li> <li>2. 了解简单的拼读规律；</li> <li>3. 了解单词和句子有重音；</li> <li>4. 了解英语语音包括重音、连读、语调、节奏、停顿等现象。</li> </ol>
	词汇	<ol style="list-style-type: none"> <li>1. 知道单词是由字母构成的；</li> <li>2. 知道要根据单词的音、义、形来学习词汇；</li> <li>3. 学习有关本级话题范围的 <u>700</u> 个左右的单词和 <u>50</u> 个左右的<u>习惯用语</u>。</li> </ol> <p>并能初步运用 400 个左右的单词表达二级规定的相应话题。</p>
	语法	<p>理解以下语法项目的表意功能并能在特定语境中运用：</p> <ol style="list-style-type: none"> <li>1. 名词的单复数形式；</li> <li>2. 主要人称代词和形容词性物主代词；</li> <li>3. 一般现在时，现在进行时，一般过去时，一般将来时等时态；</li> <li>4. 表示时间、地点和位置的常用介词；</li> <li>5. 简单句的基本形式。</li> </ol>

	功 能	了解和运用表示问候、告别、感谢、邀请、致歉、介绍、喜好、建议、祝愿、情感、请求等交际功能的基本表达形式。
	话 题	理解和表达有关下列话题的简单信息：个人情况、家庭与朋友、身体与健康、学校与日常生活、文体活动、节假日、饮食、服装、季节与天气、颜色、动物、数量、时间等相关意念内容。

级 别	知 识	目 标 描 述
五 级	语 音	<ol style="list-style-type: none"> <li>1. 了解语音在语言学习中的意义；</li> <li>2. 在日常生活会话中做到语音、语调基本正确、自然、流畅；</li> <li>3. 根据重音和语调的变化理解和表达不同的意图和态度；</li> <li>4. 根据读音拼写单词和短语。</li> </ol>
	词 汇	<ol style="list-style-type: none"> <li>1. 了解英语词汇包括单词、短语、习惯用语和固定搭配等形式；</li> <li>2. 理解和领悟词语的基本含义以及在特定语境中的意义；</li> <li>3. 运用词汇描述事物、行为和特征，说明概念等；</li> <li>4. 学会使用 <u>1600</u> 个左右的单词和 <u>200~300</u> 个习惯用语或固定搭配。</li> </ol>
	语 法	<ol style="list-style-type: none"> <li>1. 理解附录“语法项目表”中所列语法项目并能在特定语境中使用；</li> <li>2. 了解常用语言形式的基本结构和常用表意功能；</li> <li>3. 在实际运用中体会和领悟语言形式的表意功能；</li> <li>4. 理解并运用恰当的语言形式描述人和物；描述具体事件和具体行为的发生、发展过程；描述时间、地点及方位；比较人、物体及事物等。</li> </ol>
	功 能	<ol style="list-style-type: none"> <li>1. 在日常生活中恰当理解和表达问候、告别、感谢、介绍等交际功能；</li> <li>2. 在日常人际交往中有效地进行表达。</li> </ol>
	话 题	<ol style="list-style-type: none"> <li>1. 熟悉与学生个人、家庭和学校生活密切相关的话题；</li> <li>2. 熟悉有关日常生活、兴趣爱好、风俗习惯、科学文化等方面的话题。</li> </ol> <p>(具体话题内容见附录四)</p>

### 三、情感态度

情感态度指兴趣、动机、自信、意志和合作精神等影响学生学习过程和学习效果的相关因素以及在学习过程中逐渐形成的祖国意识和国际视野。保持积极的学习态度是英语学习成功的关键。教师应在教学中不断激发并强化学生的学习兴趣，并引导他们逐渐将兴趣转化为稳定的学习动机，使他们树立自信心，锻炼克服困难的意志，认识自己学习的优势与不足，乐于与他人合作，养成和谐和健康向上的品格。通过英语课程，使学生增强祖国意识，拓展国际视野。表 4 是二级和五级的情感态度分级目标。

表 4：情感态度分级目标



级别	目标描述
二级	<ol style="list-style-type: none"> <li>1. 能体会到英语学习的乐趣;</li> <li>2. 敢于开口, 表达中不怕出错误;</li> <li>3. 对各种英语学习活动有兴趣;</li> <li>4. 积极参与各种课堂学习活动;</li> <li>5. 在小组活动中能与其他同学积极配合和合作;</li> <li>6. 遇到困难, 主动求助, 勇于克服。</li> </ol>
五级	<ol style="list-style-type: none"> <li>1. 有明确的学习目的, 能认识到学习英语的目的在于交流;</li> <li>2. 有学习英语的愿望和兴趣, 乐于参与各种英语实践活动;</li> <li>3. 有学好英语的信心, 敢于用英语进行表达;</li> <li>4. 能在小组活动中积极与他人合作, 相互帮助, 共同完成学习任务;</li> <li>5. 能体会英语学习中的乐趣, 乐于接触英语歌曲、读物等;</li> <li>6. 能在英语交流中注意并理解他人的情感;</li> <li>7. 遇到问题时, 能主动向老师或同学请教, 取得帮助;</li> <li>8. 在生活中接触英语时, 乐于探究其含义并尝试模仿;</li> <li>9. 对祖国文化能有更深刻的了解;</li> <li>10. 乐于接触并了解异国文化。</li> </ol>

#### 四、学习策略

学习策略指学生为了有效地学习和使用英语而采取的各种行动和步骤以及指导这些行动和步骤的信念。英语学习策略包括认知策略、调控策略、交际策略和资源策略等。认知策略是指学生为了完成具体学习任务而采取的步骤和方法;调控策略是指学生对学习加以计划、实施、反思、评价和调整的策略;交际策略是学生为了争取更多的交际机会、维持交际以及提高交际效果而采取的各种策略;资源策略是学生合理并有效利用多种媒体进行学习和运用英语的策略。

学习策略是灵活多样的, 策略的使用因人、因时、因地、因事而异。在英语教学中, 教师要有意识地帮助学生形成适合自己的学习策略, 并不断调整自己的学习策略。在英语课程实施中, 帮助学生有效地使用学习策略, 不仅有利于他们把握学习的方向, 采用科学的途径, 提高学习效率, 而且还有助于他们形成自主学习的能力, 为终身可持续性学习奠定基础。表5是二级和五级学习策略分级目标。

表5: 学习策略分级目标

级别	策略类别	目标描述
二级	基本策略	<ol style="list-style-type: none"> <li>1. 积极与他人合作, 共同完成学习任务;</li> <li>2. 遇到问题主动向老师或同学请教;</li> <li>3. 会制订简单的英语学习计划;</li> <li>4. 对所学内容能主动复习和归纳;</li> </ol>

		<ol style="list-style-type: none"> <li>5. 在词语与相应事物之间建立联想;</li> <li>6. 在学习中集中注意力;</li> <li>7. 在课堂交流中, 注意倾听, 积极思考;</li> <li>8. 尝试阅读英语故事及其他英语课外读物;</li> <li>9. 积极运用所学英语进行表达和交流;</li> <li>10. 注意观察生活或媒体中使用的简单英语;</li> <li>11. 能初步使用简单的英语词典。</li> </ol>
五级	认知策略	<ol style="list-style-type: none"> <li>1. 根据需要进行预习;</li> <li>2. 在学习中集中注意力;</li> <li>3. 在学习中积极思考;</li> <li>4. 在学习中善于记要点;</li> <li>5. 在学习中善于利用图画等非语言信息理解主题;</li> <li>6. 借助联想学习和记忆词语;</li> <li>7. 对所学习内容能主动复习并加以整理和归纳;</li> <li>8. 注意发现语言的规律并能运用规律举一反三;</li> <li>9. 在使用英语中, 能意识到错误并进行适当的纠正;</li> <li>10. 必要时, 有效地借助母语知识理解英语;</li> <li>11. 尝试阅读英语故事及其他英语课外读物。</li> </ol>
	调控策略	<ol style="list-style-type: none"> <li>1. 明确自己学习英语的目标;</li> <li>2. 明确自己的学习需要;</li> <li>3. 制订简单的英语学习计划;</li> <li>4. 把握学习的主要内容;</li> <li>5. 注意了解和反思自己学习英语中的进步与不足;</li> <li>6. 积极探索适合自己的英语学习方法;</li> <li>7. 经常与教师和同学交流学习体会;</li> <li>8. 积极参与课内外英语学习活动。</li> </ol>
	交际策略	<ol style="list-style-type: none"> <li>1. 在课内外学习活动中能够用英语与他人交流;</li> <li>2. 善于抓住用英语交际的机会;</li> <li>3. 在交际中, 把注意力集中在意思的表达上;</li> <li>4. 在交际中, 必要时借助手势、表情等进行交流;</li> <li>5. 交际中遇到困难时, 有效地寻求帮助;</li> <li>6. 在交际中注意到中外交际习俗的差异。</li> </ol>



	资源策略	<ol style="list-style-type: none"> <li>1. 注意通过音像资料丰富自己的学习;</li> <li>2. 使用简单工具书查找信息;</li> <li>3. 注意生活中和媒体上所使用的英语;</li> <li>4. 能初步利用图书馆或网络上的学习资源。</li> </ol>
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## 五、文化意识

语言有丰富的文化内涵。在外语教学中,文化是指所学语言国家的历史地理、风土人情、传统习俗、生活方式、行为规范、文学艺术、价值观念等。在学习英语的过程中,接触和了解英语国家文化有益于对英语的理解和使用,有益于加深对中华民族优秀传统文化的认识与热爱,有益于接受属于全人类先进文化的熏陶,有益于培养世界意识。在教学中,教师应根据学生的年龄特点和认知能力,逐步扩展文化知识的内容和范围。在起始阶段应使学生对英语国家文化及中外文化的异同有粗略的了解,教学中涉及的英语国家文化知识应与学生的学习和生活密切相关,并能激发学生学习英语的兴趣。在英语学习的较高阶段,要通过扩大学生接触异国文化的范围,帮助学生拓展视野,使他们提高对中外文化异同的敏感性和鉴别能力,进而提高跨文化交际能力。表6是二级和五级的文化意识分级目标。

表6: 文化意识分级目标

级别	目标描述
二级	<ol style="list-style-type: none"> <li>1. 知道英语中最简单的称谓语、问候语和告别语;</li> <li>2. 对一般的赞扬、请求等做出适当的反应;</li> <li>3. 知道国际上最重要的文娱和体育活动;</li> <li>4. 知道英语国家中最常见的饮料和食品的名称;</li> <li>5. 知道主要英语国家的首都和国旗;</li> <li>6. 了解世界上主要国家的重要标志物,如:英国的大本钟等;</li> <li>7. 了解英语国家中重要的节假日;</li> <li>8. 了解一些日常交际中的中外文化差异。</li> </ol>
五级	<ol style="list-style-type: none"> <li>1. 了解英语交际中常用的体态语,如手势、表情等;</li> <li>2. 恰当使用英语中不同的称谓语、问候语和告别语;</li> <li>3. 了解、区别英语中不同性别常用的名字和亲昵的称呼;</li> <li>4. 了解英语国家中家庭成员之间的称呼习俗;</li> <li>5. 了解英语国家正式和非正式场合服饰和穿戴习俗;</li> <li>6. 了解英语国家的饮食习俗;</li> <li>7. 对别人的赞扬、请求等做出恰当的反应;</li> <li>8. 用恰当的方式表达赞扬、请求等意义;</li> <li>9. 初步了解英语国家的地理位置、气候特点、历史等;</li> <li>10. 了解常见动植物在英语国家中的文化涵义;</li> <li>11. 了解自然现象在英语中可能具有的文化涵义;</li> </ol>

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| <ol style="list-style-type: none"><li>12. 了解英语国家中的个人隐私习俗;</li><li>13. 了解英语国家中传统的文娱和体育活动;</li><li>14. 了解英语国家中重要的节假日及主要庆祝方式;</li><li>15. 关注中外文化异同, 加深对中国文化的理解。</li></ol> |
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#### 第四节 实施建议

##### 一、教学建议

义务教育阶段的英语课程力求面向全体学生, 为学生发展综合语言运用能力打好基础, 同时, 促进学生整体人文素养的提高。教师应在教学中综合考虑语言技能、语言知识、情感态度、学习策略和文化意识五个方面的课程目标, 根据学生的发展状况, 整体规划各个阶段的教学任务, 有效整合课程资源, 优化课堂教学, 培养学生的自主学习能力, 为学生的可持续发展奠定基础。教师还应不断提高自身的专业化水平, 努力适应英语课程对教师提出的新要求。为此, 特提出以下教学建议:

##### (一) 面向全体学生, 营造良好的语言学习环境

在教学中, 教师应当坚持以学生为本, 面向全体学生, 关注个体差异, 优化课堂教学, 提高教学效率, 为学生继续学习打好基础。教师应努力做到:

(1) 面向全体学生。教师应充分了解所有学生的语言能力和发展要求, 选择适当的教学方式和方法, 把握学习难度, 调动所有学生的积极性, 使他们保持学习英语的信心, 体验学习英语的乐趣, 获得学习英语的成功感受, 并使他们在各个阶段的学习中不断进步。

(2) 尊重个体差异。教师应充分了解学生不同的学习经历、学习水平和学习风格, 尊重学生个性, 充分利用学生的不同潜能, 因材施教, 为学生提供多样化的发展空间。对学生在学习过程中出现的问题应给予有针对性的指导。

(3) 优化课堂教学。教师应努力营造和谐的课堂教学气氛, 合理安排教学内容和步骤, 组织多种形式的课堂互动, 鼓励学生通过观察、体验、探究、合作等方式学习和运用英语, 尽可能多地为他们创造语言实践机会, 引导他们学会自主学习。对学生学习过程中出现的语言错误采取宽容的态度, 选择恰当的时机和灵活的方法妥善处理语言实践中出现的错误。

(4) 强调打好基础。教师应根据学生的实际情况, 确立有利于逐步提高学生的基本语言素养和基本学习能力的教学目标。特别是在小学阶段, 教师尤其需要注意培养学生积极的学习态度、浓厚的学习兴趣和良好的学习习惯。

##### (二) 注重语言实践, 培养学生语言运用能力

课程标准以学生“能用英语做事情”的描述方式设定各级目标要求, 旨在培养学生的综合语言运用能力。各种语言知识的呈现和学习都应从语言使用的角度出发, 通过创设具体语境并采用循序渐进的语言实践活动, 为学生提升“用英语做事情”的能力而服务。要积极尝试各种强调过程与结果并重的教学途径和方法, 如任务型语言教学途径等。

在学生的语言学习和实践活动中, 教师的作用十分重要。教师应注意处理好学习知识与

发展能力的关系、语言操练与语言运用的关系以及教学与考试的关系。在设计教学活动时，要体现以下要求：

(1) 活动要有明确的交流目的、真实的交流意义和具体的操作要求。要为学生提供展示学习成果的机会，使学生能够通过语言实践内化语言，提升语言运用能力。

(2) 活动的内容和形式要贴近学生的生活实际，符合学生的认知水平和生活经验；要尽可能接近现实生活中语言使用的实际情况。

(3) 活动应包括学习语言知识和发展语言技能的过程，应使学生通过接触、理解、操练、运用语言等环节，逐步实现语言的内化和整合，从而提高实际运用语言的能力。活动应能激励学生用英语做事情，特别是用英语获取、处理和传递信息的事情。

(4) 活动不仅限于课堂，还可延伸到课堂之外。活动应有利于英语学科和其他学科的渗透与联系，以促进学生的认知能力、思维能力、审美情趣、想象力和创造力等素质的综合发展。

### 三、加强学习策略的指导，提高学生自主学习能力

在义务教育阶段，学生逐步形成有效的学习策略对于提高学习效果是十分重要的。因此，发展有效的学习策略是英语课程的重要目标之一。为此，教师应做到：

(1) 结合学生母语学习的经验和认知发展需求，针对英、汉两种语言的特点和异同，重点培养学生运用基本学习策略的能力：感知和模仿英语发音的特点；有效记忆和使用英语词汇的方法；理解英语句型的结构和语用功能；初步运用听说读写四项语言技能获取、处理和传递所需信息；在具体语境下开展有效交流；主动反思和调控自己学习的策略等。小学生的英语学习更应强调养成良好的语言学习习惯。

(2) 根据学生的认知特点和学习风格，整体安排学习策略的发展目标，有计划、有步骤地指导学生发展具体的学习策略，培养自主的学习者。在教学中，教师要结合课堂教学的具体内容，采用直接讲解、间接渗透、学生相互交流等方式，向学生介绍和示范不同的英语学习策略，创设有利于学生使用各种学习策略的语言实践活动，使学生充分认识到有效运用学习策略对提高学习效率有积极作用。教师要帮助学生不断尝试和自我监控使用策略的情况和效果，并指导学生根据需要及时调整，以提高他们的自主学习能力，促进学生逐步形成能有效提高学习效率并符合个人学习风格和需要的英语学习策略。

### (四) 培养学生的跨文化意识，发展跨文化交际能力

语言与文化是密切相关的，语言素养包括文化素养。英语教学应有利于学生理解异国文化、形成跨文化意识、拓展文化视野，同时加深对中华民族优秀传统文化的理解与热爱。在实际教学中，教师应做到：

(1) 培养学生的跨文化意识。教师应当结合教学内容，引导学生关注语言和语用的文化因素，了解中外文化的异同，逐步增强学生对英语文化的理解力，为开展跨文化交流做准备。

(2) 培养学生的跨文化交际能力。教师应根据学生的语言水平、认知能力和生活经验，创设尽可能真实的跨文化交际情境，让学生在体验跨文化交流的过程中，逐步形成跨文化交际的能力。

#### (五) 结合实际教学需要，创造性地使用教材

教材是实现教学目标的重要材料和手段。在教学中，教师要善于根据教学的需要，从以下几个方面对教材加以适当的取舍和调整：

(1) 根据所在地区的教学实际需要、学生现有水平、课时安排等，对教材内容作适当的补充和删减。对教材所做的补充和删减，不应影响教材的完整性和系统性。要避免一味为了满足考试需要而对教材作调整。

(2) 根据实际教学目的和学生学习需求，对教材中的部分内容和活动加以替换。也可根据需要扩展教学内容或添加活动步骤，比如增加准备性或提示性的步骤，从而降低活动难度。教师还可适当延伸原有的教学活动，比如在阅读理解的基础上展开讨论或辩论活动，增加词汇学习活动或写作活动，从而丰富教学内容。

(3) 根据学生周围的现实生活对教材编排顺序作适当的调整。比如，现实生活中发生了某一重要事件，该事件与教材中某个单元的话题相关但进度不同步，如果在延续性和难度等方面没有大问题，就可以提前学习这个单元，使其与生活中发生的事件同步。

(4) 由于客观条件的差异、学生现有水平的差异以及具体教学实际情况的差异，有时教材推荐或建议的教学方法和步骤不一定适合实际教学的需要。在这种情况下教师要注意调整教材中建议的教学方法，采用最适合实际教学需要的方法和步骤。

#### (六) 合理利用各种教育资源，提高学生的学习效率

现代教育技术和教育资源为英语教学提供了有效的平台和广阔的空间。教师要根据教学目标、学习内容、学校条件和学生实际情况，积极学习并在课堂教学中合理利用各种现代教育技术，同时也要充分利用常规的教育手段和教育资源，使各种教育技术都能科学地、合理地、恰当地、简约地为提高学生英语学习效果而服务。为此，教师应努力做到：

(1) 根据实际教学条件，创造性地利用黑板、白板、卡片、简笔画、教学挂图、模型、实物等常规媒体，同时积极利用音像、网络以及计算机多媒体等现代教育资源，丰富教学内容和形式，提供有利于学生观察、模仿、尝试、体验真实语言的语境，使英语学习更好地体现真实性和交际性特征。

(2) 开发和利用广播电视、英语报刊、图书馆等多种资源，提供充足的条件，拓展学生自主学习的渠道和空间。师资条件相对薄弱的地区和学校应当充分利用远程教育资源，有效推进英语教学。

(3) 对于小学低年级的学生，教师更应注意使用丰富多样的教学资源，使教学内容、形式与过程更为直观、生动、形象，以适应儿童的认知特点。

(4) 充分利用自身的生活经历与经验以及学生的学习经验和实例，丰富教学内容，正



正确处理讲授与多媒体手段使用之间的关系。教师在运用多媒体手段时，要注意目的性、恰当性、合理性。多媒体的使用不能替代师生课堂上真实而鲜活的语言交流、思维碰撞、情感互动和人际交往活动。

### (七) 组织生动活泼的课外活动，促进学生的英语学习

英语课外活动应是课内活动的延伸和拓展，应能为学生用英语做事情提供更大的平台。活动要有助于激发和提升学生学习英语的兴趣、丰富语感、开阔视野、增长知识、发展智力和塑造性格。英语课外活动的组织和管理应注意：

(1) 形式多样、因地制宜。教师应根据学生的年龄特点和需求，结合当地经济文化发展实际，有计划、有组织、有创造性地开展内容丰富、形式多样、因地制宜的课外活动，如朗诵、唱歌、讲故事、演剧，以及英语角、英语墙报、校园或班级刊物等，还可以举办演讲会、英语演出会、英语主题班会、英语作品展示会等，甚至可以参与社区英语活动。有条件的学校还可以参与有组织的国际学生交流活动。

(2) 注重兴趣，鼓励参与。英语课外活动设计应注意课内外活动的沟通、延伸和拓展，要着重调动学生参与的积极性。要注意鼓励、动员、吸引学习困难的学生参与课外活动，为他们设计适合的形式和内容，使他们能够乐于参与，并通过亲身体验产生学习兴趣、动力并获得成功。在活动中要给予他们耐心的指导，注意保护他们的自尊心和热情，尊重他们的参与方式，并注意因势利导。教师要充分利用社会资源使课外活动具有新鲜感和活力。小学课外活动的内容尤其要突出童趣。

(3) 鼓励自主，提供指导。教师要充分发挥学生的自主性，尊重他们的策划和选择，要关注活动的过程，关注学生在活动中的表现，为他们的发展提供指导和支持，做好活动的顾问和服务工作。学校要积极引导英语课外活动的内容和组织形式，避免使英语课外活动变成课业补习活动。

### (八) 不断提高专业水平，努力适应课程的要求

在实施英语课程的过程中，教师要不断加深对课程理念和课程目标的理解与认识。既要充分吸收和继承各种教学方法的可取之处，更要根据本标准所阐述的课程理念进一步优化教育教学方式，提高教学效率。为此，教师要特别注重提高自身的专业水平，努力适应英语课程对教师提出的要求。教师应做到：

(1) 更新学科专业知识，提高语言素养。教师专业发展的重要内容之一是掌握并不断更新学科专业知识。英语教师应具备的学科专业知识包括系统的英语语言基本知识、扎实的语言基本功和较好的语言运用能力；应能用英语阅读专业文献，表达观点和看法，用英语实施课堂教学。同时，教师还应具有较强的跨文化交际意识和能力，并随着社会和语言的发展不断更新语言知识，提高语言运用能力。

(2) 不断积累学科教学知识，提高教学实践能力。英语学科教学知识既包括基本的教育学和心理学知识，也包括有关英语教学的理论知识、教学方法和教学技巧。教师要了解儿

童和青少年的认知发展特点,根据中国学生英语学习特点和学习环境对英语学习的影响,不断探索学生英语学习的客观规律。教师要能够确定合理而具有可操作性的教学目标,设计合理、连贯、清晰的教学过程,选择并创造性地使用多种教学方法,有效地组织和实施课堂教学。教师还应注意观察教与学的过程,监控教与学的效果,并及时调整教学目标、内容和方法。

(3) 开展教学反思,促进自身专业发展。教学反思是一个不断发现问题、分析问题和解决问题的过程,是教师发展的重要途径。教师应通过不断的反思,加深对教育教学过程和学生学习的认识,调整和改进自己的教学行为,提高教学效果。要通过建立教学团队,构建合作学习和合作探究的机制和氛围,鼓励分享,促进交流,提炼适合个人特点的教学信念,探索有效的教学方式和方法,成为一个不断进取的、具有创新精神的英语教师。

为了帮助教师更好地理解上述教学建议一,特提供部分教学案例供广大教师参考。见附录五。

## 二、评价建议

评价是英语课程的重要组成部分。科学的评价体系是实现课程目标的重要保障。英语课程的评价应根据课程标准规定的课程目标与要求,采用科学、合理的评价方式和方法,对教学的过程和结果加以及时、有效地监控,以对教学起到积极的导向作用。

英语课程的评价要尽可能做到评价主体的多元化,评价形式的多样化,评价内容的多维化。评价应反映以人为本的教育理念,突出学生的主体地位,发挥学生在评价过程中的积极作用。评价应关注学生综合语言运用能力的发展过程以及学生在学习过程中情感态度、价值观念、学习策略等方面的发展和变化。应采用形成性评价与终结性评价相结合的方式,既关注过程,又关注结果,使学习过程和学习结果的评价达到和谐统一。为此,特提出以下评价建议:

### (一) 充分发挥评价的积极导向作用

在课程实施的过程中,评价应起到监控教学过程、反馈教学信息、激励学生学习、促进教师改进教学的重要作用。因此,评价要有利于学生不断体验英语学习过程中的进步与成功,有利于学生认识自我,建立和保持英语学习的兴趣和信心;评价要有利于教师获取英语教学的反馈信息,并对自己的教学行为进行反思和调整,从而促进教师不断提高专业水平;评价要有利于学校和教育行政部门及时了解课程的实施情况,改进教学管理,促进英语课程的不断发展和完善。评价的过程和评价结果还应有利于家长和社会了解学生的学习情况、教学的目标和教育的发展方向,共同推进课程实施。

### (二) 体现学生在评价中的主体地位

学生是学习的主体,也是评价的主体。评价标准的确定、评价内容和方式的选择以及评价的实施等均应以促进学生的发展为目标。在各类评价活动中,学生都应该是积极的参与者和主动的合作者。学生应当在教师的指导下,学习使用适当的评价方法和可行的评价工具,

了解学习进程,发现和分析学习中的具体问题,主动反思和调控自己的学习策略,认识自我,树立自信,不断明确自己的努力方向。教育行政部门、教研部门和学校应当树立以学生为主体的评价观念,调整评价机制,采取有效的评价措施,支持和激励学生的学习,促进学生全面发展。

### (三) 依据课程目标要求确定评价内容与标准

评价的内容与标准要依据课程标准。因此,教师应当综合考虑语言技能、语言知识、情感态度、学习策略和文化意识等五个方面的目标要求及特点,根据学生实际情况,确定评价标准,选择评价内容,采用恰当形式。应避免过分强调对知识的考查和脱离语言实际运用的倾向,以切实提高评价的有效性。

### (四) 注意评价方法的合理性和多样性

在设计和实施评价的过程中,教师应根据各阶段教学的特点与评价目的,充分考虑学生的年龄、心理特征及认知水平,选用合理、多样的评价方式,形成性与终结性相结合。形成性评价可采用与课堂教学活动接近的形式以及平时测验、成长记录袋、问卷调查、访谈等形式。学生可以在教师指导下,根据自己的特长或优势选择适合自己的评价方式。终结性评价应采用不同类型的综合性和表现性的评价形式,在诸如期末、学业等考试中,应采用口试、听力和笔试相结合的方式,综合考查学生的语言应用能力;在笔试中,客观性和主观性试题要合理配置。

### (五) 形成性评价要有利于监控和促进教与学的过程

形成性评价是日常教学中由教师和学生共同参与的评价活动,其目的是评价学生的学习行为、学习结果以及学习过程中的情感、态度、策略等方面的发展。教师应根据实际课堂教学的目标,设计合理有效的评价活动,及时把握课堂教学目标的落实,观察和了解学生的学习进程和学习困难,为下一步调整教学目标、改进教学方法、提高教学效率提供依据。形成性评价应坚持激励原则。教师应积极指导学生评价自己的学习行为和学习结果,使学生通过参与展现自己学习进步的各种评价活动,获得成就感,增强自信心,有效调控自己的学习过程。

形成性评价的方式可以是多样的。既可采用描述性评语、等级评定或评分等评价方式,也可采用测试与非测试、个人与小组相结合的方式。教师要根据评价结果及时与学生开展不同形式的交流,充分肯定学生的进步,鼓励学生自我反思、自我提高,并应主动争取与家长的交流与合作。

### (六) 终结性评价要注重考查学生的综合语言运用能力

终结性评价是在一个学习阶段结束时对学生学习结果的评价,如期末考试、毕业学业考试等。终结性评价是检测学生综合语言运用能力发展程度的重要手段,应依据课程标准的要

求，着重考查学生在具体情境中运用英语的能力。终结性评价应根据教学的阶段性目标确定评价的内容和形式，可以包括口语、听力、阅读、写作和语言知识运用等部分。口试要重点考查学生的口头表达能力和交际策略的使用。听力测试应着重考查学生理解和获取信息的能力，避免单纯辨音题等脱离语境的题型。终结性评价应以具有语境的应用型试题为主，合理配置主观题和客观题。对语言知识的考查不能孤立地考查知识点，更不能考查对知识的机械记忆。小学的终结性评价应充分考虑小学生的认知特点，选择恰当的形式和内容，做到简单、实用。学校不得公布学生考试成绩，教育行政部门也不得根据成绩对本地区或学校作任何形式的排名。

#### （七）注意处理教学与评价的关系

教学与评价都是英语课程实施过程的重要组成部分。教学是培养学生实际语言运用能力的关键环节，评价是及时监控教学过程和教学效果的重要手段，教师要正确处理二者之间的关系。评价要服务教学、反馈教学、促进教学。平时的教学要避免为考而教、不考不教、以考代教的倾向，特别是要避免采用题海战术干扰正常教学的做法。要坚持以考查语言运用能力为主的命题指导思想，使教学始终立足于学生实际语言运用能力的发展。

#### （八）小学的评价应以激励学生学习为主

小学英语教学评价应以课程标准和平时的教学内容为依据，以激励学生的学习兴趣和为主要目的，采用符合学生认知水平、具有多样性和可选择性的评价形式。小学阶段的评价应以形成性为主，重点评价学生平时参与各种教学活动的表现。小学中、低年级的终结性评价应采取与平时教学相近的、生动活泼的活动形式。小学高年级的终结性评价也应主要采用与平时教学活动相近的方式进行，合理采用口试、听力和笔试相结合的方式，考查学生基本的理解和表达能力，重点考查学生用英语做事情的能力。终结性评价的成绩评定可采用等级制或达标的方法，不宜采用百分制。

#### （九）合理设计和实施初中毕业学业考试

初中毕业英语学业考试是义务教育阶段英语学科的终结性考试，目的是全面、准确地考查初中毕业生在英语学习方面达到课程标准所规定的级别水平的程度。英语学业考试应着重考查学生在英语方面听、说、读、写等四种语言技能的实践能力以及灵活运用语言知识的能力。听和读应主要考查学生对语言材料的理解能力以及从语言材料中获取信息的能力。在理解信息的基础上，学生还要能够对信息加以判断、归纳、综合。说和写应主要考查学生运用所学语言知识与技能，以口头或书面的形式完成信息沟通、再现生活经历、描述周围事物、发表意见和观点。英语学业考试需要以适当形式考查学生对具体语言知识的掌握情况，而不是孤立地考查知识点，更不是考查对知识的机械记忆。

英语学业考试的命题应遵守以下原则：（1）要依据课程标准来确定考查内容与标准；（2）要着重考查学生的综合语言运用能力，避免单纯考查语言知识；（3）要充分考虑学生的实际



生活和身心发展水平；(4)要选用真实、地道的语言素材，根据语言实际使用情况命题；(5)要确保试题的信度和效度，杜绝繁、偏、旧的试题，要控制题量；(6)要根据试题的考查目的和考查重点，科学合理地制定评分标准。

英语课程的评价要体现新课程的评价原则，要采用科学、合理的评价方法、评价形式和评价手段。教师要不断学习和了解国内外语言评价的理论与实践研究成果，钻研语言评价技术与手段。既要积极尝试新的评价方法，也可以保留传统的行之有效的评价方法。在具体的评价实施过程中，要根据不同阶段英语学习的内容、目标以及评价的不同功能，选择恰当的评价方法，并进行合理组合。为了使广大教师更好地理解课程标准提出的评价建议，特提供一些评价方式和方法供教师们参考。见附录六。

### 三、教材编写建议

英语教材是指英语教学中使用的教科书以及与之配套使用的练习册、活动册、读物、自学手册、录音带、录像带、挂图、卡片、教学实物、计算机软件等。义务教育阶段英语课程使用的教材是学生学习和教师教学的重要内容和手段。教材要以课程标准规定的课程目标和教学要求为编写依据。在满足课程标准基本要求的前提下，教材应尽可能灵活多样，满足不同学生的需要。教材编写应体现以下原则：

#### (一) 思想性原则

英语教材既是英语教学的主要内容和手段，也是对学生开展思想品德教育的重要媒介。教材选材要从学生的实际出发，深入浅出，寓教于乐，既要有利于学生了解外国文化的精华和中外文化的异同，还要有利于引导学生提高文化鉴别能力，树立民族自尊心、自信心和自豪感，促进学生形成正确的人生观和价值观。教材中还应选编一定比例的介绍祖国文化的内容，积极渗透爱国主义教育、社会主义核心价值观教育、中华传统美德教育以及民主与法制教育。

#### (二) 科学性原则

英语教材的编写要依据语言学习的客观规律，充分体现不同年龄段和不同语言水平学生的学习特点和学习需要。教材的编排要体现循序渐进的原则，精选有利于学生长远发展和终身学习的语言材料，由易到难、从简单到复杂逐步过渡。教材应根据不同阶段英语学习的特点，在教学内容和要求等方面各有侧重。教材在内容、目标和要求等方面应全面体现课程标准的目标要求，使语言技能、语言知识、情感态度、学习策略、文化意识等目标相互结合、相互渗透、相互支持。教材应尽可能选择真实、地道和典型的语言素材，保证重要语言内容有较高的复现率。

#### (三) 趣味性原则

教材不仅要符合学生的知识、认知和心理发展水平，还要充分考虑不同年龄段学生的兴趣、爱好、愿望等学习需求，为此，教材应紧密联系学生的实际生活，选择具有时代气息的

语言材料和丰富多彩的表现形式，创设尽量真实的语言运用情景，设计生动活泼、互动性较强的语言学习活动，提高学生的学习兴趣和学习动机。

#### （四）灵活性原则

教材的内容和教学方法应具有较大的灵活性。在不违背科学性原则的前提下，教材应该具有一定的弹性和伸缩性，以便教师根据实际教学需要，对教材内容作适当的取舍和补充。

#### **四、课程资源的利用与开发**

合理利用和积极开发课程资源是英语课程实施的重要保证。英语课程资源包括英语教材以及有利于发展学生综合语言运用能力的其他教学材料、支持系统和教学环境等，如录音、录像资料、直观教具和实物、多媒体光盘资料、广播影视节目、各种形式的网络资源、报刊杂志以及班级、学校教学设施和教学环境等等。

英语教材是英语课程资源的核心部分。教育行政部门和学校要保证为教学需要提供必要的教材。学校应在教育主管部门的指导下，在与教师代表、学生代表和家长代表共同协商的基础上，选择经教育部门审定或审查的教材。所选用的教材应符合学生年龄特征、心理特征和学科认知发展水平，具有科学性、思想性、趣味性、灵活性和开放性，教材应该做到题材多样、内容丰富、语言真实。教材应能激发学生学习兴趣、开阔学生视野、拓展学生思维。

学校还可以适当地选用国外的教学资料，以补充和丰富课堂教学内容。

英语教学的特点之一是要使学生尽可能多地通过不同渠道，以不同形式来学习真实、鲜活、实用的英语，直接体验语言及运用语言。因此，在英语教学中，除了合理有效地使用教科书以外，还应该积极利用声像资源、报刊等，给学生提供更多的丰富、真实的语言学习和体验的机会。

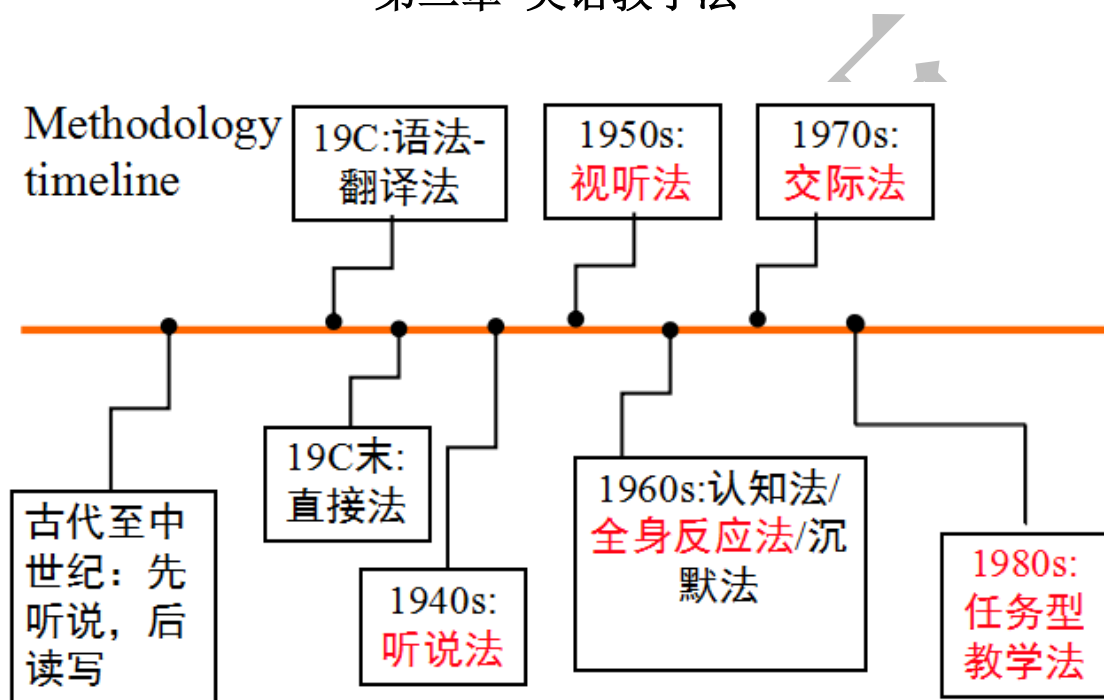
生动、开放和灵活，英语课程应该充分利用图书馆、语言实验室、音像设备等基本的和常规的教学设施。教育行政部门和学校要尽可能创造条件，为英语课程提供电视机、录像机、计算机、VCD、DVD等多媒体设备。应尽可能创造条件，设置视听室等，向学生开放，为学生的自主学习创造条件。

计算机和网络技术为学生个性化学习和自主学习创造了有利条件，为学生提供了适应信息时代的新的学习模式。通过计算机和互连网络，学生可以根据自己的需要选择学习内容和学习方式，使学生之间更有效地相互帮助、分享学习资源、提高学习效率。因此，各级教育行政部门、学校和教师要积极创造条件，使学生能够充分利用计算机和网络资源，根据自己的需要进行学习。有条件的学校还可以建立自己的英语教学网站，开设网络课程，进一步增加学习的真实性、开放性和实效性。

学校应该鼓励和支持学生交流学习资源、参与课程资源的开发。可以组织学生建立班级图书角或图书柜；鼓励学生制作班级小报、墙报；还可以尝试组织学生的网上交流和讨论，制作班级英语网页等；同时，还可以引导学生在班级和学校进行英语环境设计。

课程资源的利用和开发要考虑当地经济发展水平以及学生和家长的承受能力。以不增加学生的负担为前提,坚持简便、实用、有效的原则,注意开发多层次、多类型的英语课程资源,并不断更新和补充课程资源,满足不同层次学生的需求。学校要建立有效的课程资源管理体系。已经具备的课程资源要充分利用,要杜绝课程资源闲置的现象,在利用和开发课程资源过程中,要坚决制止编写和使用粗制滥造的教辅材料。严格禁止学校和教师向学生推荐非法出版的模拟试题、同步练习等材料。

## 第二章 英语教学法



### 一、语法—翻译法 (Grammar-Translation Method)

语法—翻译法是最古老的外语教学法,已有几百年的历史。它盛行于18世纪末,代表人物是奥伦多夫(H. G. Ollendoff)。古老的翻译法、语法法和词汇—翻译法都属于同一类方法。它最初用来学习古希腊文和拉丁文这类死的语言,后来用来学习现代外语(本世纪初,这种教学法在许多国家的外语教学中占主导地位。我国解放初期的外语教学,特别是俄语教学,大都采用这种方法。

(一) 翻译法的语言观: 语言是书面语,语言是一种知识,是由语音、语法和词汇构成的符号体系。

(二) 语法—翻译法的基本特点可以归结为以下几个方面:

- 1、教授语法学家所确定的所谓“规范”的语言,所使用的语言材料多以古老和过时的例句为主。
- 2、注重书面语,不注重口语。
- 3、语法的讲解不仅注重规则的东西,而且十分注重不规则的东西。

4、课堂教学使用本族语。

5、教学方法以翻译为主，通过大量笔头翻译和写作练习来检验语法规则掌握情况。

(三) 教学过程一般是：先教字母的发音和书写，然后系统地教语法，最后阅读原文。

语法课的安排顺序如下：

1、先讲词法，后讲语法。

2、用演绎法讲授语法规则，即先讲语法规则，后举例句。并翻译成本族语。

3、用本族语和外语互译的方法巩固所学的语法规则。

课文教学的一般步骤是：

1、用本族语介绍课文内容。

2、逐字逐句翻译。

3、朗读课文。

4、用互译的方法巩固课文。

(四) 对翻译法的评价：

1、外语教学法史上最早的一个教学法体系，为建立起外语教学法的科学体系奠定了基础。

2、两种不同的语言中，既没有在意义上完全一一对等的两个单词，也没有在结构上字字对等的两个句子。翻译法把学习外语和学习母语纯粹对立起来，不易培养学生对外语的直接思维。

3、翻译法注重语言知识，特别是语法知识的学习，忽视对学生语言技能的培养，忽视学生口头语言的表达。

## 二、直接法 (Direct Method)

直接法也叫自然法 (Natural Method)、心理法 (Psychological Method)、改良法 (Reformed Method)。针对翻译法不能培养学生听说能力的缺点，直接法于 19 世纪末在欧洲产生。它包含三个方面的意思：直接学习、直接理解和直接应用。其主要特点是：不允许使用母语，用动作和图画等直观手段解释词义和句子。

(一) 直接法的语言观：语言是一种技能或习惯，习惯的养成要靠大量的重复练习和模仿。

(二) 直接法的主要特点：

1、根据幼儿学语言的理论，直接法主张听说领先，以口语教学为主，即直接法主张口语是第一位的，书面语是第二位的，重视语音、语调和口语教学。

2、以句子为教学的基本单位，整句学、整句用，不孤立地教授单词和语音规则。

3、强调控制及模仿练习，让儿童靠直觉感知、靠直觉模仿，进行机械操练和记忆背诵，以求养成一种语言习惯。

4、教学过程中完全用外语进行教学，把外语声音形式同客观表象直接联系，不经过母语这一“中介”，不依赖母语翻译，丢掉“心译”过程。

5、为了帮助理解，教师广泛采用各种直观手段，如实物、图画、动作、手势、表情和游戏等来解释词义和句子，使外语语词的声音和它代表的语义直接联系起来，培养儿童把外语与客观事物直接建立起联系和直接用外语思维的能力。

(三) 优点：

1. 采用各种直观教具，广泛运用接近实际生活的教学方式，有助于培养用外语思维的能力；
2. 强调直接学习和直接应用，注重语言实践练习，学生学习积极性高，学习兴趣浓厚；
3. 重视口语和语音教学，能有效地培养学生的语言运用能力。

(四) 缺点：

1. 排斥母语，使学生对一些抽象和复杂的概念难以理解；
2. 没有明晰的语法解释，导致学生说出的话语法错误较多；
3. 直接法完全照搬儿童习得母语的办法，只偏重经验和感性认识，对儿童在外语学习中的自觉性和监控性的重视不够。

### 三、听说法 (Audio-lingual Method)

听说法于 20 世纪 40 至 60 年代盛行于美国。二战爆发后，美国需要派大量的士兵出国作战，士兵们需要掌握所去国家的语言，政府临时抽调外语教学法和语言学专家以及有经验的外语教师，成立了外语训练中心，研究外语速成教学方法，以六至八个月为一期，培训士兵，其训练方法就是听和说，听说法就这样产生了。它吸收了直接法的许多优点，又受结构主义语言学和行为主义心理学的影响。认为外语学习是习惯的形成，采取模仿、机械练习和记忆的方法强化学生的反应；课堂上学生做大量的句型操练，不考虑意思和语境。听说法是以句型为纲，以句型操练为中心，着重培养儿童听说能力的外语教学法，又叫“句型教学法”或“口语法”。

(一) 听说法的语言观：语言是口语，是说出来的话，而不是写出来的文字；语言是成套的习惯(a set of habits)。

(二) 听说法的特点：

- 1、在教学活动中听说领先，重视听说，以语言的听说能力训练为主，兼顾读写。
- 2、以句型为中心，认为句型是从无数句子中归纳出来的一定数量的句子模式，是表情达意的基本单位，也是外语教学的中心。在外语教学中，教材的安排、知识的传授、技能的操练主要通过句型来进行。
- 3、注重反复实践，特别是句型操练，强调外语学习要靠大量的反复操练，通过模仿、记忆、重复、交谈等实践练习，形成自动化的习惯。

优点和缺点：

其优点是：

- 1、培养学生敢于大胆主动地使用所学语言进行交谈，口语能力较强；
- 2、句型操练对初学者帮助很大，语言规范；



其缺点是：

- 1、大量的模仿和机械操练不利于发展学生的创造性思维；
- 2、脱离语言内容和语境的句型操练不利于学生对语言的灵活运用。
- 3、放松读写训练，不利于学生全面发展实践能力。

#### 四、视听法 (The Audio-Visual Method)

视听法是在直接法和听说法的基础上，利用视听手段形成的一种外语教学法。它是指在教学中综合利用图片、幻灯等电化教具、视听手段，创造情景，学习外语。由于利用视听手段创造情景是其主要特色，所以该方法又叫情景法 (Situational Method)。视听法强调耳、眼等器官以及大脑整体地去感知和认识外语材料，具体的、真实的情景和听说活动常常构成一个整体，形成完整的结构方式，因此，是一种整体结构的教学法。简而言之，视听法是用实物、幻灯等创造情景，配合同步录音的一种方法体系，培养学生的听、说、读、写四种技能。所以，这一方法又叫“视听整体结构法”。

(一) 视听法的语言观：口语是第一性的，书面语是第二性的，语言学习就是要掌握语言能力，如听、说、读、写的能力，而非语言知识，如语音、词汇、语法等。

(二) 视听法的特点

- 1、将语言和情景紧密结合，以情景为中心，充分利用视听手段，让儿童一面听声音，一面看图像，作出模仿反应，形成自动化习惯。
- 2、强调对语言的整体结构感知，掌握句子结构的整体意义，采用整体教学。如：要求儿童听一段内容完整的对话，掌握它的语音语调和节奏等整体结构，然后再进行个别音素的训练。
- 3、教学顺序是“对话——句子——单词——单音”，教学过程分为感知、理解、练习和活用四个步骤。
- 4、排除母语的中介，通过实物、图片、手势等直观手段直接教外语，使情景的意义与所学的外语建立联系。
- 5、坚持口语领先和句子本位的原则，日常生活情景对话是教学的中心，入门阶段常常要经过一个约 60 小时不见文字的听说阶段，以使儿童掌握正确的语音、语调和口语语感。
- 6、广泛使用现代化技术设备，使儿童充分运用视觉感官和听觉器官进行学习。

(三) 优点： (功能)

- 1、情境的创设能够加速外语与事物的联系，有助于理解所学语言；
- 2、重视整体结构的对话教学，使课堂变得生动活泼学生学的语言自然，表达准确。
- 3、强调口语和重视用外语教外语，有利于培养学生的语言能力和用外语思维的能力。

(四) 缺点：

- 1、完全排除母语，不利于对语言材料的彻底理解；
- 2、过分强调视觉直观的作用，使一些抽象的词汇难以表现；

3、过分强调整体结构的原则，忽视语言知识的分析和讲解，不利于学生理解和运用语言。

### 五、交际法(Communicative Approach)

交际法也叫功能法(Functional Approach)或意念法(Notional Approach)。交际法是70年代根据语言学家海姆斯(Hymes)和韩礼德(Halliday)的理论形成的，是全世界影响较大的外语教学法流派。交际学派认为：语言教学的目的是培养学生使用目的语（进行交际）的能力，语言教学的内容不仅要包括语言结构，还要包括表达各种意念和功能的常用语句。交际法重视培养学生的语言能力，采用真实、地道的语言材料，主张句型加情景来学习语言，鼓励学生多多接触和使用外语。

（一）交际法的语言观：语言不只是某种形式的符号系统，语言是一种社会规范，语言的社会交际功能是语言的最本质的功能。

（二）交际法的特点：

1、交际法认为以前的教学法忽视学生交际能力的培养，因此主张让教学过程交际化，把言语交际作为外语教学的全部出发点，让学生在真实的情景和真实的交际过程中使用语言，以培养学生的交际能力。

2、交际法的教材内容选取的是真实、自然的言语，而且是根据功能、意念等要素来选择的，而不是根据语言形式。

3、教学中为不同小组确定不同的目标。教学活动的练习形式多样，采用二人、三人、小组和全体的相互交流形式。

（三）优点：

1. 重视学生的实际需要；

2. 重视交际能力的培养，有利于学生在一定的社会环境中恰当地使用目的语进行交际。

（四）缺点：

1. 如何确定和统计功能、意念项目，有待进一步探讨；

2. 以功能意念为线索组织教学大纲，很难保证语法项目编排的体系性。

### 六、任务型教学法(Task-based Language Teaching Approach)

任务型教学(Task-based Language Teaching)是指教师通过引导语言学习者在课堂上完成任务来进行的。这是20世纪80年代兴起的一种强调“（在做中学）”(learning by doing)的语言教学方法，是交际教学法的发展，在世界语言教育界引起了人们的广泛注意。近年来，这种“用语言做事”(doing things with the language)的教学理论逐渐引入我国的基础英语课堂教学，是我国外语课程教学改革的一个走向。该理论认为：掌握语言大多是在活动中使用语言的结果，而不是单纯训练语言技能和学习语言知识的结果。在教学活动中，教师应当围绕特定的交际和语言项目，设计出具体的、可操作的任务，学生通过表达、沟通、交涉、解释、询问等各种语言活动形式来完成，以达到学习和掌握语言的目的。任务型教学法是吸收了以往多种教学法的优点而形成的，它和它的教学法并不排斥。

（一）任务型教学法的特点是：



- 1、以意义为中心，而不是以操作某种意义不大、甚至是无意义的语言形式为目的。
- 2、任务的焦点是解决某一交际问题，这一交际问题必须与现实世界有着某种联系。这种联系不应是笼统的或是现实世界中某种活动的翻版，而应是具体的，贴近学生生活、学习经历和社会实际，能引起学生的共鸣和兴趣，激发学生积极参与的欲望。
- 3、任务的设计和应执行应注意任务的完成，即交际问题的解决。

## (二) 优点：(功能)

- 1、完成多种多样的任务活动，有助于激发学生的学习兴趣。
- 2、在完成的过程中，将语言知识和语言技能结合起来，有助于培养学生综合的语言运用能力。
- 3、促进学生积极参与语言交流活动，启发想像力和创造性思维，有利于发挥学生的主体性作用。
- 4、在任务型教学中有大量的个人或双人活动，每个人都有自己的任务要完成，可以更好地面向全体学生进行教学。
- 5、活动内容涉及面广，信息量大，有助于拓宽学生的知识面。
- 6、在活动中学习知识，培养人际交往、思考、决策和应变能力，有利于学生的全面发展。
- 7、在任务型教学活动中，在教师的启发下，每个学生都有独立思考、积极参与的机会，易于保持学习的积极性，养成良好的学习习惯，帮助学生获得终身学习的能力。

**任务型：**一切手段、包括外语知识进行交流，完成任务、解决问题

**交际法：**培养学生在特定的社会环境中使用外语进行交际的能力

**相同：**学生是主体；遵循交际原则，任务原则、有意义原则；课堂教学主要形式：小组活动  
流利度 VS 准确性

## 区别：

A. **任务：**目的性、结果性，包括任务本身所包含的非教学目的与任务设计者所期望任务参与者达到的教学目的。**练习：**单纯的就是教学目的；

e. g. 天气预报：

交际法，获取相关天气信息即可达到教学目的

任务法：听天气预报并决定穿啥衣服，决定进行什么户外活动（学生完成任务后会得到一个明确的结果）

B. **任务：**通常会产生非语言性结果，如图表

**练习：**产生语言性结果

C. **任务：**开放性 e. g. 08年北京奥运会

分成小组搜集与其相关的材料，分组做报告：会旗，会徽，火炬，吉祥物；申奥成功历程；如何做好东道主（这一任务，激发兴趣）获取处理和使用信息的能力，英语解决实际问题

## 七、认知法(Cognitive Approach)

六十年代，随着科技的飞速发展，国际间的交往和竞争都需要高级外语人材，听说法已

不能满足这种新的发展形式，认知法便在美国诞生了。认知法把语言学习看作是智力活动。认知法提出：任何语言里的句子都是无穷无尽的，人不可能学到每一个句子，但在学习的过程中，却能听懂和应用从未学过或见过的句子，这就是智力或语法在起作用。在教学中强调发挥智力的作用，让学生理解所学的材料，掌握语言的运用规律，强调有意义的操练活动。认知法是六十年代美国著名心理学家卡鲁尔（Carroll）首先提出的，是作为听说法对立面产生的。“认知”方式是心理中是一个术语，它用来描绘不同的人的观察、组织、分析以及回忆信息、经验等方面的不同的习惯性倾向。认知法企图用认知——符号学习理论代替听说法的刺激——反应学习理论。认知法反对在教学中进行反复的机械操作练习。它主张语言是受规则支配的创造性活动，语言的习惯是掌握规则，而不是形成习惯，提倡用演绎法讲授语法。在学习声音时，同时学习文字，听说读写四种语言技能从学习外语一开始就同时进行训练，允许使用本族语和翻译的手段，它认为语言错误在外语学习过程中是不可避免的副产物，主张系统地学习口述和适当地矫正错误。它强调理解在外语教学中的作用，主张在理解新学语言材料的基础上创造性的交际练习。在教学中广泛利用视听教具使外语教学情景化和交际化。

（一）优点：

- 1、有利于培养学生的创造性思维；
- 2、在理解语言知识的基础上进行操练，有利于激发学生的学习兴趣，提高语言使用的准确性和得体性。

（二）缺点：

- 1、对语音语调要求不严格；
- 2、没有强调培养学生的交际能力。

## 八、全身反应法（TPR Total Physical Response）

全身反应法，也叫领悟法（Comprehension Approach），是一种把言语和行为联系在一起的语言教学方法，该法通过身体各部分的活动来学习语言。全身反应法产生于 60 年代初期的美国，盛行于 70 年代，创始人是心理学教授阿舍尔（James T. Asher）。全身反应法与心理学的记忆部分的痕迹理论关系密切。该理论认为记忆联系的追踪频率及强度越大，记忆联系就越强，所学的东西也就越容易回忆起来。记忆方式有多种，有死记硬背、也有通过行为动作。根据研究，结合动作的记忆的成功可能性是最大的。阿舍尔也吸收了人道主义心理学的观点，重视情感因素在语言学习中的作用。他提出的活动，可减少学生的紧张情绪，创立一种肯定式气氛，从而有助于学习。

全身反应法的语言观：外语教育家 Asher 认为，语言学习时，理解能力产生于表达能力之前，语言技能的获得首先是通过听，然后再转换到其他技能。语言主要是口语，大多以具体名词和祈使动词呈现。针对小孩的语言大多为命令句。

（一）全身反应法的主要教学原则如下：

- 1、理解口语的能力要在说话之前发展，只有进行充分的理解性的听，才能自然地转移到说。

同时进行听和说两种技能的训练，只会给学生造成压力，因为缺乏理解的听，学生没有做好说话的准备，很容易说错。

2、理解的能力要通过全身动作来发展 大量研究证明，指令是基本的交际，第二语言的大多数语法结构和数以百计的词汇项目，都可以通过教师熟练的指令来教授。全身动作是发展理解能力的关键，没有全身动作，一个新的语言现象即使重复多次，也依然是一连串噪音。

3、不可强迫学生说话 学生听到理解所学的大量接受性词汇，将外语在认知结构中内化，就产生了一个说话的待发点。这时，学生就有说话的要求，自然而然地开始说话。据研究，学生要听几十次才能发一个音。如果给学生以压力，强迫学生说话，就会引起其大脑对外来信息的抵制。

## （二）全身反应法的特点

1、强调整解的重要性，认为听力理解领先，理解先于输出，并认为在理解与输出之间有一段沉默期。

2、教师在教学中应该首先训练儿童听的技能，不要强迫儿童开口。儿童通过对听到的语言材料的理解，内化目标语言的结构和内容，然后到一定时候自然会开口。

3、全身反应法的教学活动以“听—做动作”为主要教学形式，儿童通过用身体对教师指令的动作进行反应来提高自己的理解力。

## （三）全身反应法的顺序安排大致如下：

教师说出指令并做示范动作，儿童一边听一边观察。

教师说出指令并做示范动作，然后让儿童跟着做。

教师说出指令，不示范动作，儿童按照教师的指令去做。

教师说出指令，不示范动作，让儿童复述指令、完成动作。

让个别儿童说指令，教师和其他儿童一起做动作。

## （四）优点：（功能）

1、全身反应法被称作是“让语言动起来”的教学法，其主要优点是能尽快抓住儿童的注意力，在情感方面吸引儿童，课堂气氛热烈，有利于儿童创造性地尝试他们的语言技能。

2、在教学初期，反应法教学侧重于听力，可让儿童在不感到焦虑的情境中学习新语言；让儿童对所感知的语言进行表演，可验证其对新语言的理解。

3、能提供一个与实际生活紧密相连的学习环境，使儿童在形式多样的活动中、在循环往复的练习中学会英语。

4、全身反应法能协调儿童的左右脑发展，有助于提高儿童英语学习的成效。

## （五）缺点：

比较抽象的概念很难用 TPR 来表述。这种方法不是一套完整的方法，只作为一种供听力输入和身体反应等的教学活动被融于其他教学法之中，应配合其他有效的教学法才能更好地完成教学任务。

1、被认为不适用于中、高级阶段的外语教学法。

2、全身反应法以儿童在感官基础上的运动为主，容易引起儿童的兴奋，该方法使用的分寸和时间如果未把握好的话，会给教师对英语教学活动的组织和常规纪律的维持带来一定的难度。

## 第三章 教学评价与案例分析

### 一、教学案例的基本结构

教学案例一般由背景、案例事件、案例分析与启示、案例问题几部分构成。可以从不同的角度对它进行分类。按案例内容可分为：单一性的、综合性的、专题性的。按教育科学领域可分为：教育方法、教育艺术、教育形式、教育内容、教育评价五类。按学科分：语文、数学、英语、科学、艺术等学科案例。

### 二、无论是哪类教学案例，一般都要具备以下几个基本要素：

1. 背景。案例事件发生的环境和条件。案例需要向读者交代故事发生的有关情况：时间、地点、人物、事情的起因等。背景介绍并不需要面面俱到，重要的是说明故事的发生是否有什么特别的原因或条件。

2. 主题。案例主题是案例所要反映的核心理念和观点。案例必须要有主题。写案例首先要考虑这个案例所要反映的主题是什么，如是说明如何转变后进生，还是强调怎样启发学生思维，或者是介绍如何组织小组讨论等等。

3. 案例问题事件。是通过对原始材料进行筛选，通过情景与细节的描述，对案例问题产生、解决过程中的环境、人物活动的描述，有针对性地向读者交代特定的内容，是案例反映主题所包含的各种问题的事件。

4. 问题解决的效果。案例不仅要说明问题的产生、解决的过程，还要交待问题解决的结果。如教学的思路、教学的过程的描述，还要交代教学的结果——某种教学措施的即时效果，包括学生的反应和教师的感受等。让读者知道结果，将有助于加深其对整个教学过程的了解。

5. 诠释与研究，对案例事件多角度的分析与受到的启示。作者对于案例所反映的主题和内容，包括教育教学的指导思想、过程、结果，以及利弊得失的看法和分析。诠释与研究是在案例事件基础上的议论，可有感而发，它能进一步揭示事件的意义和价值。

6. 有待继续讨论的问题。在案例的最后，几个可供思考、分析、讨论的典型问题。

### 三、教学案例分析的技巧和方法

案例分析是在记叙事件的基础上，评价分析案例反映的主题和内容。通过对案例教育教学指导思想、行为、过程、结果的反思，梳理利弊得失，总结成败的原因和教育教学的规律，揭示事件的启示意义及其价值。

评析可以从不同的理论角度(如教育学、心理学、社会学等)切入，进行理论阐述，也可以有感而发，就事论事。同一件事，可以引发不同的思考。比如同样一个“差生”转化的事例，我们可以从教育学、心理学、社会学等不同的理论角度切入，揭示成功的原因和科学的

规律。评析贵在具有独到的思考，能够从纷繁复杂的教育现象中发现问题、提出问题、解决问题，道出人所欲知而不能言者。

#### 四、分析教学案例要注意的几个问题

1、教师要注重从教学案例情景中归纳出问题并进行分析，分析要着重于其对教学的启示，即有何成功之处，闪光点是什么；不足又在哪里，问题的根源又是什么？使得在今后的教学实践活动中可以有效地运用这种逐步培养起来的思维方法来观察、分析和解决问题。要关注案例中教师的创造能力以及解决实际问题能力的发展脉络，而不仅仅是获得那些固定的原理、规则。

2、教师要对案例中的教学设计进行认真的分析、研究，提出教师独到的改进意见，这应该成为教学案例评析的一项重要内容。因为，教师一旦将这种认识表达出来，可以增进教师的自我理解，而自我理解的更新，又是教师改进教育教学观念和教育教学方式的基础，并以此达到理解这些教学案例背后更为深远的教育教学意义的目的。

3、理论联系实际。撰写教学案例法分析时，要就事论理。对案例中描述的事实，提出的问题，要运用教育学、心理学的基本原理，进行科学分析，力求提出解决具体问题的教好的措施。分析自始至终要紧扣案例，不能脱离案例本身去讲教育理论。

4、体现先进教育思想。案例分析的立意要新，要用先进的教育思想、教育理念作指导，要跟上教育改革与发展的步伐。要贯穿素质教育、创新教育的基本精神。

5、实事求是。分析案例要有求实精神，不夸大，不缩小。评析要实在，要有针对性，要讲关于这个案例的具体的小道理，不要讲永远正确的空洞的大道理。不要热衷于抄录教育理论的条条，要讲教育理论的观点自然地融入与分析之中。

6、论述要突出重点。对于已写成的教学案例，要反复阅读，找出案例的基本目的、闪光点或主要问题，力求抓住要害，深入细致地进行分析，论述时要画龙点睛，把问题点明，把道理说清，把主题揭示出来。

7、观点要有充分依据。分析者要找出充分的论据，来支持自己提出的观点和建议。分析案例时首先要认真思考：采用已选中分析方法分析某个特定物问题，需要哪些事实？然后回过头来寻找所需事实。

#### 五、教育案例及分析举例

1. 【案例描述】一次公开课过后，我把课堂上用过的精美卡片作为奖励发给同学们，然后对他们课堂上踊跃的表现给予表扬。从这以后，我渐渐发现我班注意力不集中的宋振铭同学在课堂上的听课状态有了明显的好转。一个偶然的时机，他母亲说：“自从你给了他那个‘特殊的奖励’后，他对自己的要求严格了。”询问，我才知道，我奖励给同学们的卡片中仅有一张是最大的，在我按顺序发的时候，恰好这张被宋振铭得到了，他回家后对母亲说：“老师可能觉得我这节课表现最好，所以把最大的一张送给我”。现在这张卡片还贴在他的床头，谁都不准碰。他说那是“特殊的礼物”。这位老师一次无意中的举动，却造成



了一个“美丽的误会”。

问题：请你就此案例谈谈你的看法。

**解析：**一个肯定的目光，一句激励的话语，一次赞美的微笑，都会为孩子的生命注入无穷的动力，甚至为他的一生奠基。一次美丽的“误会”，改变了孩子的学习态度，这份“特殊的礼物”在孩子的美好心灵里是一份至高的荣誉，这份荣誉也将一直激励着他，成为他前进的动力。新课标中强调对学生的评价方式，这种新的评价倾注了更多的情感与人文色彩。这样一种发自内心的评价更容易被学生接受。

**2.【案例描述】**曾经听过两节课，期间两位老师都谈到一个话题“肥胖”。

片段一，老师甲在讲到 English for China Book II Lesson 70 中的 stop sb. from doing sth. 时让学生来造句，有一位学生站起来，与老师发生了这样一段对话：

Student: My mother often stops me from eating meat.

Teacher: Why?

Student: Because my mother says I'm too fat.

全班同学哄堂大笑，这位学生很难为情，但老师下面的一句话马上将气氛缓和了过来。

Teacher: But I don't think you are too fat. You are strong.

片段二，老师乙在教前一课 Lesson 69 时，组织学生表演自己创作的“看病”对话，想找一位较胖的学生来担任“患者”，有一位长得胖呼呼的学生自告奋勇站起来，于是发生这样一段对话：

Teacher: Ok! Who will act the sick people? Any volunteers?

Student: I will. Teacher: Good! I think you are fat. You are the right person!

当时全班同学哄堂大笑，这位学生一脸的尴尬，一个劲地挠脑儿。

请你对以上的案例做一下分析。

**3.【案例分析】**下面这个小学英语教学案的教学目标是：帮助学生用“一般现在时”询问并能够用英语谈论各自的“业余生活”。

Step 1 导入

T 和 Ss 相互问候之后，T: Class, today we are going to talk about what do you usually do after class?" 教师转身在黑板上写下句子，再问学生“what do you usually do after class? 用中文解释句子的意思

Ss 回答几乎一样：do homework T 将 Do homework 写在黑板上，并完善为：I usually do my home work after class.

接着又问：do you like homework?

学生异口同声回答：no

T: what do you like?

S1: I like playing ping-pong. S2: I like playing computer games.

Ss: I like (flying a kite, riding a bike, drawing) (七嘴八舌)

T 把 Ss 答案写在黑板上

Step 2: 呈现

T 请学生看黑板上的句型: what do you usually do after class? I like playing ping-pong. I like playing computer games

T: 当你想了解对方的业余生活时候, 你怎么问? (教师指着黑板上的句子)

学生心领神会的回答 what do you usually do after class?

T 听后对学生竖起了大拇指

T 指着黑板上的答句, 让 Ss 做两个词组替换问答的练习

T 带领 Ss 朗读黑板上的句子: what do you ---? I like ----

Step 3 听读

T 要求 Ss 一边听录音一边跟读对话 (两遍)

Step 4 操练

T 让 Ss 两两活动, 要求 Ss 运用黑板上的句型

Step 5 展示

T 让三组 Ss 到教室前面展示刚才一问一答的过程和内容, 之后同学们为他们鼓掌。

Step 6 作业布置

(1) 朗读对话并背诵 (2) 对话抄写 2 遍 (3) 预习下节课内容

**请分别对教学案例的课堂导入环节, 新授知识环节, 学习评价三个方面存在的问题进行分析, 将答案写在答题卡上。**

**解析:** (1) 课堂导入环节的主要目的是引起学生的学习兴趣, 同时激活学生的原有图式, 让学生能够将新旧知识进行联系。但是在该案例中, 教师导入环节没有起到导入的作用, 直接将本节课的重点句型进行传授, 同时对重点句型的传授用中文进行解释, 而不是让学生对句型通过对话进行感知。没有对学生起到引导的作用。该导入环节部分内容可以放入新授环节中。而且该导入环节时间过长。

(2) 新授环节的目的在于将本节课中的重点句型和词汇进行展示。该案例中教师的新授内容基本在导入环节已经呈现出来, 因此该呈现环节教师只是将该问句的用途讲述清楚。然后就让学生进行词组替换的练习。而该练习可以放入操练环节中。

(3) 学习评价教师主要对学生进行了 2 次评价。第一次是学生心领神会后回答了教师一个问题, 教师进行了表扬, 这次的评价没有问题。但是第二次评价是学生进行活动之后的让同学鼓掌的评价。该评价对于表演的同学来说有一定的积极意义, 但是由于只是让学生鼓掌, 没有将他们表演的表现进行具体的评价, 表演的学生不了解自己的真实表现, 对学生来说没有或得任何有价值的信息。可以教师对学生的表现进行具体的评价或者让学生给他们进行评价。

#### 4. 【案例分析】听力

A: Hi, Liu Tao! Where is John? Is he in the classroom?



B: No, he is at home. He is ill.

A: Is he? I 'll go and see him this afternoon. Where is his home?

B: Sorry, I don't know. You may call him.

A: Do you know his telephone number?

B: Yes. It's 4576321

A: Sorry?

B: It's 4576321

A: Thank you.

B: That's all right.

(教学案例)

(教师拿出若干不同颜色的礼盒摆在桌上, 然后将一个玩具汽车快速藏入其中一个盒子里, 请学生猜玩具在哪个盒子里)

T: Where is the car?

S: Is it in the red box?

T: Maybe.

----

T: Now let's see where the car is—Look! It is in the yellow box. (教师用 PPT 呈现课文人物 John 的照片)

T: Look at this photo. He is John. He is an American boy. He lives in our city. He studies in our school. But today he is not in the classroom. Where is John? Guess, please!

S: Is he at home?

T: Maybe.

S: Is he in the supermarket?

T: Perhaps.

S: Is he in the park?

T: We don't know. Now, let's listen to the conversation and find out the answer.(教师用 PPT 呈现问题 where is John? 并播放课文录音)

T: where is John?

S: He is at home.

T: It's school time. Why is he at home?

S: He is ill.

T: John is ill. I 'll go and see him. Would you like to come with me?

S: Yes

T: Let's go.

(教师用 PPT 呈现一座房屋及屋内各房间图片)

T: Look! This is John's home. He is at home. Where is he? Guess. In which room?

S: Perhaps he is in the bedroom.

T: Let's have a look.

(教师用 PPT 呈现 John 躺在卧室床上的画面)

T: Yes, he is in the bedroom. What's the matter with him?

S: He is ill.

(教师组织学生做游戏操练对话的重点和难点 where is ---? 以及回答)

以上教学案例在复习导入环节、课文教学环节、语言操练环节分别创设了不同的情境。阅读后请分别对其所使用的创设方法及其在教学中的作用进行分析。

### 解析:

(1) 复习导入环节: 通过实物创设一个猜测情境, 复习旧知识, 激发学习兴趣

(2) 课堂教学呈现环节: 通过设置问题情境有效激活并预测 where is John? 唤起学生听的愿望, 并通过试听情境进行验证。

(3) 语言操练环节: 通过第一遍听音获得 John is ill. John is at home. 的信息和 PPT 上的图片创设活动情境, 使学生在理解的基础上练习使用句型 Where is ---? 及其回答。

## 5. 【教学材料】 Topic: Do You Like Bananas?

2b. Listen again. Fill in the blanks. 再听一遍录音并填空



Answers ( 1.hamburgers, 2. hamburgers 3.broccoli 4. broccoli 5. ice cream 6.ice cream)

<微型教学实录简况> T: teacher, Ss: students Bb: blackboard

Step 1 (The teacher had a volleyball in hand. T asked Ss questions quickly and wrote down the names of Ss and sports things on the Bb)(12mins.)

T: I don't have a basketball. I have a volleyball. Tom, do you have a tennis racket?

Tom: Yes, I do.

T: Jim, what sports things do you have?

Jim: I have a Ping-pong ball.

T:Lilei, do you have a soccer ball?

Lilei: No, I don't.

T: I have a TV. What other things do you have? (T drew a picture of TV.)

Ss:Ping-pong bat, computer, chair, book, CD, alarm clock, key, pencil case...

T: Well done!

Sports things	Y or N	Making Sentences
T: basketball	N	→ I don't have a basketball. ⇒ Our teacher doesn't have a basketball.
T: volleyball	Y	→ I have a volleyball. ⇒ Our teacher has a volleyball.
Tom: tennis racket	Y	→ Tom <u>have</u> a tennis racket ⇒ ... has...
Jim: ping-pong ball	Y	→ Jim has a ping-pong ball.
Lilei: a soccer ball	N	→ Lilei <u>don't</u> have a soccer ball ⇒ ... doesn't...

(T asked Ss to make sentences according to the information on the Bb.)

T: Now, let's look at the Bb and make some sentences. I say "I don't have a basketball", and you say "Our teacher doesn't have a basketball". I say "I have a volleyball" and you say "our teacher has a volleyball. Lixing, make the third sentence...(T wrote sentences on the Bb)

Lixing: Tom have a tennis racket.

T: Is it correct? No, we should say it like this "Tom has a tennis racket". We don't put "have" after "He, she, Tom, Lucy". We should say "He has..., she has..., Tom has..., Lucy has ..."(T wrote the wrong sentences of Ss on the Bb and corrected it.)

T: Next one, Lilei, please.

Lilei: Jim has a Ping-pong ball.

T: Yes,(T wrote it on the Bb) Next one, Zhanghong, please.

Zhonghong: Leilei don't have a soccer ball.

T: No, no, no. Wrong again. What's correct answer? The whole class.

Ss: Lilei doesn't have a soccer ball.

T: Yes. (T wrote the correct answer on the Bb.)

Step 2: T began to teach the new section: Do you like bananas? 2b Listen again. Fill in the blanks.

Step 3:...

Step 4:...

案例分析:

(1) 请分析学生课堂回答错误的主要原因 (2分)

(2) 针对学生在课堂中回答错误的情况, 教师应该如何进行课堂学习评价和引导?

(7分)

(3) 请依据新课程理念, 对该教师教学过程中的优缺点进行分析 (6分)

#### 解析:

(1) 回答错误的主要原因是在英语学习过程中缺少语言环境, 受母语表达习惯的影响; 与汉语不同, 英语的谓语动词需要随着时态, 人称和数的变化而变化。

(2) 教师要在课堂中积极创设英语学习的环境, 解决课堂生成性的问题, 适时纠错; 指导学生进行有效的学习策略: 归纳学习, 演绎学习, 情境学习, 认知强化练习等。

(3) 优点: 能准确把握教材, 教学步骤环环相扣, 以旧引新。教学过程围绕话题体现交际, 注重从知识学习到知识运用。

缺点: 学生参与面不广, 活动形式单一; 没有讲究纠错策略; 教师缺乏课堂学习形成性评价; 复习时间过长。

#### 5. 【我不能昧着良心说话】

我曾经到一所乡镇小学听一位中年男老师的英语课。课堂教学方法非常传统, 整堂课以老师讲授为主, 这位老师自始至终脸上没有露出一丝笑容, 表情严肃且麻木, 偶尔有学生回答问题, 老师也几乎不作任何评价。课后评课过程中, 听课的老师问他, “为什么一堂课下来, 没有看到你表扬一个学生呢?” 他漠然回答: “实在没有值得表扬的学生, 我不能昧着良心说话。”

评价: 这位老师教学思想观念落后, 完全没有评价的意识。他找不到学生的闪光点, 进行的是没有方法、没有情感的教育, 这种教学的效果可想而知。

#### 6. 【“I’ d like some kitchen”】

学完“kitchen”这个单词后让学生造句, 有个学生将“kitchen”与前面学过的“chicken”这个单词混淆了, 站起来回答说: “I’ d like some kitchen.” 同学们发现了错误忍不住哄堂大笑, 这个学生变得满脸通红, 很不好意思。这时, 聪明的老师马上用很夸张的表情对他说: “Wow, you are a superman! You can eat the kitchen! But how to eat it? Eat the plate, eat the door, eat the window?” 并做出张大嘴巴去“吃”门和窗的样子, 引起该学生的注意, 其他同学现一次欢快起来。

评价: 这位老师非常聪明睿智, 同时富有爱心和幽默感。如果以简单的“You are wrong! Sit down!”那就会严重伤害学生的自尊心, 但却把学生的错误当作一个良好的教学资源, 借题发挥纠正错误, 用 supermen 的形象在课堂上制造出一片欢声笑语, 既纠正了这一容易混淆的问题, 又保护了学生的自尊心, 可谓一举两得。

#### 7. 【案例分析】

2003年12月15日新华网上有一篇题为《中美教师对同一个孩子的不同评价》: “我以生



命担保她行!”》的报道，文章指出一个在国内曾被老师批评为“没有数学脑子”，“已经厌学了”的女孩子斯蒂芬(英文名)，在被送往美国不到四个月，竟被老师评价为“有语言天赋”、“积极乐观”、“有创造能力”、“有人格的力量”、“优雅”、“是宝贵的财富”！下面是她的法语老师对斯蒂芬的评价：法语对她来说是一门全新的课程（她的第二门外语），同时她不得不掌握英语（她的第一门外语），还要适应文化氛围，但所有这些都难不倒她。斯蒂芬是个非常聪明的学生，她不时地展示她的语言天赋……出语亲柔的斯蒂芬总能轻松地表达自己的想法。她适应困难的法语发音的能力给我留下了深刻的印象……对班级和学校来说，她是宝贵的财富。她在任何学校都会受到珍视。

评价：四个月，并不足以让一个学生本身的素质发生巨大的变化，唯一不同的是她所处的教育环境，以及她所得到的评价与激励。当一个学生受到“珍视”时，和不被珍视甚至被忽略、受歧视时表现出来的行为是不一样的。

#### 8. 【案例分析】

又到期末测试了，一大早，李老师走在教室的走廊里，就听见学生清脆而响亮的朗读英语的声音。上午 8:30，英语考试准时开考，学生们在紧张有序地做测试卷。四十分钟很快就过去了，第一堂英语考试顺利结束。李老师刚回到办公室坐下，就有一个学生跟了进来，定睛一看，原来是三年级 8 班的 Peter（李老师给她的学生都取了英文名），这个学生学习习惯非常不好，每次考试都不及格，是最让老师头疼的一个学生。“Miss Li，你能帮我看看我的试卷吗？”Peter 仰着他的小脑袋有点期待地问：“这次，我妈妈每天都让我在家里听读英语。”“哦，原来是这么回事呀。”李老师笑了笑，忙在刚收上来的试卷中翻出 Peter 的试卷。一番批改下来，还真小有进步。“好像可以及格了！”李老师心里暗暗想到。结果，部分算下来，还差 5 分，Peter 的脸上浮现出一丝失望。李老师犹豫了一下，毅然在试卷上写上了大大的“C”（及格）。“Miss Li，我……”Peter 有些疑惑。李老师摸了摸 Peter 的小脑袋，“Peter 这段时间能天天坚持在家听读英语，这就是一种进步，老师这次借给你 5 分，相信 Peter 在下次一定能将这 5 分还给 Miss Li，对不对？”“嗯！”Peter 涨红着小脸使劲地点点头。

评价：案例中的 Peter 是我们教学中经常碰到的让老师头疼的学生代表之一，我们可以从他身上找到学生张三或李四的身影。看了这个案例，我们也发现了分数及等级在学生心中的分量，这些都折射出应试教育在今天的教育中并没有彻底退出历史舞台。Miss Li 在试卷等级处理上是睿智的，她没有一味生搬硬套，而是巧妙地兼顾了 Peter 在学习态度上的进步又保护了学生的自尊心。

#### 9. 【案例分析】

这是三年级的一节内容为 Unit 2 Look at me 的单词学习课。这节课，学生主要学习 head, eye, ear, nose, mouth 等人体五官的单词，老师在教学 head 这一单词后，照例让学生们一个个进行机械性操练，让学生逐个读单词，学生们也不负重望，一个个鼓足了劲大声地读单词，老师脸上露出了满意的笑容。轮到 Hellen 读了，只见她站在座位上把头埋得

低低的，紧闭着小嘴巴，这是一个刚刚转校的新同学，旁边的同学急得直跳，她的同桌把嘴巴凑到 Hellen 的耳边一遍又一遍地读“head, head”，但 Hellen 就是不肯读。“Come on, Hellen..”老师笑着鼓励学生，但无济于事。“要不，你坐下读？”老师建议 Hellen, Hellen 看了看老师，迟疑地点了点头。“Be quiet!”老师对其他同学作出了手势示意让大家安静下来。“Head”只听见一个细细的声音从 Hellen 嘴里发出，虽然小，但毕竟迈出了一大步。

“Wow, beautiful, can you say it again!”老师做出了一个夸张的手势，“head”，Hellen 的脸红扑扑的，声音提高了一点点。“Follow her, please!”老师顺势让同学们跟着 Hellen 读，只见 Hellen 的眼神亮了起来，也自信了许多。看到这些，老师开心地笑了。

评价：从案例中我们不难发现，每一位学生都是需要在老师或者是同伴中得到肯定的，他们都是上进心的。只要老师善于发现和鼓励，能“蹲下来聆听”，他们都能后来居上，拥抱成功，收获希望。如果案例中和老师忽视了学生个体之间的差异性，一味地以学生一时的得失判定某个学生“行或不行”，那 Hellen 也许从此一蹶不振，也许再也不会开口说英语了。正是因为案例中的老师充满爱心的评价，巧妙地缓解了这个女生的紧张与不安，使她战胜了胆怯心理，帮助 Hellen 找到了读单词的自信。

#### 10. 【案例分析】

这是一堂三年级的随堂课，教学的内容是 PEP Unit 1 Welcome back to school 的第二课。老师在教完新单词 boy 和 girl 后，让学生用新学的英语单词造句。经过小组一番讨论后，大家都纷纷举起了小手。“This is a boy.”老师非常高兴，“Good job.”“I'm a boy.”……轮到 Jack 说句子了，他是个学习成绩不好，又不爱发言的男生，只听见他洪亮的声音“I'm a girl.”话音刚落，教室里一下子炸开了锅，大家哄堂大笑。“哈哈，Jack，你是个女孩子吗？”Jack 有点不好意思了，这个上课很少发言的男生一下子就脸红了。“Oh, Jack, are you a girl?”老师故意把 girl 说的很夸张，“No.”“Good, I'm a boy.”老师读 boy 时故意加重了语音，“Come on jack, try again.”老师用期待的眼光看着 Jack，“I'm a boy.”“Excellent.”老师伸出了大拇指表示赞扬。“今天老师要表扬 Jack，因为他敢于大胆发言，I'm a girl 这个句子本身并没有错，但如果 Jack 在表述自己的性别，那就另当别论了，你说呢 Jack?”老师笑着看了看 Jack，“嗯！”Jack 想了想认真地点了点头。“Now, read together.”老师对同学们说。课堂又恢复了正常的教学秩序，老师偷偷地看了看 Jack，只见他正大声地和同学们一起读句子呢。

评价：由于遗传、教育环境、教学条件、学生的智力水平不同，学生的学习能力是不一样的，对大多数学生而言以同一标准进行评价是不公平的。本案例中的老师没有因为 Jack 的学习成绩不好而戴上有色眼镜看待他，而是尊重了学生的差异，看到了学生身上的闪光点，因材施教，既肯定了学生说的句子本身没有错，又适时指出了学生对知识点的混淆，让本来处于被动的 Jack 重新找到了自信心。

#### 11. 【案例分析】

《赴美就学笔记》的作者高歌在她的书中提到她的一次英语测试的经历，其中有很多地

方值得我们探讨与思考。

这天，英语老师克里默夫人宣布几天后要测验刚刚学过的 20 个单词，同学们马上唉声叹气起来。可她接着说：“我准备用一种新方法，这次你们每人出一套考题给我，我挑一份最好的考你们。”

新鲜！同学们欢呼起来，开始写考题了，教室里同学们议论纷纷，热闹极了。我心里盘算着：就 20 个单词出 20 道题，可该出些什么题呢！我一边回忆着老师讲授这些单词时提的要求以及以前给我们出的题，一边请教邻桌的同学。

我煞费苦心地想来想去，终于提笔写下了第一题，是填空题，共五小题，写下单词的解释，要求从 20 个单词中找出正确的词填在括号里。

第二题是选择反义词。我写下了一个新单词和四个别的单词，要求从这四个单词中选出与新单词相反意义的词。我还要了点小花招：写些正确的反义词，再写同义词，另外再写一个名词、一个形容词。

放学了，我回家忙了两个多小时，又写又改。后来又编了两道题。第二天，大家把自己编出的考卷都交给了克里默夫人。第三天，就是考试的日子。本来大家都怕考试，可这一次看得出，同学们都很兴奋：到底老师会选谁的试卷呢？克里默夫人神秘地微笑着把考卷发了下来。我急不可待地抓过来看上面的作者的姓名：呀！是我的！真是我出的考卷，我高兴得不知如何是好。

理所当然，我轻而易举地考了一百分。说是轻而易举，可我在如何出考题时已经费了不少周折。我这才醒悟：克里默夫人不动声色地让我们在测试前好好地复习了一遍，而且，大家还复习得又积极又主动！

评价：美国学者社斯塔费尔比姆认为，评价的最重要意图不是为了证明，而是为了改进。传统的学生学业评价习惯于用“分数”论英语，以一试定终身，只关注学生的学习结果，而忽略了学生学习的过程，认为只要你达到了及格线——60 分，就算是一个好学生。孰不知教育是一项巨大的复杂工程，单凭结果性评价是不能客观的、公正、公平地来评价一个学生的。案例中尽管克里默夫人没有学过新课程标准，但她懂得学生的心理，能在不经意间达到目的让学生主动参与学习的目的。在她眼里，分数不是唯一的评价工具，只是用来衡量学生知识与技能掌握程度多种方法中的一个标准，克里默夫人更关注学生在用心对待学习、对待生活时的一个态度，即一个“人”成长的过程。

## 12. 【案例分析】

小组合作表演是学生最喜欢的课堂环节。每次学完新的对话内容，老师都会在课堂上留出几分钟让学生分角色朗读课文。这是大家最开心的时候，因为同学们可以在讲台上扮演各种角色。在 PEP 小学教师英语第二册一单元教学中，我让学生在课堂上开展对话练习。学生们兴高采烈地开始练习了，到了展示的时间，教室里都是一只只高举的小手。Tom 是我们班一名优异的学生，成绩好，性格开朗、自信，就是有点管不住自己，总爱讲小话，每次小组比赛给组里扣分加分的都有他的名字，老师们对他是又爱又气。“Me, me” 只见他急得站了起



来。“OK, Tom, come here.”话音刚落, Tom得意地和他的小伙伴走上了讲台开始了表演了。因为演得十分好,大家不由自主地拍起手来。可轮到别的小组上来表演的时候, Tom却怪模怪样地学说同不的发音。老师不动声色地让同学们完成了表演。到了评选优秀表演组的时候了,大家一个个提出了小组的名字,就是没有 Tom 表演的组。Tom 有点着急了,他终于忍不住了:“老师,我们表演得这么好,为什么没人选我们?”我笑着看了看他:“哦,是吗?那为什么同学们不选 Tom 这组呢?”听见下面有学生嚷嚷起来:“别人在表演时,他不认真听。”“他还嘲笑我们。”……随着同学们一声声申诉,和 Tom 合作的同学们也开始数落起 Tom 了, Tom 的头更低了,泪水一个劲地往下流。我笑着摸摸 Tom 的头,语重心长地说:“安静一下,同学们, Tom 没有遵守课堂纪律,这是非常不对了。正如大家所说,如果你不尊重其他同学,你就得不到大爱的尊重。”我看着 Tom 问:“你说呢?” Tom 停止了抽泣,想了想,点点头。我环顾了其他学生:“但是,同学们,如果抛开 Tom 不认真听其他组表演这件事,你们觉得 Tom 这一组表演得好不好呢?”大家都不做声了。只见班长站了起来,煞有其事地说:“老师,如果 Tom 上课不捣蛋的话,我认为他们这一组表演得非常好。”我用眼睛瞥了一下 Tom,只见他脸上有点不好意思地样子。“哦,还有没有人认为 Tom 这一组表演得好的呢,同意的请举手!”只见班上学生陆陆续续地都举起了手:“哦?大家都这么认为?但是,我们不光要评价他们上台的表演,还要看他们是否认真听其他组的表演,所以,这一次,”我停顿了一下,“我们不能评他们组优秀!但是,我想请班长把这个笑脸替他们保管,什么时候 Tom 这一组学会了倾听他人的发言,什么时候我们再把这个笑脸给他们组,好不好?”“好!”大家异口同声地说。只见刚刚还垂头丧气的这组组员,又重新抬起了头……

评价:新课程的基本理念就是要教育学生学会学习,学会动手,学会动脑,学生生存,学会和别人共同生活,这恰恰是传统教育评价中的致命弱点。传统的评价观念中,不管学生品性如何,性格如何,心理状态如何,都统统不纳入评价范畴之列,只要学生的学业成绩好,三好学生、优秀学生都囊括其中,这才会在社会上出现诸如高分低能的学生案例。正因为如此,我国进一步加大了新课程改革,并将学生学业评价作为改革的重点之一。就本案例中的 Tom 而言,虽然他各方面都很优秀,但他不懂得尊重他人,而意外落选,老师通过这个契机帮助其进行自我反思,让他懂得在生活和学习中要学会与同学相互尊重、相互合作,学会和他人共处。

### 13. 【案例分析】

每次批改英语家庭作业时,我都会看到家庭联络本上学生或家长的留言。一次,三年级二班有一个女生 Lily 上课说话,我屡次点名批评都不改。下课后,我把她叫到办公室,语重心长地谈了一次心。当时,她一言不发,只是低头哭,因为下节课是语文课不能耽搁,她回到了教室。第二天,我在收上来的英语家庭作业本上意外地看到了 Lily 写给我的信。

Miss Li:请您原谅我上课时的表现,今后,我一定改正,请您一定要相信我,我不是一个坏学生。

您的学生

我看后心里像打翻了五味瓶一样，说不出的滋味，因为，我从来没有不相信我的学生，在我的心目中，每一个学生都是可爱的，都是“好”学生。为什么学生会认为自己是一个老师心目中的坏学生呢？想到这，我在学生的留言后写上了这样一段话：

Lily，老师看到了你的留言，心里十分高兴，因为你认识到了上谭讲话不光影响了自己的学习，同时也影响了其他同学的学习。相信你在今后的学习中，能遵守课堂纪律，认真听讲，老师对你有信心。另外，老师想对你说，你一直是老师心中的“好”学生！

Miss Li

发作业本的时候，Lily 拿到作业本后急不可耐地翻开，她看了看我，脸上露出了无瑕的笑容。Lily 在后来的课堂上真的如她所说，很认真，很用心，虽然偶尔也开小差，但很快就改正过来了。

评价：案例中，老师并没有依据学生在课堂上所谓的不认真听讲、屡教不改，而轻易断定学生是一个“坏”学生，给学生打上“坏”的烙印。正是因为她心中没有一个“坏”学生，她才会认真去看 Lily 的留言，才会放下老师的身价蹲下身体和学生对话，才会用心和学生交流、沟通，让作业本成为师生对话的平台。只有教师发自内心地去尊重学生、爱护学生，使学生真正地感到老师可亲可敬、平等待人，学生才会“亲其师，信其道”。

#### 14. 【小谢老师的茫然】

小谢老师刚从师范学院毕业。踏上三尺讲台，她就接手了一个六年级的英语教学。小谢老师仿佛有无尽的青春激情，要将自己的理想付诸于教育实践。可是伴随着教学工作的开展，随之而来的却是许多教学方面的无奈和迷茫。其中，如何进行作业的设计和试卷的编制就难住了她。

在进行了一周的教学活动后，她发现学生对于要完成的作业似乎已经毫无悬念，反正每天不是听英语录音就是抄写单词、背诵课文，没什么例外。甚至老师还没有布置，几个“快嘴”的学生就自行口头布置了，这让小谢老师有些尴尬。细细地反思，小谢老师也觉得自己作业布置的的确有些单调乏味，却又不知怎样改进，于是向办公室里的几位教师请教。

“老师，我不知道怎样设计学生作业和命制测试题？”

“什么？你还设计什么呢？这很简单的，你就随便使用练习册和听读背默就行了！”

另一老师走过来补充道：“对了，你是年轻人，你懂得运用电脑的，考试试题你就可以到网上搜一些内容打印就行了，不用自己设计，那么费神。”

小谢老师听了这些建议，却仍然迷茫着。

评价：从这个案例，我们可以看到，小谢老师在教学中，对学生作业是无设计的，试题是无编制的，一切都是在无准备的情况下进行的。这并不是个别现象，而是许多教师作业布置和试题编制的常态。显然这样的方式是不可取的。小谢老师迷茫的是，还不知怎么做才是对的，才是更科学的。其实，作业设计与试题编制，都有一个系统工作的程序，其中首要的是注重作业的设计和试题编制的准备，准备好了，一切都会有序和有效。

**案例：**

在我刚接新概念（1）这个班的时候，从他们英语老师那儿了解到：班上有个叫 Star 的男生，性格非常地内向。英语学习一直以来都比较困难，成绩长期处于班级中下水平。他上课从不举手，有时被老师请到发言时，也是站在座位上一声不吭。时间久了，老师和同学们仿佛渐渐淡忘了他的存在，一堂课除了“开小火车”的练习，几乎听不到 Star 的声音。面对这样一种状况，我一开始就给他一种关注，让他感觉到老师的关心和帮助。第一次英语课上，我在教“Look at me ,this is my head, this is my ear…”时，领读了几遍后让个别学生来读，并且有意叫到了 Star，他开始不说话，我又给他读了好几遍，可他显然有点不耐烦，干脆说了一句：“我读不上来。”就不愿再跟读了。当时我真的有点尴尬，可转念一想，马上有了主意，于是我把全班分为两大组来竞赛，男孩一组，女孩一组。规则是：两人合作，其中一人随意指自己身体的一个部位，另一个人快速用 this is your … 表达出来，如果表达正确，他的搭档就要重复一遍，如果不对，则要改正过来，可以拿上书。最后给说的单词多的组每人加一颗星，结果这一招还真灵验，每个小组都干劲十足了，互相分配任务，Star 也非常积极地给他的同伴配合，我待同学们基本上都读了一遍后，看教育的时机已到，便说：“老师开始学英语时有很多句子也不会读的，但我坚持一遍又一遍地跟读，直到第十遍才终于学会。”接下来，我又叫了 Star，请他读出“Look at me ,this is my head, this is my ear……”等句子，在我的鼓励下，他终于拾起了自信，鼓起勇气大声读出来了，虽然读得不太好，但我还是给予他“Excellent！”的最高表扬，并对其他同学说“Clap your hands!”

#### **现象分析：**

这是一个英语课堂中反复操练的环节，对于没接触过英语音标的小学生来说，这个环节是必不可少的，然而却也是非常枯燥的。无论我们怎么优化这一过程，把他变成一场游戏或一场竞赛，仍避免不了反复地读、说与纠音。教学中，存在着学生接受能力的差异是很正常的，但我决不能让学生存在不想学的心理。

#### **对策：**

在我的课堂中，我在设计合作活动时，更多地为像 Star 这样的孩子安排双人合作、小组合作等不同的形式进行活动。由于经常性地被老师请到在课堂中进行合作的活动，Star 格外珍惜这样的机会。他在每次课前都能做到主动预习或复习，希望能够有更好的表现。我发现，渐渐的 Star 上课时的注意力比以前集中了，还常常主动跑到办公室，帮老师干些拎录音机、端本子之类的事。与同学的相处变得更加融洽，学习也主动和认真多了，一学期下来，Star 竟然破天荒地得了一个“A”。

#### **课后反思：**

在英语课堂教学中，教师需要更加关注这样的一些特殊学生，有意识地与这些学生进行合作表演。有时也可以有意识地与他们通过分工合作的方式，一起完成力所能及的小任务，让学生感受到老师对自己的信任。比如，课文表演的示范、一次采访活动等等，都能够让学生获得温暖与被重视的感觉，

当然，“小组合作学习”只是一种新的教学手段，有了它，可以使我们的课堂更加精彩，促进、加快学生对新知的理解、掌握，帮助一部分学习差的学生尽可能多的融入课堂，从而培养他们的学习兴趣。但它绝不是一把“万能钥匙”，我们不能不顾教材的特点和学生的实际，一味让学生去合作、交流，那就是滥用。滥用的后果只会导致学生思维的依赖性、等待性。我们还应该努力培养学生独立思考问题的能力，让他们成为会合作、会交流、有个性、有主见、会学习的新世纪的创新人才。

因此，在课堂教学中，教师应有意识地围绕教学内容，创设便于小组交流的情境，引导学生主动地、创造性地开展言语交际活动。小组活动时，教师应观察各小组的进展情况，启发和引导学生之间的互动，并适时地为学生间的言语活动提供语言、句式等方面的帮助。另外，教师还要有意识地组织小组学习成果的交流，如小组会话比赛、听力竞赛、单词接龙竞赛、段落记忆竞赛、快速阅读理解竞赛等，以增强小组成员间的合作意识和竞争能力。总之，教师一定要把握好一个度，只有在正确的教育和引导下，学生才能够真正学会在交流合作中成长。

## 第四章 教学实践与技能

### 第一节 教材

#### 一、教材的概念、特征、功能、作用

##### （一）教材的概念

什么是教材？在教育界，学者们由于立场观点的不同，对教材概念的解释形成了不同认识，择其主要分别如下：

1. 进步教育派认为，教材是人类行为经验的方法，它是关于一切自然和社会现象的解释，或者说是对于宇宙和人生的各种实体的说明。
2. 布鲁纳认为，教材是传递教学内容的手段。
3. 教材是教学过程的一个要素，最普遍的广义说法是，教材包括了教师的教授行为中所利用的一切素材和手段。在此意义上，教材是“教授及学习的材料”，是师生之间的媒介。

以上定义均从不同侧面揭示了教材的概念特性，表明教材概念的多样性、不确定性。

**构成教材**必须包括其**基本要素**和必要条件，基本要素其一是**信息**（用以表达规范化和符号化的语言和思想）；其二是**信息赖以存在和显现的物质载体**（如语言、甲骨、木竹、石、皮、帛、纸、胶片、磁带、录像带、软盘等）。必要条件是教材得以实现其社会价值、发挥功能的**活动——教育教学活动**。因此教材应当包括教学的内容和教学的教材两大部分，同时要凸现教学双方的相互作用，由此可以从教材的功能属性来定义教材的概念：**教材是教学过程中教师用来协助学生学习达到（教学目标）的各种知识信息材料。**

由此可知，教材概念的外延比较广泛，其主要包括了教科书、教学参考资料、阅读资料、活动指导书、教学音像资料和教学图表等。

##### （二）教材的特征

根据哲学观点，某一事物的本质及基本属性要在与其他相关事物的关系中得到体现，从不同角度研究观察该事物可以看到事物不同属性，并从中抽象出事物的本质特征。因此可通



通过分析教材基本属性从中探求教材的本质特征。

### 1. 教材的基本属性

(1) 教材的工具性。教材史表明，教材是在教学矛盾相互作用中产生并发展起来的一种产物或特殊的知识载体，它是帮助教师施教，学生学习，并最终促进学生发展的有效工具。

(2) 教材的系统性。教材与其他知识载体相比较，区别在于教材是为教学服务的，因此教材设计要符合教学论要求，同时在整体上形成知识网络或知识链，一方面要保持自身的系统性；另一方面要与直接关联的教材在内容上相衔接。

(3) 教材的科学性。教材的首要功能是传递人类文化知识经验的精华，反映现代科技发展水平，因此教材所选择的内容，要切实保证其科学性和逻辑性。

(4) 教材的教育性。教材作为道德教育与品德教育的重要途径，具有重大的教育价值。

(5) 教材的教学性。编制教材的目的是为了教学，因此教材不仅是一部科学著作，而且要符合学生的认知特性，深入浅出，循序渐进，这是教材不同于一般科学著作的特性，它明确反映在教材的结构和内容上。

(6) 教材的规范性。教材尽管随社会的进步而变化，但教材史表明，教材的基本结构业已形成，尤其是中小学教材，强调知识的基础性、基本性，因此教材内容显得相对稳定，在教材的编制体例、印刷规格、符号、质量要求等方面相对统一标准。

(7) 教材的艺术性。教材作为学生获取知识能力的支持工具，它就应当利于学生认知、理解、吸收、消化、运用，为此教材在表达上要求符合审美特性。

(8) 教材的实践性。教材与其他知识载体相比较，不仅以一般的实践为基础，而且是科学实践、生产实践、生活实践、教学实践综合作用的产物，是各种社会实践宏观规律的综合反映，仅靠理论思辩或某一种社会实践难以建设优质教材。

(9) 教材的发展性。教材本身的成长是一个反复使用实验修改和不断完善的过程，同时，随着知识信息的增加，社会的进化，教育的发展，教材需要不断更新换代，才能适应社会的需要。

(10) 教材的民族性与国际性。教材深刻反映民族文化和心理意识，这一点在人文科学教材上反映最为明显，民族教材、乡土教材的兴起反映了教材民族化的趋势；另一方面，伴随世界政治、经济、文化教育交流与合作的广泛与加深，教材在国际范围内的交流与合作也得到加强，主要表现在外语教材及自然科学教材等方面的合作交流。

### 2. 教材的本质特征

(1) 教材是一种综合社会实践的产物，它是为一定的教学目标服务的，是一定教学目标下知识结构的具体化。

(2) 教材是以整体的科学知识系统的形式而存在的。

(3) 教材体系毕竟是人工设计创作的系统，而不是人类经验本身。

(4) 教材系统是一个发展着的相对稳定的系统。

综上所述，从中推演教材的本质特征，即与其他知识载体的根本区别点是：教材就是人们按照一定教学目标，遵循相应的教学规律组织起来并发展着的科学理论和技术的知识系统。

教材的本质特征是作为教学资源尤其是学习资源而存在，其基本功能是教学功能，这个基本特征和基本功能在教材发展史上始终存在，所变化的只是教材的非本质特征和附带功能。对此问题的明确认识，有助于改变人们的教材观，有助于提高教材教学的质量与效率。

### （三）教材的功能

所谓功能，即教材在学校教育教学中的价值与作用，可从其外部和内部两方面来审视。

#### 1. 教材的一般功能

（1）**传递人类文化遗产和科研成果的功能**。从教材的特性中可知，教材中包含了人类千百年来积累起来的文化知识精华，其内容反映社会科学、自然科学和思维科学的各个方面，并且经过教育学观点的精选而加以重构，担负传递经验，使个体尽早完成社会化的历程。优质的教材本身就是人类文化精华的浓缩与集中。

（2）**促进学生个性全面发展的功能**。教材是为学生学习而研制设计的，因此教材以学生的全面发展为目标，包含促进学生展开积极学习活动的事例，以及生活经验与学习体验本身。

（3）**提高学校教育教学质量的功能**。教材是学校办学的三项基础建设之一，它在一定程度上反映着一个学校的办学水平和学术水平。因此，教育教学的质量，在很大程度上取决于教材的优劣。

（4）**促进学校教育改革的功能**。教育的中心问题是提高教育教学质量，而提高教育教学质量的关键是改革课程教材。因此，教育改革的方向也就决定了教材建设的方向，反过来教材建设的方向也表征着教育改革的方向，教材的科学化和现代化有力地推动着教育改革的深入。

（5）**教材的社会教育功能**。教材是系统地、有计划地、大规模地进行社会教化和思想道德教育的重要工具及主要内容。从教材发展史上可知，教材自产生起，就具有社会教化和培养人才的双重任务。教材文化影响着每一个人。

（6）**促进科学技术发展的功能**。教材既是对人类科技成果最系统、最简单的总结和继承，同时也是科技成果的重要储存和传播手段，更重要的是，教材通过启迪受教育者的心智，使其富有创造性，丰富人类文化知识宝库。

（7）**教材建设对学科建设和课程建设的功能**。教材建设是学科建设大系统中的子系统，它要为学科建设服务；课程建设在很大程度上依靠教材建设的成就。所以，教材建设是一件非常具体的基础建设，如果缺乏教材建设的保证，课程建设与学科建设只能是空想而已。

（8）**促进国际文化教育交流与合作的功能**。从现代角度看，教材不再是“文化教育侵略”的工具，而是成为国际间文化教育交流合作的重要组成部分，某些优质教材（如外语教材、自然科学教材）已成为国际通用的教材，这是教材国际化的一个重要象征。

#### 2. 教材的内在价值

此外，教材对学者而言，还具有内在的价值，表现为：

- （1）实用的价值，可以提高学习者适应社会生活的能力，提供职业准备；
- （2）文化的价值，促进个人人格的发展，传递社会规范文化，养成社会道德；
- （3）训练的价值，促进受教育者认知因素与非认知因素的发展。

### （四）教材的作用

教材作为一种教学要素和其他要素共处于一个教学系统中，势必会对系统内其他教学要素产生影响和作用。而从中又可见教材在教学内部活动中的功能。

1. 教材对教学目标的作用。现代教学目标不仅要体现教学基础知识，培养基本技能，还着重培养学生的自学能力，“教会学生学会学习”，因此教学目标的达成需要一定的教材来实现。从这个意义上说，**教材是教学目标的最直接体现者**。

2. 教材对课程的作用。课程主要体现社会及学科知识和教学的要求，它们逐步落实教学目标，而教材则是课程得以实施的具体保证，是课程的“物化形态”。没有教材作保证的课程只能是空中楼阁。

3. 教材对教师的作用。教材是教师教学工作的主要依据，或者说是其“剧本”。它可以减轻教师工作量，缩短讲述时间，为教师采用创造性教学策略提供有利条件。有利于统一规范教师的教学，有利于提高教师的教学质量。

4. 教材对学生的作用。教材作为“无言的教师”，打破了教师对教学内容的垄断，并使学生减轻了笔记抄写和记忆的负担。教材成为系统、高效有序地获取知识的主要工具，也是培养思维能力和形成社会道德的重要途径，同时为自学提供了便利条件。

5. 教材对教学环境的作用。表面上看，教学环境处于教学活动的外围，其作用表现为相对静止，但实际上它却以特有的影响力干预教学活动的过程，影响教材的展示，影响教学活动的效果

6. 教材对教学策略的影响。既定的教材制约教学策略的选择和运用。但教材并没有限定教学策略的作用，同一教材可由不同的教学策略来实施。

7. 教材对教学评价的作用。教材是教学评价的重要工作内容，是课程评价的具体内涵，具体反映了学什么内容及用什么标准来测评教学的质量，因此教材的结构优化、设计与运用成效亦可作为检查教学质量的重要标准和内容。

8. 教材对教学观的作用。教材与教学观形成紧密的联系，一方面，教学观指导教材的编制与设计；另一方面，教材具体反映一定的教学思想并使之得到具体表现。

9. 促进学习的作用。教材是促使学习活动得以从潜在形态转化为现实的教学媒体，学习者通过学习各类教材，获得知识，形成能力。

10. 实现多种学习策略的功能。借助各种类型的教材，可以展开集体学习、小组学习和个别学习。教材的编制与设计主要服务对象是学习者，学习者可依据自己的特点进行选择。各类教材因其特性和使用范围不同，教师学生可依据教学需要进行选择，一旦选择就意味着教学策略的确定，从而为实现多种学习策略提供基础。

同时，从传播学角度看，各种类型教材的传递信息能力有所差别，而且学习者的参与程度也有不同。例如电视、无线电广播可同时播送，电影、录象、幻灯等供室内或小团体使用，教科书等供个人使用，学生易激起参加前二者的感情或行为，所以教学中采用多种教材类型则效果颇佳。

11. 教材对教学模式选择的制约作用，一般认为，**教学模式的选择应从教学目标、教材的难易与学生年龄及知识基础等方面考虑**，反过来，教材的难易成为教学模式选择的重要依据。如果教材难度小，则选择讨论式、练习式甚至是自学式。这是教材对教学模式选择的一般影响。

总之，以上从各个角度分析了教材在社会和学校教育教学中的地位与作用，研究结果充分反映教材功能的广泛性和综合性，教材的这种多功能性促使我们不能只从学校教育学的角度看待教材的作用，而应当从更广泛的社会意义上认识教材的功能与价值。

## 二、教材的阅读、分析、处理

教材是教师进行教学的基本材料，也是学生认识世界的媒体。对教材进行分析和处理，涉及到教学流程的众多方面，是教学成败的关键，也是教学设计的基础。掌握对教材的分析和处理技能，是教师一项富有研究性的行为。



### （一）教材的阅读

对于教材的分析与处理，教师的首要工作是精通教材，而精通教材必须阅读教材以及与教材有关的书刊。这项工作可以分为三个层次：通读、精读、多读。

1. 通读。通读是指把整个学段（第一学段或第二学段）某一学科的教材通读一遍，不论哪个年级的任课教师都应如此。通读的目的是对整套教材内容有一个比较全面系统的了解，从而领会教材的宏观结构和基本内容，理解教材的编写意图，把握教材的内部联系。作为某一学科的教师，如果不了解本学科上下年级的教材内容，教学中将会出现前后脱节或时紧时松的现象，不能科学地安排教学进度，难以有计划地完成教学任务。

2. 精读。精读是指对将要使用的教材细心阅读，大至教材系统脉络，小至概念内涵都要认真领会，仔细推敲。精读的目的在于吃透教材，对教材内容不仅知其梗概，而且要掌握内涵。教师理解教材越深越透，处理教材时越得心应手。

精读，不仅要读教材，而且还要读学生。根据教师在平时教学中，对学生的实际情况的了解，在读教材时要进行换位思考，即教师从学生的立场上去思考，哪些学生可能会产生什么样的反映，哪些学生又会表现出什么样的思维倾向和特点，并尽可能地体现到实际教学情景中去。

精读另一层含义是对教材的再认识、再理解。要用批判性的眼光审视教材，根据教材的具体内容从认识论的高度进行再认识、再解剖、再理解，从而对教材的分析、整合、构建做好前期的准备工作。

3. 多读。多读就是多读点参考书，读的范围尽可能广一些，思考尽可能深一些，这是一个长期的、艰巨的“备课”过程。多读的目的是为驾驭教材而丰富自己的知识，提高教学能力。有些优秀教师讲课时能提纲挈领，深入浅出，驾驭教材轻松自如，原因就是读书多，领会的也多。各科教师不仅要读本学科方面的书，还应该读些有关学科和相关教育理论方面的书籍。此外，还应该多读些教育报刊上有关教材分析和教学经验的文章，这对掌握和运用教材很有帮助。在多读的过程中，摘录相关知识，分类储存，经常查阅，作为分析教材时的参考和借鉴，这是十分有益的。

### （二）教材的分析

在精读教材的基础上，教师应对教材从整体上作详尽地分析，理解教材的特点，分析教材的内涵，把握教材的重点、难点和关键处，理清教材的知识点，从而为组织处理好教材奠定扎实的基础。

#### B. 理解教材的特点

理解教材的特点非常重要，它能使教师明确教材的教育功能和教学目标，认清教育改革方向，体会教材的编写思路和特色，了解教材的结构体系，在教学实践活动中贯彻新的教学理念，进行教学改革。

##### 1. 着眼于 21 世纪对人才素质的需求，体现鲜明的时代特色。

新教材注重创新时代对学生素质提出的新的要求。既要为所有的学生打下共同的基础，也要注意发展学生的个性和特长。教材内容的选择与确定注意从教育的目标出发，精选知识内容，以利于切实加强基础知识教学和基本训练。各科教材还注意了减轻学生过重的学习负担，促进他们主动地生动活泼地发展。

各学科教材还注重结合学科特点，挖掘教材中德育要素，培养学生正确的学习态度、浓厚的学习兴趣、顽强的学习毅力、坚定的学习信心、实事求是的科学态度和独立思考、勇于

探创新的精神；同时非常重视培养学生健康的审美观念和审美能力，陶冶高尚的情操。

各科教材还十分注意培养学生现代社会和未来社会所需要具备的正确观念，如科学技术发展观、环境保护观、可持续发展观等等。

### **2. 重视整套教材整体性，综合发挥教材的整体育人功能。**

合理安排教材结构，注意与其他学科教材的横向联系，努力做到学科体系与学生认知规律的和谐统一，以提高全套教材的整体效益。各学科教材突出自身的特点，在道德教育、知识传授、能力培养、发展个性心理品质等方面既有合理的分工，又有相互密切的配合，注意不同学科的知识、技能的迁移和横向联系。

### **3. 重视教材内容的基础性，建立合理的教材结构体系。**

在知识方面，精选最基本的，突出主干知识，突出知识之间的内在联系，以现代观点讲述科学知识的基本概念和原理。根据学科知识和能力培养的内在联系和学生的认识规律，建立与学科自身特定的教育教学功能相适应的结构体系。

新教材注意合理安排教材知识内容的重点和难点，研究学生的学习规律，力求清晰地展示教材知识的内在逻辑联系，从而有利于教师引导学生建立起科学知识的基本知识和网络，使他们对所学的知识能够灵活应用，触类旁通。

### **4. 重视学生的主体性，引导学生积极主动地学习。**

教材的安排注意揭示获取知识的思维过程，使教学要立足于把学生的思维活动展开，注意概念和规律的提出过程，知识的形成和发展过程，使学生在获取和运用知识的过程中发展思维能力。

新教材重视学科方法的训练，包括对学科学习方法的指导，提高学习效果，为学生终身学习奠定基础。各科教科书注意体现学科的思想方法，培养学生的各种能力，培养他们独立获取、运用和扩展知识的兴趣和愿望。

### **5. 重视教材的实践性和应用性，理论联系实际。**

新教材在设计和编排上注意使学科知识联系生产实际、自然和社会现象的实际和学生生活的实际，重视学生的实践活动，提高学生对知识的应用意识和能力。各科教材都比较重视教给学生解决实际问题的方法；结合知识的实际应用加深对新知识的理解。教材增加了学生动手的机会，重视实践的设计和安排，培养实事求是、严肃认真的科学态度和严谨的科学方法。

### **6. 教材编写建立在科学研究基础之上，体现创新精神。**

重视研究学科发展和学科新观念对教材编写的意义。教材内容以《课程标准》为依据，注意本学科的研究和最新发展，研究并适当地吸收本学科的新观点和新方法论，力求体现和介绍各学科的新知识、新观点、新成果、新方法，用新的观念指导教材内容乃至体系的更新，使教材具有时代气息。

重视教育科学领域研究的新发展对教材编制的要求。以现代教学论和心理学为依据，研究学科特点和学生认知特点的关系，努力运用和体现教育、教学的新理论、新思想，以建立适合学生心理发展的学科结构和合理的教材结构。新教材的编写力求把那些被实践证明对学校教学有积极促进意义的内容转化到新的教材之中，使有价值的实践经验通过教材得到广泛的推广，提高教育教学的效率和质量。同时，各学科在教材编写过程中也注意研究与本学科联系紧密的特定教育教学理论，突出教材设计的学科特性。根据教学的需要，注意引导教师运用模型、投影、录音、录像等教学手段，特别重视计算机辅助教学、多媒体技术等现

代化教学手段在教学中运用的可能性和潜力。

## 分析教材的内涵：

教师对教材内容不仅要知其然，而且要知其所以然，达到理解透彻，融会贯通，内化为自己的知识，真正做到“使其言皆若出于吾之口，使其意皆出于吾之心”。对教材只有理解深刻，才能挖掘教材精髓。分析教材，就其角度而言，主要包括：

(1) 编者的角度。教材是编者根据《课程标准》中规定的学科教学的整体目标和要求，以及学科教学规律和学生的认知发展规律而精心编写的。从编者的角度分析教材，了解教材的编排体系，理解编写意图，有利于居高临下地把握教材。

(2) 学生的角度。教材既是教本，又是学本。教师应设身处地地站在学生的角度上分析教材：哪些地方使学生感兴趣，哪些地方难以理解，哪些地方最感人，哪些背景不了解，这样就会比较准确地把握教材的兴趣点、疑难点、动情点、背景介绍点，从而增加课堂教学的针对性。

(3) 教师的角度，**教师是教学的组织者和引导者**，要抓好两个“统一”：即一是编写者与学习者的统一，有时编者的要求与学生的愿望不相统一，需要教师协调二者的关系，围绕编者的意图，考虑学生的特点，对教材进行合理取舍；二是编者与教师的统一，编者的意图须靠教师在教学中体现出来，教师须根据编者的意图确定教学目标，设计教学程序，力求充分地发挥教材的教育功能。

## 分析教材，就其内容而言，主要包括：

**(1) 分析教材的地位和作用。**即分析这段教材在全套教材中的地位和作用及其对后续学习的影响，这段教材对形成学生认知结构、训练技能、品德培养的作用。

**(2) 分析知识结构和特征。**一是分析结构关系，即这段教材与前后教材知识结构的关系——来龙去脉，层次脉络；二是分析类型特征，即分析这段教材所包含的知识类型（陈述性知识、程序性知识和策略性知识）。

**(3) 分析教材所涉及的技能 and 能力。**一方面要分析这段教材涉及哪些技能和能力，另一方面要分析通过这段教材的教学，训练学生的哪些技能，发展他们的哪些能力。

**(4) 分析教学的要求。**就是确定这段教材的教学目标，一方面必须按《课程标准》、教科书和学生的实际情况确定每课时的教学目标，另一方面又要有变化和发展的观点，即同样的内容在不同的教学情境、不同的教学阶段中要有改变、发展和提高。总之，对教材的分析，一要深刻，二要全面，三要独到，要有真知灼见，才能揭示教材的本质。**(地位与作用，内容，教学目标)**

## 把握教材的重点、难点和关键处：

我们经常讲，课堂教学时，很重要的一条要突出重点，突破难点。因此分析教材，就要找到重点，发现难点，抓住关键处。

### 1. 重点

什么是重点？所谓重点，是教材中最重要、最基本的中心内容，是教师安排教学结构的主要线索，是教师必须着重阐明的部分，学生必须牢固掌握的部分。如何分析重点呢？**确定重点的方法主要有以下四种：**

(1) **要明确重点的相对性。**重点内容是相对而言的。因而，一方面重点章节既有更重要的部分，也有非重点的内容；另一方面，某一内容在该节内可能是重点，在全章或全书就不一定是重点了。

(2) **根据教材的主次确定重点**。分析重点时，应当首先分析清楚教材的内在联系，其次要明确各部分教材在整体中的地位，再根据各章节教材的教学目的，来确定教材中的重点内容。一般来说，每本教材都有重点章，每章都有重点节，每节（课）又有重点内容。教师在对教材内容进行深入分析、统观全局的基础上，确定教学重点，并紧紧围绕重点内容设计教学，通过各个教学环节、各种教学手段，突出教学重点。

(3) **根据教材的难易程度确定重点**。一般来说，难而深的教材大多又是重点教材，只有少部分与教学目的没有直接相联系的内容，可能难度很大，但不是重点。

(4) **根据学生的已知或未知情况确定重点**。分析教材时应注意，已学的内容不能作新课的重点。有时从局部分析，某问题是某节的重点，但由于这个问题前面已经学过，就不能作为新课的重点了。

有时候，重点内容不易确定，要经过反复推敲，才能分析得出。这就要求教师在实践中，要结合以上各种方法，钻研教材，全面衡量，作出正确的判断。

## 2. 难点

所谓难点，是指学生感到难以理解或接受的内容。这些内容之所以成为难点，产生的原因有三：一是由于**知识本身抽象、复杂**难以理解而成为难点；二是客观存在的事物现象属于宏观或微观世界，**不能全面地、直接地感知**，难于形成真实的表象而形成难点；三是一些区域性的**事实材料多而复杂**，容易混淆不便记忆，也可能成为难点。掌握难点形成原因后，就不难发现，凡符合上述三点之一者可能是难点内容。

因此在分析教材时，**要根据具体内容的特点和学生的知识基础**来确定教学难点。应当注意的是，分析重点和难点时，应明确两者的关系。一般来说，难点大多数是重点，尤其是第一种原因形成的难点多为教材重点。但也有些难点不一定是重点，重点也不一定是难点。对于既是难点又是重点的内容，教学时要多花些功夫；对于非重点的难点，只要能解决疑难就行了。另外，任何一节教材内容都有其重点，但不定都有难点。

## 3. 关键处

所谓关键处，是指在学生理解和掌握知识过程中起关键性作用的那些知识，即通常说的“教学突破口”。只有把握住教学关键，才能突破难点，突出重点。教学关键点的确定，要在明确教学重点、难点的基础上，在新旧知识的结合点上做文章。

### 理清教材的知识点：

如果说理解教材的重点、难点和关键处是从宏观上、总体上去把握教材的话，那么，理清教材的知识点则是从微观上、局部上去驾驭教材。知识点是教师吃透教材和学生理解教材的基础。每一章（节）教材内容都包括若干知识点，有些知识点在教材中是十分明确的系统的，而有些则是较为隐含、零散的。知识点的划分既不要太细，以便突出重点；也不能太粗，以防止遗漏有关内容。教师在分析教材时，要将知识点一一列出，以便教学时心中有数，评价时有所依据，确保知识点的落实。

另外，在分析教材确定其知识点时，还应注意深入挖掘教材中每个知识点的“智力价值”和“情感价值”，以便通过有关知识的教学，激发学生的学习兴趣，培养和发展学生的能力，对学生进行思想品德、科学态度和科学方法的教育，达到促进学生全面发展的教学目标。

### （三）教材的处理

教师在分析教材的基础上，根据学生的知识水平和年龄特征，从实际需要出发，要对教材内容进行创造性的再处理。事实上，组织处理教材是在宏观教学思想指导下的微观操作，



牵涉到方方面面，这里仅提示几点：

## 1. 适当精简内容

精简就是对课本正文的某些内容，可以略讲或不讲。

凡是学生已学过的知识内容，无论是事实材料还是理论知识，都不要当作新知识传授，一些重要的内容，如须再现，则可采用复习提问的方式。要做到上述这点，教师必须熟悉各个教育阶段，各个年级的教材，并了解相邻学科的有关内容。在对教材内容进行精简时，应当注意同一题目、不同说法的知识，或扩大、加深的知识是属于未知的，不能将这些内容当作“已学过的知识”，因而不能精简。

精简教材，一般适用在教学内容多，而课时又不足情况下来完成教学任务。为了解决这种矛盾，教学时要着重讲清教材的重点和难点内容，而把次要或学生看得懂的教材略讲或不讲，指导学生学会自学，然后提高巩固。要做到这一点，教师应当深入钻研教材，认真分析教材，抓住教材的重点，分清内容的主与次、难和易，并了解学生的实际水平。

## 2. 适当补充内容

对教材的内容既要精简，有时又要补充，两者是对立统一的，统一表现在于都是为了提高教学质量。补充的情况较为复杂，可以从以下几个方面来讨论。

### (1) 补释术语

在现行课本中，大多数术语是以正文、插图加图下小字说明、注释等方式作了解释的。但是也有一些术语，未做解释，这就需要我们作必要的补充解释。

(2) 有些基础知识，在课文中都未谈到，需要加以适当的补充。但要注意的是增补内容的深度，要讲科学性，避免主观随意性，更不能认为超越教材越多越好，越深越好，加重学生的负担。

### (3) 补图形之不足

课本表达内容手段，一是文字，二是图形，而有时图形的作用大于文字。

### (4) 补充实际事例

可联系国内国际形势的发展，更好地说明问题和进行思想品德的教育，但必须结合教学内容，以教材内容为主题展开。

## 3. 加生动的描述

课本中阐述或描述的一般都比较简练，生动不够。为了提高学生的学习兴趣，加深对知识内容的印象，增加思想教育的感染力，教学时教师还需要增加一些形象、生动的描述。

## 4. 适当调整顺序

一是课本中已有的内容，或因安排欠妥，或因叙述不明，需要进行调整或剪裁，整理成前后连续，条理分明，层次清楚，符合逻辑顺序，以利教学；二是为了内容的完整性。但无论怎样调整都要符合学科的科学性。

## 5. 注重内在联系

分析和研究前后教材内容之间的内在联系，明确本节内容在整个教材内容中的地位和作用，以便准确地掌握本节教学内容的深度和广度。心理学研究表明：影响学生学习的最重要的因素是学生已有知识经验。教师在分析教材时，要特别重视分析新的学习内容和学生已学过的内容之间有什么联系，明确已学过内容在后面的学习中又有哪些运用和发展。

总之，教材是教和学的最直接的凭借，教师只有全面深入地分析教材，科学地驾驭教材，才能从根本上提高教学质量。

### 一、教学目标的含义

**教学目标是指教学主体预先确定的、在具体教学活动中所要达到的、利用现在技术手段可以测定的教学结果。**它表现在对学生学习结果及终结行为的具体描述，或对学生在教学活动结束时其知识技能等方面所取得变化的说明。

教学目标这一概念具有四层含义：**一是教学目标是师生双方共同的目标**，对于教师来说，就是讲授的目标；对于学生来说，就是通过教学活动最终产生的终结行为的变化。**二是教学目标是一种预期结果**，是教学活动过程终结后出现的结果，而不是现实变化。三是教学目标是**经过努力可以达到的结果，是具体可操作的**。四是教学目标是**可以测量的**。

教学目标可以分为课程目标、单元目标、课时目标。由于课时是教学活动的基本单位，所以教师在进行教学设计时，虽然对各个层次的目标都要加以考虑，但着重是对课时目标的制定。

### 二、教学目标的分类

教学目标分类是当代教学论领域中最重要、最有价值的课题。详可见各学科的《课程标准》。

### 三、编制课时目标的基本要求

由于课时目标是以课时为单位的教学任务的具体化指标，它是在课程目标的总体指导下，对单元目标的最具体、最明确的表述，是教学目标中最基本的单位。因此，在制定课时目标时应做到：

1. 内容全面。除了顾及认知领域的目标外，还应充分考虑技能和情感领域的目标，并能体现这三类目标的相互关系，形成目标系列。

2. 层次分明。能把握课时目标的层次。如在认知领域中，要将目标划分成几个层次，每个层次的目标内涵都要有明确的规定。

3. 要求适度。上课时内容的提炼，既要符合《课程标准》、教材要求，又要遵循维果茨基的“最近发展区”理论；课时目标应定在学生的“最近发展区”内，如果定在学生现实水平上，这个目标就没有意义了，如果定在学生潜在能力发展之上，学生有可能因无法达到而放弃目标。因此，在制定目标之前，必须了解学生现有的发展状况，而这一点是不能主观臆断的，必须经过认真的调查与分析。

4. 具体可测。涉及目标的知识点应达到的水平层次要明确具体，要体现《标准》、教材在本课时对这个知识点的特定要求，不能含糊不清。可测，是指每项目标要有明显的检测标志，能从学生的学习行为上反映出来，具有可操作性、可测量性。

### 四、课时目标的编制程序

课时目标的编制一般包含有这样四个步骤：

1. 选择。对课时目标选择，一般需考虑这样一些因素：学生在教学开始之前能够做些什么（已有的知识和能力水平）；学生在教学过程中能够做些什么（最近发展区）；在教学完成以后又能够做些什么（知识和能力的提升）；以及可以使用的教学资源包括教师处理教材的能力等怎样。

2. 分类。将选定的课时目标按照一定的标准，纳入一定的层次和类型当中。

3. 分析。选定了目标并作分类以后，教师应当进行行为分析，以便确定期望学生“做”些什么，才能来证明目标的实现。在行为分析中，需考虑：学生作出反应所需要的重要刺激；

所作出的重要反应会有哪些以及测定反应成功的标准。

4. 具体化。课时目标具体陈述，用一些操作性强的、不易引起曲解的动词表达出来，要可能避免使用有歧义的、有多种解释的词汇。

## 五、目标的具体陈述

目标编制的核心是目标陈述问题。在目标陈述上最主要的问题是目标陈述模糊，无法操作，更无法测量。那么，如何来陈述教学目标呢？目标陈述最基本的形式有两种：

### （一）行为目标陈述

行为目标指用可观察和可测量的行为陈述的目标，这种目标陈述应有主体、行为、条件、标准四个要素。

#### 1. 主体的表述

在教学目标的表述中首先要指明主体。合适的教学目标是针对特定学习者。因为弄清学习者的特征是确定高质量教学目标的必要前提。

#### 2. 行为的表述

即说明通过教学后，学生能做什么（或说什么）。在表述教学目标中的行为这一要素时，首先要选择合适的行为动词来说明学习的类型。例如，“操作”、“比较”、“说出……的名称”、“列举”等行为动词。在这些动词后面加上动作的对象，就构成了行为目标中关于行为的表述。

值得指出的是，行为的表述力求避免使用诸如“知道”、“理解”、“掌握”、“欣赏”等描述内部心理过程的词语。因把握这些词语的意义，各人均可以从不同的角度、不同层面来理解，这就会给予教学目标的具体导向及检测带来困难。在确定教学目标时，除总括性的课程目标和单元目标仍无法完全避开这些动词外，具体化教学目标（即行为目标）应尽量避免使用这些模棱两可的词语。可见，正确选用行为动词是确定行为目标的重要而又较为困难的一步。下表给出了确定认知目标时可参考选用的部分动词。

学习目标层次	特 征	可参考选用动词
知 道	对信息的回忆	列举、说出（写出）……名称、复述、排列、背诵、辨认、回忆、选择、描述、标明、指明
领 会	用自己的语言解释信息	分类、叙述、解释、选择、转换、区别、估计、引申、归纳、举例说明、猜测
应 用	将知识运用到新的情境中	运用、计算、示范、改变、阐述、解释、修改、订计划、制……方案、解答
分 析	将知识分解，找出各部分之间的联系	分析、分类、比较、对照、图示、区别、检查、指出、评析
综 合	将知识各部分重新组合，形成一个新的整体	设计、提出、组织、计划、综合、归纳、总结
评 价	根据一定标准进行判断	鉴别、比较、评定、判断、总结、证明、说出……价值

#### 3. 条件的表述



即规定学生行为产生的条件。条件是指学习者在什么情况下表现行为，也就是说在评定学习者的学习结果时，该在哪种情况下评定。如要求学习者进行实验操作，就要说明是在教师的指导下操作呢？还是独立操作？

行为目标条件包括环境因素（如空间、光线、温度、气候、室内或室外、安静或噪声）、人的因素（如单独进行、小组集体进行、在教师指导下进行等）、设备因素（如工具、仪器、图纸、计算器等）、信息因素（如资料、教科书、笔记、图表、词典等）、时间因素（如速度、时间限制）、问题明确性的因素（如提供什么刺激来引导行为的产生）。

应当注意的是，行为目标中所谓的条件是用以评定学习结果的约束因素，而不是指学习活动的本身。例如，“阅读完这些材料后……”这一行为目标中，“阅读完这些材料后”指的是学习活动，而不能被看作行为目标的条件要素。

#### 4. 标准的表述

即规定符合要求的作业标准。标准是指衡量学习结果行为的最低要求。对行为标准作出具体要求，使教学目标具有可测性的特点。如：

- (1) 按正确次序。如把下列 8 个数按从小到大的次序排序。
- (2) 在 1 分钟以内做仰卧起坐 50 个。

#### (二) 情感领域目标编写

情感领域相对于认知和动作技能领域来说更内在些，所以，把它们用可观察性和可测量性的行为术语来进行描述存在一定的难度。具体言行是思想意识的外在表现。因此，我们可以通过观察到的行为间接推断出这些目标，学生说的和其行为可以被假定是这个目标的行为证据。通过间接测量即通过二级线索推断学生的情感。这是情感领域目标确定的一个特点。根据这一特点，确定情感领域目标可采用内外结合的表述方式。例如：教学目标是“对数学有好奇心与求知欲”，由于“对数学有好奇心与求知欲”的态度是难以直接评价、判断，所以，我们必须例举几方面具体行为，通过对这些行为的观察，来判断学生是否“对数学有好奇心与求知欲”。

例如：可以观察到他是否能够主动参与教师组织的数学活动？

是否愿意与别人交流有关数学的问题？

对周围的事物是否能用数学思考的方法审视？

从这个例子我们可以看到，这些行为只是情感目标是否达成的一种表示，其实，我们并没有直接也无法直接测量到它。测量情感目标需在多种环境、途径、长时间才行。下面是有关确定情感目标领域学习目标可供选用的动词：

学习目标层次	特 征	可参考选用动词
接受或注意	愿意注意某事物或活动	听讲、知道、看出、注意、选择、接受、赞同
反 应	乐意以某种方式加入某事，以示作出反应	陈述、回答、完成、选择、列举、遵守、记录、听从、称赞、欢呼、表现、帮助
评 价	对现象或行为做价值判断，从而表示接受，表现出一定的	接受、承认、参加、完成、决定、影响、支持、辩论、判别、区别、

	坚定性	解释、评价、继续
组织	把许多不同的价值标准组成一个体系并确定它们之间的相互关系	讲座、判断、使联系、确定、建立、选择、比较、制定计划
价值与价值体系的性格化	具有长期控制自己的行为，以致发展了性格化的价值体系	修正、改变、接受、判断、相信、继续、解决、要求、认为……一致

## 第四节 教学方法和教学模式的确定

### 一、教学方法及其分类

教学方法是指教学的途径和手段，是教学过程中教师教的方法和学生学的方法的结合，是完成教学任务的方法的总称。

教学现象的复杂性，决定了教学方法也是复杂多样的。对形形色色的教学方法进行分类，很难找到统一的逻辑根据。尤其是近几年来，由于现代教育技术引入课堂教学，教学目标的多向性和学科内容范围涉及领域的扩大，都导致教学方法的不断改变、完善，并涌现出诸多新的教学方法。

教学方法按照不同依据和角度有许多种分类方法，这里仅介绍一种按照教学方法外部形态结合学生认识活动特点的分类，这种分类方法比较符合我国目前中小学教学的实际，有利于教与学活动的相互作用和统一，有利于教师主导作用的发挥和学生自主学习积极性的调动，并且能够将常用的一些传统教学方法以及一些有影响的创新的教学方法纳入该系统。

### 二、教学模式及其分类

所谓教学模式，就是指在一定的教学思想、教学理论的指导下，根据教学目标和教学任务，对教学过程的结构、程序和教学活动的方法、手段等各种因素进行优化组织、最佳设计所形成的相对稳定而系统化、简约化的教学模型。

一个完整的课堂教学模式结构，包括以下几个要素：

1. **指导思想** 每一种教学模式都是在一定的教学指导思想和理论指导下提出来的。
2. **主题** 每一种教学模式都有其鲜明的主题。
3. **目标** 即完成主题所规定的任务。
4. **程序** 完成目标的步骤和过程。
5. **策略** 完成目标的一系列途径、手段和方法体系。
6. **内容** 每一种教学模式都有适合自己主题的课程设计方法，以形成达到一定教学目标的课程结构。
7. **评价** 由于每一种教学模式主题、目标等不同。因而评价的方法和标准也就不同。每一种教学模式的着眼点和侧量重点也有所不同，所以每一种教学模式都有自己特定的适用范围。

分类：

按照教学模式的理论根源，可以划分成四类教学模式：

- (1) 社会互动教学模式。强调教师与学生、学生与学生的相互影响和社会联系。
- (2) 信息加工教学模式。把教学看作是一种创造性信息加工过程，着眼于知识的获得和发展。

(3) 个人教学模式。依据的是个别化教学的理论与人本主义的教学思想, 强调个人在教学中的主观能动性, 着眼于人的潜力的整个人格的发展。

(4) 行为修正教学模式。依据行为主义心理学的理论, 把教学看作是一种行为不断修正的过程, 着眼于学生行为习惯的控制和培养。

按照上述分类, 我国近年来出现了一些依据不同思想或理论而建立的教学模式有“结构——定向”教学模式、“学导式”教学模式、“自学辅导式”教学模式、“四段式”教学模式等等。

### 三、教学方法、教学模式选择与设计的依据

如何根据既定的教学目标和教学内容, 精心选择、恰当运用教学方法或教学模式, 这是决定教学成败的关键环节之一; 那么如何来选择与设计教学方法或教学模式呢? 我们认为应该以教学效果为根本依据。教学实践证明, 教师如能综合考虑教学目标、教学内容、教师特点、学生特征, 以及教学阶段的教学时间等多方面因素, 来选择合适的教学方法或教学模式, 并能合理、科学也加以组合和运用, 就能取得较好的教学效果。

#### 1. 依据教学目标

为了确保课堂教学目标的完成, 课堂教学中的教学方法或教学模式选择应有通盘、整体的考虑。假如教学目标主要是培养学生的基本技能, 除了选择以语言为主的方法加以阐明相关知识, 主要应大量采用实际训练为主的方法, 加强操练和训练。假如教学目标旨在发展学生的智力, 则可选用以启发式谈话和讲解等语言为主的方法、以直观为主的方法以及以引导自主学习为主的方法, 并选择有利于启迪学生智力, 发展学生的记忆能力、观察能力、想像能力和思维能力的教学模式。

#### 2. 依据教材内容的特点

不同学科性质的教材, 应采取不同的教学方法或教学模式。而某一学科中的具体内容的教学, 又要求采取与之相适应的教学方法。如语文、外语多采用讲读法, 科学多采用演示、实验法, 数学多采用练习法。就每门课程的具体内容来讲, 他们有各自的特点和要求, 在教学过程中, 他们又总是和学生掌握该内容所必需的智力活动的性质相联系的。总之, 必须根据教材的性质和具体内容的特点, 选择适当的教学方法和教学模式。

#### 3. 依据学生的特点

学生的年龄层次、知识基础、学习方法、学习态度、学习兴趣等现实因素, 对教学方法、教学模式的选择有一定的限制作用。一般来说, 面对学习能力强、知识基础好的学生, 应多选择自主发现成分较多的教学方法与教学模式, 相反, 则宜选择指导、启发成分较多的教学方法或教学模式。

#### 4. 依据教师本身的素养条件

由于不同的教师教学指导思想不同, 经验素质不一, 对教学方法的理解、掌握情况等也有所不同, 因而同一教学方法、教学模式在不同的教师运用时, 效果也就有所不同。每一位教师都要根据自己的经验、思想情感, 对前人积累的教学方法有选择地进行学习、借鉴、加工、吸收, 内化为自己的东西, 并在此基础上, 有所发展, 有所创新, 这就使得教学方法与教学模式的应用带有鲜明的个性化色彩。

#### 5. 依据各种教学方法的功能、适用范围和使用条件

每个教学方法都有各自的适用范围和使用条件, 同时又有各自的优点和局限性。教学方法功能作用的发挥, 制约于教学过程诸因素的优化组合。某种方法对于某学科有效, 但对于

另一方面的学科可能无效。因此，选择教学方法或教学模式时，必须认真地分析其职能、应用范围的条件。

## 6. 依据教学时间和效率的要求

教学之所以要采用一定的方法，目的是使教学工作顺利而有效地进行。教学的最优化，就是要以最少的时间取得最佳效果。所以，在实际教学中，选择某种教学方法或教学模式，应考虑教学过程效率的高低。好的教学方法或模式应该是高效低耗的，至少能在规定的时间内完成教学任务，实现具体的教学目标，学生学得愉快；而那些耗费时间和精力过多，又不利于学生发展的方法或模式是不可取的。

根据以上的选择与设计教学方法或教学模式的依据，教师在进行课堂教学设计时可以向自己提出以下问题，即：所选择或设计的这一方法、模式对何种教学目标有效？这一方法、模式对哪一种教学内容最合适？我能够熟练运用这一教学方法或教学模式吗？

## 四、教学方法、教学模式设计的指导思想

### 1. 回归学生主体

任何一种教学方法或教学模式的选用，都是在一定的教学思想指导下进行的。从传统到现代的课堂教学，其教学方法或教学模式所体现的教学思想，不外乎两种：注入式和启发式。

注入式的课程教学设计，主要从教师如何“教”这一角度来设计课堂教学，而忽视了学生的学习心理、学习规律等，这种教学思想影响下形成的教学模式是一种“教”的方法或模式；相反，启发式教学思想的基本涵义，就是要充分体现学生在教学过程中的主体地位，引导学生主动探索、积极思维、生动活泼、融会贯通地学习。因此，今天的课堂教学设计必须回归学生主体。

有必要说明的是，启发式的教学方法或教学模式并非“回答式”。有时看似有问有答、热热闹闹的教学场院面，实质上与“注入式”相差无几，并无助于学生思维能力的训练；而有时即便是采用“讲授式”，若教师讲得生动，能够精辟地揭示事物之间的内部联系，促使学生积极思维，学会分析问题、解决问题的方法，即使没有提问和答问，也是启发式教学。关于回归学生主体，教师要认识到以下几个方面：

- ①学生是有发展权利和需要被新生和被理解的人。
- ②只要条件具备，所有智力正常的学生都能够得到发展，并获得成功。
- ③学生是有着巨大发展潜力和有着个别差异的人，只要因材施教、因人施教，每个学生都能得到充分的发展。
- ④在课堂教学过程中的师生关系是协调、和谐和互补的关系。

### 2. 原则性与灵活性组合

教学方法或教学模式作为教学体系中的重要组成部分，是广大教学工作者经过长期教学实践逐渐认识并总结出来的规范的实践方式，各种方法或模式都是与教学目标、教学内容、教学对象和活动主体有内在的联系，具有其内在规律性，因而显示出相对的稳定性。但是，不能片面地把教学方法或教学模式的稳定性理解成教学程序是刻板的和一成不变的。教师在课堂教学时，应注重教学程序的灵活性。由于教学内容、教学对象、课型等的不同，同一种教学方法或同一种教学模式，在具体的教学中操作程序也会有差异。

### 3. 教学形式注重个性化

这里所指的个性化，并非指一对一的教学，它是统一化教学的对应概念。如小组教学、



分组讨论等，就是个体化教学形式的表现。个体化的教学形式，能较好地照顾到学生存在的个体差异，保证每一个学生在诸多方面，在原有基础上得到可持续发展。

## 第五节 教具准备

教具，是指教学过程中可以借助教学活动的用具，它是教学过程中不可缺少的工具。教师在传授知识、组织学习和进行能力训练过程中，需要借助各种各样的媒体来实现教学目标。特别是在基础教育阶段，学生的年龄特点、认知特点，决定了必须采用利于激发他们学习兴趣的教学手段，这就使教具的作用更加明显。所以，教师在备课过程中，必须精心准备教具，以利于教学目标的顺利实现。

### 一、教具的分类

在众多的教学工具中，按其运用现代科学技术成果的情况可分为两大类：即传统教具和现代化教具。具体分类如下图：

传统教具	现代化教具			
挂图、照片、黑板画、	视觉类	听觉类	视听觉类	多媒体类
模型、标本、实物、报 刊、图书、资料图表	幻灯、 投影	录音、广播、 唱片（含CD）	电视、电影、录像、 视盘机（VCD）	计算机辅助教学系统、语音 实验室、多媒体组合系统

### 二、教具的设计制作

自制教具具有与教学仪器（或商品性教具）相互补充、相辅相成的作用。教师制作教具是一项研究性活动，既能提高教师的动手操作能力，又能发掘教师的创新潜力。我们要探索运用教具改进教学方法的新途径，以适应全面提高教学质量的需要。

#### （一）教具设计的要求

1. 实用性。这是设计制作教具时首先要注意的。在可操作性上，要力求结构简单，操作方便，讲究实效。在内容上，必须坚持两个出发：一是从《课程标准》的要求出发，《标准》规定了教学目标、教学范围、内容的广度和深度，要以此为设计和选择的依据；二是从教学主体即学生出发，考虑学生的需要、年龄特征和接受水平。设计的教具，要有助于激发学习兴趣，实现教学目标，这样的教具，在教学上才有实用价值。

2. 正确性。设计制作的教具，它所传输的信息，在内容上应该是正确无误的，没有科学性错误；在思想上应该是先进的，具有教育性。

3. 美观性。教具的画面构图要清晰匀称，色彩逼真，字体大小适度，排列恰当。

4. 经济性。在设计教具时，首先要考虑教学效益，同时要考虑经济效益，力求节约，避免浪费。在教具制作中，要坚持就地取材，“废物”利用。例如，科学教师在讲授“光”时，就可用玻璃、厚纸板制成万花筒。这些简单易作、形象直观的教具，对激发学生的兴趣，加深对知识的理解能起到重要的作用。

5. 创新性。在表现手法的设计上，不能单纯模仿，要有所创新。过去，我们对有些影视教材的设计，受故事片、风光片的影响较大，课件设计过多追求情节和画面美，脱离教学目标，结果引进了不少“信息外信息”，造成教学上的干扰因素，这是需要注意防止的。

以上五点，就是设计教具时需要注意的。这也就是说，在设计教具时，应该做到十个字：实用、正确、美观、经济、创新。

#### （二）现代化教具的应用和制作

随着科技的进步，现代化教育媒体直接介入教学领域。教师要充分认识现代化教具在传

递教育信息、优化教学过程中的作用。要了解幻灯机、投影仪、录音机、录像机的结构、工作原理、使用和维护的方法。要掌握幻灯片、投影片、录音带的制作和使用,要尽快学习和掌握多媒体课件的制作技术、利用 Internet 进行信息的处理和收集,开展多媒体教学,以适应现代教育发展的需要。

### 三、教具选择的具体原则与形式

人们在长期的教学实践中总结出了一些具体的选择原则,对教学实践具有很大的启示作用。

#### 1. 要根据教具特性和功能来进行选择

每一种教具都有一定的特性和功能,各种教具在色彩、立体感、表现运动、表达声音、可控性以及反馈机制等方面都是不同的,因而,呈现教学信息的能力和功​​能也不尽相同,使得每一种教具应用在某一方面要比其他教具更为有效。

#### 2. 坚持始终如一地根据教学目标类型和学生特征

要特别下功夫在难点和重点上选择合适的教具,激发学生兴趣,调动学生学习的积极性,并帮助学生理解、记忆和掌握。

#### 3. 没有一种“万能教具”,即没有一种教具对所有的教学目标都是最佳的。

各种教具都有其长处和不足,并且一种教具的长处往往是另一教具的短处。一种教具对某一教学目标来说,可能会比其他教具更有效。但这种教具对另一教学目标来说也许就是不合适的。同时,新教具的产生也不会完全代替旧的教具,它们应作为整个教学资源中的组成部分,各尽其用。

#### 4. 在选择教具时,应考虑教具的易获得性

在现实条件下选择教具,应该考虑学校或地区能否获得、学生是否可接触到、教具获得使用的手续是否繁琐等等。如教具获得比较难,教师就不易选择使用。

#### 5. 应考虑教具的成本效益

通常,我们要考虑使用教具可能得到的效益与制作和使用教具需要付出的代价(时间、人员劳动、费用)的比值(效价比=效益/代价)。一般来说,若教学效果相同,则选择费用比较低的。

#### 6. 教师必须熟悉所选择的教具的内容、技术操作和特性

选择教具最终是要教师在课堂教学中应用,如教师对教具的使用不熟悉,同样实现不了教具对教学的促进作用。若是学习者利用教具自学,也应选择自己所熟悉的教具。

#### 7. 多种教具优化组合使用比只用一种教具的教学效果好

多种教具优化组合使用可以结合多种教具的优势,让学习者的多种感官参与教学。但是,要避免多种教具的拼凑,以至造成相互干扰,而应让多种教具在教学中有有机结合。

#### 8. 不要因为教具容易得到而简单化使用

不要把教具当作小保姆或消遣物,也不要将教具当作装饰物。

### 四、教具优化组合的形式与方法

教具功能的充分发挥也是通过多种教具组合后形成的优化结构来实现的。一个好的多种教具组合的整体结构应具备以上几个特点:传递的信息量较大;调动多种感官共同参与、相辅相成;各种教具的主要优势都得到充分发挥;各种教具都信手可得,且使用方便。

## 第六节 教学活动的设计

### 一、基础知识

教学过程，就是教师的教和学生的学相结合或相统一的活动的过程，也就是教师指导学生进行学习的活动过程。所以，**教学过程的设计主要是教学活动的设计**。

现代认知学习理论认为教学活动是一系列作用于学习者的外部活动，这些外部活动的进行是为了促进和激发学习的内部过程。我国传统的对于“课的结构”的论述，包括**组织教学、检查复习、讲授新教材、巩固新教材、布置课外作业等**，这其实就是教学活动的设计。今天，我们应自觉运用现代学习理论，科学地设计我们的教学活动。

教学活动的一般过程：

教学活动对于学生的学习来说是外部条件，只有当教学活动的设计符合学生学习的内在规律时，才能有效地促进学习。与之相应的九类教学活动构成教学的一般过程，对各类学习均有促进作用，对各类教学活动均有一般指导意义。

## 1. 引起注意

这是教师用来唤起和控制学生注意的活动，保证学生接受刺激和学习的发生。基本方式有：变化刺激（电影、电视画面中的迅速切换和闪烁的箭头符号，CAI 课件中的闪亮部分等）；吸引学生的兴趣（提出学生感兴趣的问题，展示新奇的演示，电影、电视画面中出现的异常现象等）；用体态语（手势、表情、形体）；教师突然提高音量，或改变声调等。以引起学生的注意。

## 2. 明确地告诉学习者教学目标

教学开始时，应让学习者具体了解当教学目标达到后他们将学会做什么，从而激起学习者的学习的期望。用学习者熟悉的语言讲解教学目标，不仅能提高学习动机，还能起“先行组织者”的作用，使学习者看到教材的基本结构，便于学习者对将学习的具体知识进行组织。

## 3. 刺激对先前学习的回忆

在学习新的内容之前，可指出学习新的技能所需具备的先决知识和技能，以此刺激学习者回忆已学过的有关知识和技能；同时，还应让学习者看到已掌握的知识和技能与教学目标的关系。这使学习者有可能充分利用自己的认知结构中已有的合适的观念来同化新知识，有助于避免机械学习。

## 4. 呈示刺激材料

当学习者作好准备时，可向他们呈示教材。呈示的刺激材料应具有鲜明的特征，以促进选择性知觉的内部过程。如学习要领和规则时要使用各种各样的事例作为刺激材料；要求学习者掌握规则的使用时就应安排各种例题、习题，让学习者看到这些规则的应用。教材呈示涉及两个方面：一是顺序的安排，二是安排在教学过程中每次呈示教材的分量。分量过小，学习者感到太容易，会浪费时间；分量过大，有部分学习者会感到困惑。

决定材料分量大小的因素有：

- ①学习者的年龄。对幼小儿童，应使教学内容保持在相当小的范围内。
- ②学习者的准备知识。对基础差的（或接受能力差的）学习者，教学内容不宜过多，对基础好的学习者教学内容又不宜过少。
- ③学习的类型。不同的学习类型，其教学内容的分量大小不同。规则学习的教学内容显然较具体要领学习的多。

实践证明，在教材呈示过程中如能穿插一定的练习活动和提供反馈，能使学习活动丰富多彩。

## 5. 提供学习指导



教师通过一系列提示或问题，为学习者提供思路，启发学习者去寻求答案，掌握新的规律。学习指导的程度（提问、提示的量和直接、间接的程度）随着所要掌握的能力范畴不同而不同。例如，学习一个新的物体名称不需要浪费时间去提问、去发现，最好直接告诉答案；但在较高级认知能力的学习中，就应提供少量的直接指导，让学生发现答案而获得能力，学习指导的程度还必须适应学习者，过多的指导会使学习快的学习者感到厌烦，而太少的指导又使领会慢的学习者对学习丧失信心。较有效的指导办法是一次给予很少的指导，让学习者根据需要选择指导的次数。

## 6. 诱引行为

这是促使学生作出反应的活动。有人把这方面的考虑作为一条原则提出，即学生参与原则。参与指主动的学习，即在教学过程中学生对所呈现的信息以各种方式作出积极的反应，通过参与，学生能更好的理解并保持所呈现的信息。

学习者参与方式有情感参与、思维参与和行为参与。在道德、语言等科目中，学习者的情感参与到教学内容、教学活动和教学情景当中，心灵受到熏陶；对于数学等抽象思维的科目，在听讲、探索过程中，学习者的思维参与到教学活动中去了；各门学科的回答问题，是学习者的行为参与。大量研究表明，在学习者学习材料的过程中，采用某种方式吸引学生参与教学活动肯定有助于提高学习效果。学习者参与学习活动愈积极主动，学习成绩也愈好，如能在呈示信息过程中插入问题，就能提高心理上的参与。即使不期望学习者回答，也能产生推动学习者思考的效果。学习一种技能时，在演示过程中留有一定的间隙时间让学生有机会亲自实践，能较快地提高学习效果。

在教学媒体的设计中，我们应把诱引学习者主动学习的方法与内容呈现的设计有机地结合起来，使诱引方法成为媒体内容的基本组成部分。这样，学习者在使用教学媒体进行学习时，媒体本身就能发挥引导学习者作出选择、回答问题或参加某项活动的作用，一般说来，教学媒体设计中可采用下列方法诱引学习者参与活动：

- (1) 在内容呈示过程中穿插要求学习者立即作出书面或口头回答的问题。
- (2) 要求学习者完成解释、总结、举例等书面作业。
- (3) 要求学习者从看到或听到的事物中进行选择、判断或决策。
- (4) 要求学习者就看到或听到的有关技能进行操作。
- (5) 指导学习者完成其他与课业有关的短小练习。

这些活动常常要求打断内容呈示过程，有时学习者必须停机进行活动；有时可在学习一部分材料后接下去进行活动，交替进行。

## 7. 提供反馈

学生作出反应，表现出行为之后，应及时让学生知道学习结果，这就是提供反馈的活动。通过反馈信息，学生能肯定自己的理解与行为是否正确，以便及时改正。如可能的话，应在每个问题或步骤之后即时予以反馈。内外部提供反馈的方式可以有很多种，如教师观察行为时的点头、微笑，以及在适当的时间与地方出现答案等。提供反馈活动的目的是促进“强化”的内部学习过程，通过反馈，学生的成功学习得到肯定，受到一定的鼓励，就能树立信心。以后，当相同的或类似的情景出现时，曾得到肯定的学习反应将重新出现。

## 8. 评定行为

学习者完成行为之后，要评定学习成果，评价教学的有效性和可靠性。首先，教师要保证观察的可靠性，排除学生完成的行为是靠机遇或猜测的可能性。例如，对同一类的问题，

设计多个不同的习题让学生“再做一遍”。其次要保证对学生完成的行为的判断是有效的。一方面要求学习者的行为必须正确反映目标，另一方面要保证学生行为是发生在不失真的观察条件下，例如学习不能靠死记答案或从以前经验中回忆答案。

测试是评定行为的主要方式，既检查学习结果，又起强化作用。与评定行为有关的测试一般可分三种：

- (1) 插入测试。通常在教学过程中可插入类似练习的小测验。
- (2) 自我检查。教学过程中学生不同程度地参与各种教学活动。
- (3) 后测。完成一个单元的学习之后进行的测试，也可称单元测试。

## 9. 增强记忆和促进迁移

在学习时，就要提供学习材料中有意义的关系和来龙去脉，使学习者回忆时有检查的线索，新学的有关内容也能很容易地加入到已有的知识网络中去，使记忆增强。另外，要进行有间隔的系统复习，每次都要求重新提取和利用已学过的技能，这比初次学习后马上重复的记忆效果更好。

要保证学习者的学习迁移，最好是给学生布置新的任务，而这些新任务的完成需要应用某些已学过的知识，教师应创造性地设计各种各样的、新颖的能保证学习迁移的情境和场合，让学习者解决问题，这对持续发展学生的认知策略也是具有特殊关联作用的。

## 二、教学过程设计的具体要求

上述的教学活动的一般过程具有一定的普遍意义，但教学设计者应因地制宜加以采用。在具体的教学设计中要重视下列几点：

### 1. 根据教学对象的特点设计教学活动

对年幼的儿童来说，由于他们还不能独立学习，教学活动的设计应强调教师的外部推动作用。对于学习动机强烈的学生，无需设计控制其注意的活动。

### 2. 根据教学目标的性质设计相应的教学活动

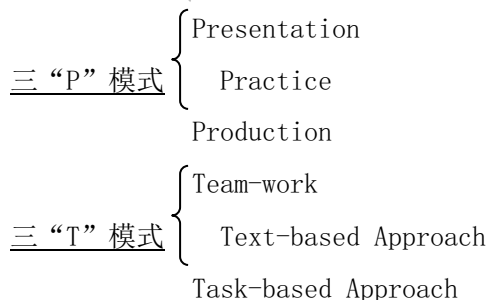
对不同类型的教学目标应设计不同的教学活动。如实现认知目标与实现技能目标设计的教学活动就不同，实现同是认知目标中的知识记忆目标和知识运用目标所设计的教学活动也不同。

### 3. 一节课中教学活动的设计应灵活，突出重点，切忌机械的照搬前述模式

例如单一课完成的是一种教学任务（传授新知识或复习或练习等）涉及少数教学活动，或重复进行某一项活动；综合课需同时完成几种教学任务，因而一般包括多项教学活动。

## 三、任务型教学

### （一）三“P”模式与三“T”模式



### （二）任务型教学（TBLT）

“TBLT”指的是反对情景法，和三“P”教学模式，重视推理活动，是交际法的一种模

式，它抛弃了传统的“学习语言”而“使用语言做事”，从而保证教学过程的交际化，促进学生主动参与体验、探究，有目的的从“用”中学和从“做”中学。

### （三）任务型教学的起源

1979年—1984年在印度南部 Bangalore(班加罗尔)的 Prabhu (勃雷泊)支持了一个 Bangalore Communicational Teaching Projects 项目研究，该项目完成后就形成了任务型教学。1996年首次在中国香港使用。20世纪90年代在世界流行。1983年，哈默(Harmer)提出了叫 Balanced-Activities Approach(平衡活动法)，他认为课堂要包括新语言，练习，交际运用，平衡是指交际与非交际的平衡。

### （四）任务型教学的特点

- 1、通过完成任务来学习语言
- 2、强调学习活动和学习材料的真实性
- 3、学习活动以表达意义为主
- 4、强调以学生为中心而不是以教师为中心
- 5、鼓励学生创造性使用语言

### （五）任务型教学的操作过程

#### 1、Jane Willis 模式

英国语言教育专家，主要研究如何实施任务型教学，是该方法的实践者(实践—理论)。1996年出版的“A Framework of Task-Based Learning”(任务型教学框架)。他的任务型教学模式有三个阶段：任务前阶段(the pre-task phase)、任务链阶段(the task-chain cycle)、语言分析阶段(the language Analysis)。

(1) 任务前：为后面一项活动做准备活动。包括：

A: 介绍话题(Topic-Introduction): Brainstorming、切入主题法、借助图法或手势介绍话题(36%的 Verbal+64%的 Non-verbal 组成一节课)、个人经历介绍话题。

B: 激活语言(word-activation)方法：做游戏、头脑风暴、cross-out(挑出相关词)、词汇呈现(word-presentation)。

C: 语言准备活动：引导学生重点学习一些有用的词汇或表达语。

D: 准备活动：给学生稍加思考时间，想一下如何去完成任务。常见做法是放录音(示范作用)

(2) 任务链活动。主要包括做任务、准备报告、报告任务结果三个活动。

A: 做任务：学生以小组形式根据事先提出的要求分布完成任务。老师是监控者、帮助者(facilitator)、资源提供者(resoursor)。

B: 准备报告任务：小组成员就如何报告任务的结果做准备活动、教师向学生说明报告目的、报告的主要内容以及方式和时间。之后，学生根据教师的要求决定谁报告，报告什么，如何报告。

C: 报告任务结果。各小组的代表向全班学生简要汇报完成任务的情况，重点展示任务

的结果。老师是组织者，评价者。

### (3) 语言分析阶段

“Willis”模式的最后一个阶段是在完成任务的基础上学生对重要的语言项目进行有意识的学习和操练。(巩固)

操作:

①根据学生在完成任务的过程中听到的书面材料，录音材料。教师设计一些以语言为焦点的活动，例如：让学生找出与材料相关的单词、短语等。该活动的目的不是向学生教语言项目，而是培养学生的语言意识。

②教师进行适当引导，学生独立完成一些练习活动。如做练习册。

③全班学生一起活动。教师对重点的语言项目进行归纳、总结。(近似于传统的老师做的 Summary)。

④根据语言分析中的项目进行其他操练 (drilling)。

## 2、Ellis 模式

在 2003 年出版的“Task-based language learning and teaching”是任务型教学的又一新作，Ellis 认为任务型教学包括三个阶段，即任务前阶段、任务中阶段、任务后阶段。

### (1) 任务前阶段

为任务中作准备(做什么事，让学生了解任务的具体结果是什么，调动学生的积极性和动机)。Ellis 认为任务前阶段包括四个活动:

①教师引导学生完成一个类似的任务。

②让学生听或看一个示范性的任务。

③准备活动(教师引导学生进行一些新任务活动，如通过提问，激活相关知识领域，提供有关背景知识让学生预测相关词汇或向学生介绍相关词汇。)

④规划如何实施任务。

### (2) 任务中阶段

学生以小组为单位实施任务，具体任务根据任务要求来确定，但应注意:

①是否给学生限定时间。(Ellis 认为如果强调准确性，不限时间；如果强调流利性，要限定时间。)

②学生实施任务时是否可以参考其他材料。

③在完成任务的过程中，要提供动态的信息。

### (3) 任务后阶段:

主要包括以下几种活动:

①让学生重复任务

②报告与反思

③分析语言形式

## 第七节 教学评价

种类	诊断性评价	形成性评价	总结性评价
作用	查明学习准备和不利因素	确定学习效果	评定学业成绩
主要目的	合理安置学生，考虑区别对待，采取补救措施	改进学习过程，调整教学方案	证明学生已达到的水平，预言在后继教学过程中成功的可能性
评价重点	素质、过程	过程	结果
手段	特殊编制的测验、学籍档案和观察记录分析	形成性测验、作业、日常观察	考试
测试内容	必要的预备性知识、技能的特定样本，与学生行为有关的生理、心理、环境的样本	课题和单元目标样本	课程总教学目标样本
试题难度	较低	依据教学任务而定	中等
分数解释	常模参照、目标参照	目标参照	常模参照
实施时间	课程或学期、学年开始时，教学过程中需要时	每节课或单元教学结束后，经常进行	课程或一段教学过程结束后，一般每学期一两次
主要特点		“前瞻式”	“回顾式”

## 一、诊断性评价

诊断性评价也称“教学性评价”，一般是指在某项教学活动开始之前对学生的知识、技能以及情感等状况进行的预测。通过这种预测可以了解学生的知识基础和准备状况，以判断他们是否具备实现当前教学目标所要求的条件，为实现因材施教提供依据。

诊断性评价是指在教学活动开始前，对评价对象的学习准备程度做出鉴定，以便采取相应措施使教学计划顺利、有效实施而进行的测定性评价。诊断性评价的实施时间，一般在课程、学期、学年开始或教学过程中需要的时候。其作用主要有二：一则，确定学生的学习准备程度。二则，适当安置学生。

## 二、终结性评价

终结性评价是对一个学段、一个学科教学的教育质量的评价，其目的是对学生阶段性学习的质量做出结论性评价，评价的目的是给学生下结论或者分等级。

终结性评价：是检测学生综合运用语言能力发展程度的重要途径，也是反映教学效果，学校办学质量的重要指标表之一，如期末考试，结业考试等。

终结性评价不仅应用在教学领域，已逐步扩展到商业、社会、生活、政治的各个领域。

## 三、形成性评价

形成性评价是在教师教育教学过程之中，为使教师的专业水平继续提高、不断获取反馈信息，以便改进教学而进行的系统性评价。它是在教育教学活动中进行，目的是为了找出教师工作中的不足，为教师不断改进教学提供依据。

形成性评价是在教学过程中，为调节和完善教学活动，保证教学目标得以实现而进行的



确定学生学习成果的评价。形成性评价的主要目的是改进、完善教学过程，步骤是：

①确定形成性学习单元的目标和内容，分析其包含要点和各要点的层次关系。

②实施形成性测试。测试包括所测单元的所有重点，测试进行后教师要及时分析结果，同学生一起改进、巩固教学。

③实施平行性测试。其目的是对学生所学知识加以复习巩固，确保掌握并为后期学习奠定基础。

**形成性评价的主要特点是：**第一，**重视评价过程**。这种评价注重教师的教育教学过程，而不仅仅是教师的教育教学效果；第二，**教师不仅是评价的客体，而且也是评价的主体**，教师参与评价活动是其重要特征；第三，**评价的结论服务于为教师未来专业发展提供诊断性意见**，而不仅仅是为了考评教师过去的工作实绩和实行奖惩；第四，**与终结性评价性相比，形成性评价更能体现出民主与人文精神**。

## 第八节 板书设计

板书，从动态的角度理解，它是教师上课时在黑板上书写文字、符号以传递教学信息、教书育人的一种语言活动方式，又称为教学书面语言。从静态的解度理解，它是教师在教学过程中为帮助学生理解掌握知识而利用黑板，以凝炼简洁的文字、符号、图表等呈现的教学信息的总称。

板书是师生在教学中利用视觉交流信息的主要沟通形式。板书技能是教师教学能力的综合体现，是现代教师的基本技能之一。

板书是指教师写在黑板上的文字；它是各学科的教学经常用到的一种板书形式；也指教师在黑板上推导公式、演算例题、书写方程式等，是数学教学中常用的一种板书形式；也指教师在黑板上描画的各种图形、符号、表格等，它是美术、数学、科学等学科常用的一种板书形式。板书的这些形式在具体运用中可依据学科性质、数学内容、教学任务不同而有所侧重。

一个设计得好的板书，就像一幅引人入胜的导游图，使学生获得完整清晰的知识信息。从板书设计中，不仅可以看出一个教师的治学态度、教学风格，而且可以看出他对教学内容理解的广度、深度以及思想的严谨程度。因此，教师备课时，板书设计是一个重要内容。

### 一、板书的内容

板书是教学的主要辅助手段，但不可能把教师讲的或讲义上的内容全搬到黑板上。板书的内容必须是经过教师精心选择的，是学生必须理解和掌握但又难于理解和掌握的基本概念及其推导过程等内容。

### 二、板书的主要格式

板书的格式是指板书的规格和样式。它是在板书内容确定后，教师将板书内容用文字、图表、符号等加以组合并呈现在备课本或黑板上的样式。板书的表达形式除使用常见的文字、数字外，还经常使用一些有特定意义的符号。如：①括号（ $()$ ）：表示知识包括的范围或问题的综合；②圆点（ $\cdot$ ）：表示特别引起注意的字词句；③箭头（ $\rightarrow$ ）：表示事物发展变化的方向，用以揭示事物与事物之间的内在联系；④方框（ $\square$ ）：表示问题的结论或对事物的总结，给人以整体感；⑤直线（ $-$ ）、曲线（ $\sim\sim$ ）、双直线（ $=$ ）、双曲线（ $\approx\approx$ ）、虚线（ $---$ ）：单线表示重要、关键，双线表示强调、重点，虚线表示关系隐蔽或微弱。

板书的格式有一定的标准，如简明醒目、条理清楚、美观大方、正板书与副板书相互配合等。但板书又不能格式化。板书应根据教学目标、学科特点、教材内容、学生的水平以及教师本人的优势而确定，决不可离开讲授内容去单纯追求板书的的形式或教条地搬用他人的板书形式。

### 三、板书的基本要求

板书是一种综合的教学艺术，板书设计事实上也是一种艺术创作。板书要达到艺术的境界，也不是一朝一夕的事，需要教师按照板书的基本要求持续不断的严格训练。板书的基本要求如下：

#### （一）内容精炼、重点突出

内容精炼是指板书要用最凝练的文字或简洁明了的图形、符号反映教学的主要内容。重点突出是指板书要反映教学的难点、重点，不能主次不分或主次颠倒。这个要求是板书的首要原则，它是由板书艺术的特殊性决定的。第一，黑板的面积有限，不能容纳所有内容；第二，板书一般是在课堂上完成的，而每堂课是有限时的；教师在书板上不能花太多的时间。教学应是口头语言、书面语言（板书）、体态语言三者的有机结合，尤以口头语言（即讲）为主，板书只是辅助手段。

#### （二）语言科学、准确

板书语言科学、准确是指用以表达教学内容的板书语言信息符号是恰如其分的。这就是要求板书要用词恰当、概括准确、图表规范、线条整齐。有的老师画圆不圆、画线不直、绘图不像图，甚至产生了画虎类犬的错觉，不好。

#### （三）条理清晰、布局合理

条理清晰是指板书的脉络、层次明了，各层次之间通过特殊的板书语言符号而形成一个整体。布局合理是指板书布局匀称得体，给人以美感。

要使板书条理清晰，首先要使相同层次的内容排列整齐，参差不齐甚至相互交叉必然使学生产生思想上的混乱；其次是各层次的内容的标号要一致。

#### （四）形式多样、启发思维

板书设计没有固定的模式，同一个教学内容因教学主旨、教学风格、教学对象等不同也会有区别。然而，形式并不是为了装饰课堂，衡量板书形式好与不好的主要标准是看它能否在提示教学基本内容的基础上启发学生的思维。

#### （五）书写规范、流畅、示范性强

规范是指粉笔字字体工整、笔顺正确、结构匀称、大小适宜、美观隽秀，板书的行间疏密，字画搭配平衡，板面清洁整齐。书写流畅是指书写的速度应略快，与口头语言基本一致以增加课堂教学的密度与节奏感。

#### （六）板书与讲解相结合

教学主要是运用说和写两种手段来完成的，二者有机结合；才能较好地传递教学信息。板书是在讲授过程中按步骤、分阶段地逐步呈现在黑板上的，板书呈现的时机应根据教学的需要而定。板书与讲授结合的形式有先写后讲、先讲后写、边讲边写等几种，但常综合使用。

## 第九节 练习的设置

学科练习，具有加深学生对概念、规律的理解和掌握，促进将知识转化为技能、技巧，提高运用知识分析、解决问题能力的作用。是教师了解课堂教学效果，取得反馈信息，及时进行调控，实现教学目标的一条重要途径。优化学科练习设置是优化教学过程负



担以及促进学生身心素质全面发展的重要环节。

### 一、练习设置的基本形式

练习形式繁多。从练习的时间和环境看，可分为课内练习和课外练习；从练习的形式和内容看，可分为口头练习、书面练习和实践练习；从练习所涉及的知识范围看，可分为课后练习、单元练习和总复习练习等等。

#### （一）练习设置具有科学性

学科练习设置的科学性，是指能根据《课程标准》的要求，紧扣教学目标，精心选择和设计题型，使之有助于突破重点、化解难点，有助于对所学知识的理解和掌握，有助于知识面的延伸与扩展，有助于思维训练和能力培养。我国最早的一篇教育论著《学记》中指出，学习往往易犯四种过失：“或失则多，或失则寡，或失则易，或失则止。”意思是说，贪多则不求甚解；太少则知识面过窄，限制了智力的发展；过易就不能去刻苦钻研；畏难而止，就会不求进取。教师的练习设置应能引导学生步入科学的学习轨道，避开这四中过失，努力做到：（1）选题要多少适量，要有典型性、代表性。通过做这类习题，使学生掌握基本题型和解题规律，达到做一题，通一类，会一片。（2）选题要难易适度。过易，失去练习的意义；过难，会超出学生的能力，耗时费力，事倍功半。习题的难度要与班级学生的认知水平相适应，让学生“跳一跳，摘果子”。

#### （二）练习设置体现层次性

由于先天或后天的因素，学生在接受知识和思维能力上，存在着明显的差异。应按照学生的学习情况、心理特征以及认识水平，把学生分为好、中、差三个层次，布置不同类型的习题。能力强的学生着眼于提高综合分析能力；中等水平的学生着重于基本技能的培养；后进生侧重于基础知识的掌握。遵循这一原则，教师可设计四个层次的练习题：一是模仿性的基础训练题，二是独立性的单项训练题，三是灵活性的综合训练题，四是创造性的扩展训练题。这样，前面的“吃得饱”，有余力；中间的“能挖潜”，上台阶；后面的“低起点”，小坡度。所有学生都能各尽所能，各有所得，充分体现因材施教、因人施教的原则。

#### （三）练习设置富有趣味性

美国著名心理学家布鲁纳曾经说过：“学习的最好刺激，是对学习材料的兴趣。”凡是学生感兴趣的知识，学起来会精神愉快，乐此不疲。反之，就会消极拖延，甚至产生厌倦情绪。因此，教师应遵循心理学原理，按照教学规律去编习题，力求做到题目新颖有趣，形式多样。让学生在兴味盎然中完成练习，在心情愉悦中巩固知识，培养能力。为增加练习的趣味性，教师可变换角度设置练习题；还可组织变式训练，即在学生会解标准题的基础上，或变化题目的条件，导出新的结论，或变化题目的结论，寻求相对应的条件。

#### （四）练习设置突出实践性

我们要实实在在地培养学生的创新精神和实践能力，要求学科练习设置也应能突出实践性内容——既重视知识形成过程中的实践性教学，又要重视知识巩固和深化环节的实践性练习。也就是说，教学中不仅要利用好教材中的实践内容，而且要自行设计学生的课内外实践性练习。例如在“统计初步知识”教学中，可设计以收集、整理、分析和研究实际统计数据为主的实践性练习，因为统计知识在日常生活和生产中有着广泛的应用，让学生接触实际，掌握统计方法，有利于提高对知识的理解和应用能力。

#### （五）练习设置注意实效性

学科练习的设置要在坚持实效性的前提下处理好数量和质量辩证关系。只注意练习内容

的少而精，没有一定的数量作保证，达不到巩固知识、形成技能的目的。反之，只求数量不求质量，甚至盲目地加大练习量，搞题海战术，则不仅不利于智力的开发和能力的培养，还会加重学生的课业负担，挫伤学生学习的积极性。所以，教师要在正确的教学思想指导下，坚持练习的实效性，严格地筛选、安排习题，做到在有限的时间内，取得最佳的训练效果。

## 第十节 教学后记

教学后记的编写对于积累教学经验，改进教案写法，使之更加完善有着重要的意义；对以后的教学工作也会起到“前事不忘，后事之师”的作用。

### 一、“教学后记”的内容

主要包括三方面内容：

1. 成功经验记录。教师每讲完一节课，对自己的课做出客观的分析，肯定自己本节课中成功之处。如教法选择运用的合理，新课引入的自然恰当；演示实验准备的充分、现象明显等。这些成功的经验是自己的第一手材料和切身感觉，所以易于总结，而且可信、实用。

2. 不足的记录。课堂教学是教师和学生双边活动的动态平衡，偶然性很大，难免出现疏漏或失误，若把在课堂中发现不足或一时不知如何处理的问题，及时记在教学后记中，吸取教训，可避免在今后教学中出现这样的问题，使教学经验日趋成熟和完善。

3. 灵感的记录。如要在教某一节课时，教师突然想到一个很好的比拟方法或发现一道习题的巧解等。教师课后都应认真地记录下来。瞬时的灵感瞬息即逝，若不随时记录下来，就会遗忘，不能很好地为教学服务。

可知，教学后记的内容，可以是教师对某一教学环节的处理，可以是教师对某一种教具、一种教学手段的运用，甚至是对一个知识点的理解、对某些学生的反映等方面的再认识。坚持写“教学后记”，对改进教学有积极的指导作用。

教学设计、教学后记通过整理可改写成一篇教学案例，这对自己今后的教学会有很大的。

### 二、如何评课

教师评课的方法有很多，这里给大家介绍的是一种比较通俗又很全面的评课方法。

可从总体上加以阐述，表明自己对整节课总的印象，可凭直觉述说（包括从教师教学个性上分析，从教学思想上分析等）。如：从整体入手，粗粗地回忆一下，全课的教学过程是怎样安排的，有几个教学步骤；再由整体到局部，逐步分析各个教学步骤；最后从局部到整体，将各个教学步骤理出的内容汇总起来，从全课的角度分析评价。

也可分如下几个方面加以详细评说（当然根据课型，不一定要面面俱到）。

#### （一）从教学目标上分析

教学目标是教学的出发点和归宿，它的正确制订和达成，是衡量一节课好坏的主要尺度。

从教学目标制订来看，要看是否全面、具体、适宜。全面指能从知识、能力、情感态度等方面来制订；具体指知识目标要有量化要求，能力、情感态度目标要有明确要求，体现本学科的特点；适宜指确定的教学目标，能以大纲为指导，体现年段、年级、单元教材特点，符合学生的年龄特点和认识规律。

从目标达成来看，要看教学目标是不是明确地体现在每一个教学环节中，教学手段是否都紧密地围绕目标，为实现目标服务。要看课堂上是否尽快地接触重点内容，重点内容的教学时间是否得到保证，重点知识和技能是否得到巩固和强化。

## （二）从处理教材上做出分析

评析教师一节课的得与失不仅要看教学目标的制订和落实，还要看教师对教材的组织 and 处理。我们评析一节课既要看到教师知识教学是否准确科学，更要注意分析教师教材处理和教法选择上是否突出了重点、突破了难点、抓住了关键。

## （三）从教学程序上分析

教学目标要在教学程序中完成，教学目标能不能实现要看教师教学程序的设计和运作。

### 1、看教学思路设计

教学思路是教师上课的脉络和主线，它是根据教学内容和学生水平两个方面的实际情况设计出来的，它反映一系列教学措施怎样编排组合、怎样衔接过渡、怎样安排详略、怎样设计讲练等。

### 2、看课堂结构安排

教学思路与课堂结构既有区别又有联系，教学思路侧重教材处理，反映教师课堂教学纵向教学思路，而课堂结构侧重教法设计，反映教学横向的层次和环节。课堂结构也成为教学环节或步骤，是指一节课的教学过程各部分的确立，以及它们之间的联系、顺序、时间分配。通常一节好课的结构是结构严谨环环紧扣、过渡自然、时间分配合理、密度适中、教学效率高。

## （四）从教学方法和手段上分析

什么是教学方法？它指教师在教学过程中为完成教学目标而采取的一系列活动方式的总称。它包括教师“教”的方式，还包括学生“学”的方式，是“教”的方式与“学”的方式的统一。

我们知道**教学有法，但无定法**。一种好的教学方法总是相对而言，它会因学科、学生、教师自身特点而相应变化。所以教学方法的选择要量体裁衣，灵活运用。

评课既要看到教师是否能够面向实际恰当地选择教学方法，同时还要看到教师能否在**教学方法多样性**上下功夫，使课堂教学常教常新，富有艺术性。

评析教师的教学方法既要评常规，还要看**改革与创新**。要看课堂上的思维训练的设计，要看创新能力的培养，要看主体活动的发挥，要看新的课堂教学模式的构建，要看教学艺术风格的形成等。

看教师教学方法与手段的运用还要看教师是否适时、适当地用了投影仪、录音机、计算机等**现代化教学手段**。

## （五）从教师教学基本功上分析

1. 看板书 设计要科学合理；还要言简意赅，富有艺术性；更要条理性强，字迹工整。

2. 看教态 教师课堂上的教态应该是明朗、快乐、庄重、富有感染力的。根据心理学研究表明：人的表达靠 55%的面部表情+38%的声音+7%的言词。

3. 看语言 教师的课堂语言要准确清楚、精当简练、生动而有启发性，语言的音调高低适宜、快慢适度、抑扬顿挫、富有变化。

4. 看操作 看教师运用教具，操作投影仪、录音机、计算机等熟练程度。

## （六）从教学效果上分析

分析一节课，既要分析教学过程和教学方法方面，又要分析教学结果方面。看课堂教学效果是评价课堂教学的重要依据，可看教学目标是否达成，教学效率是否高，学生思维是否

活跃,学生受益面是否大,不同的学生在原有基础上是否都有提高,学生的负担是否合理等。

课堂效果的评析也可借助测试手段,然后通过统计分析课堂效果做出评价。

## 第十一节 教案写作

### 一、什么是教案

教案,也称课时计划,教师经过备课,以课时为单位设计的具体教学方案,教案是上课的重要依据,通常包括:班级、学科、课题、上课时间、课的类型、教学方法、教学目的、教学内容、课的进程和时间分配等。教案是教师的教学设计和设想 教学是一种创造性劳动。写一份优秀教案是设计者教育思想、智慧、动机、经验、个性和教学艺术性的综合体现。

### 二、教案内容

1. 课题(说明本课名称) Teaching topic
2. 教学目的(说明本课所要完成的教学任务) Teaching aims and demands
3. 课时(说明属第几课时) Period
4. 教学方法(教学过程中所用的方法与手段) Teaching Methods
5. 教具(说明辅助教学手段使用的工具) Teaching tools Teaching Aids
6. 教学重点(说明本课所必须解决的关键性问题) Teaching Important (Key) Points
7. 教学难点(说明本课的学习时易产生困难和障碍的知识点) Teaching Difficult Points
8. 教学过程(或称课堂结构,说明教学进行的内容、方法步骤) Teaching Procedure
9. 板书设计(说明上课时准备写在黑板上的内容) Blackboard design
10. 课后反思 Teaching reflection

教学教程包括:(一)导入新课(leading in)(二)讲授新课(Presentation)(三)巩固练习(practice)(四)归纳小结(Summary)(五)作业安排(Homework)

### 三、英语教学法

#### (一)常见的课堂导入技巧

- (1)通过歌曲导入
- (2)通过游戏导入
- (3)通过简笔画或图表导入
- (4)通过竞赛导入
- (5)通过设置悬念导入
- (6)通过录像、多媒体、幻灯导入
- (7)通过提问导入

#### (二)课堂教学的结尾技巧

结尾技巧指老师用新颖的方法对知识、技能等进行归纳、总结、具体化,以巧妙的教学手法演绎精彩的教学结尾,达到“凤头豹尾”、“画龙点睛”的课堂效果。结尾可采用如下方

法:

(1) 憧憬法: 结合教学实际, 运用憧憬未来的方式结束主题教学, 让教学面向学生对未来理想的追求与向往。

(2) 点睛法: 点睛法的用意之一就是进一步提炼中心思想, 深化主题, 揭示主题与人的关系, 以达到提高认识和巩固学习成果的目的。

(3) 归因法: 归因法就是通过结果来推导原因, 对所学内容作一番梳理。通过归因来帮助回忆和巩固内容, 通过归因来弥补漏洞, 进一步习得知识结构。

(4) 归纳法: 归纳法主要用来归纳语言知识, 在对话教学中可用来归纳语言的功能项目, 通过归纳找语言规律, 总结学习方法。

### (三) 词汇教学的方法

#### 1、演示法

教学实例:

词汇学习: enough , strong , break , branch

教学目的: enough 与被修饰词之间的句序排列

教学说明: 教师准备几根粗细不一的树枝, 自己率先示范, 拿起一根树枝折断, 说: “I am strong enough to break the branch.” 老师拿起另一根较粗的树枝, 让几位同学尝试折断它。实施前, 教师设置悬念, 让全班同学一起来猜 Who is strong enough to break the branch? Who isn't strong enough to break it .

组织语言: Now Tom , Mary , Jack...come here . Try to break the branch. (to class) Before this let' s guess who may be strong enough to break the branch and who isn' t strong enough to make it.

#### 2、游戏法

实例教学

游戏名称: 构词竞赛 (A Word Building Match)

词汇学习: 学过的词汇

教学目的: 巩固复习近阶段学过的单词。

游戏说明: 老师说出一个单词的英文释义, 学生竞赛拼出该词, 并正确发音。再由拼出该词的同学说出另一个词的释义, 其他同学抢拼出该词。若无人拼出该词, 这位同学得分, 再由他提供另一词的释义。如此类推, 要求释义提供者不能超越规定的范围, 否则就判定犯规并被扣分。

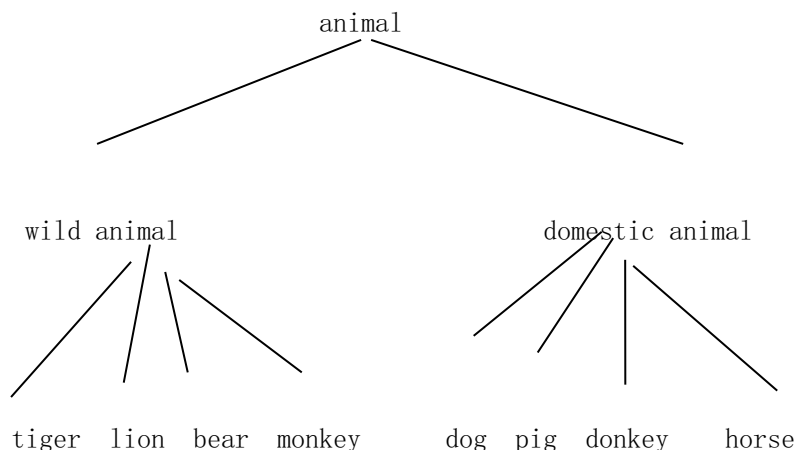
#### 3、联想法

(1) 归类联想 (交通、水果、食品、饮品、文具、餐名类)

(2) 近义、反义联想。教师在讲解新单词时, 最好同时介绍一下该词的同义词和反义词。由于一个单词的同义词或反义词与该词在语义上联系紧密, 共享多数语义特征, 因此有助学生加深对词汇的理解和记忆。



## (3) 上下义联想



## (4) 词缀联想

care—careful , careless , carefully

happy—happily , unhappy , happiness

## (5) 拆字联想

Often :of/ten blackboard :black/board

## (6) 语音联想 (音标略)

清浊音联想: close [ ] [ ]

长短音联想: lead [ ] [ ]

同音联想: won , one [ ] [ ]

拟音联想: bar, 吧

## 4、综合法

在课文教学中,我们有时可以用综合法来处理生词,它可以归纳为“六字诀”:查(looking up)、悟(understanding)、猜(guessing)、演(demonstration)、释(explanation)、弃(giving up)。如果我们将处理生词的方式方法进行接近量化,比例大致为:自查占五分之一,老师释义占五分之一,学生悟或猜词占五分之二,搁置五分之一的非常用词。

以词汇教学为例:

第一步 要求学生读课文,找出生词,通过“悟”和“猜”来判断生词的词义。

第二步 老师板书生词,要求学生用英文解释部分在阅读中“悟”或“猜”出词义的生词。

第三步 在学生预读的基础上,通过直观的实物、直观的图表、直观的语言、直观的形象来全方位地呈现单词,调动学生的形象思维能力和联想能力,通过观察运用来习得或学得词语。

“释”就是解释,用英文解释一些技术性术语,用汉语解释部分含抽象意义的词汇,达到简洁实用的教学效果。

“弃”的意思是暂时的放弃、搁置一些意义超前的语言点、语法点、无碍大局的过渡性

词汇或一些词义的横向拓展，在随后的循环教学和复习课中逐步加以解决。

#### 四、教案写作范例展示

以人教版小学英语三年级上册第二单元“Look at me”Section A 为例，展示教案写作范例：

### Look at me

一、课题：Unit 2 Look at me

二、课时：Section A

三、教学目的：

1、谈论学生感兴趣的话题，指导学生学习有关人物特点的单词、人物比较的表达及相关语法知识点。

2、学生通过游戏活动，培养学生的想象力、自信心和合作精神。

3、通过学习本课，增强师生、生生间的相互了解和沟通。

4、培养学生的口头表达能力、阅读理解能力和写作能力。

四、教学方法：主要采用交际法、视听法和任务型教学法进行本科教学。

五、教具准备：

1、Cheng Jie ,Mike, Wu Yifan, Sarah, Zip, Zoom 的头饰。

2、为 Let' s play 准备所需要的 Kitty, Mickey 等卡通人物的手偶或头饰。

3、教材相配套的教学课件 [Unit 2 Let' s talk/A]

4、教材相配套的教学录音带

5、教师准备一个小木偶

六、教学重点：学生学习早上（上午）问候语 Good morning. 及介绍人物用语 This is ...。

七、教学难点：

介绍人物用语 This is ...一句的发音较难，口型和发音不易到位，教师要适当提示，切不可盲目纠正发音，从而挫伤孩子的学习积极性。

八、教学过程：

1、热身、复习 (Warm-up/Revision)

(1) 教师播放第一单元的歌曲 Hello, 师生共唱。教师边唱边用体态语示范和学生问候，并鼓励学生边唱边和戴有歌曲中人物头饰的同学打招呼。

(2) 用所学打招呼用语，师生互相问候。Hello/Hi, what' s your name?

Hello/Hi, I' m...

(3) 让学生用自己的英语名字，自由下座位同别人打招呼并询问姓名。此时，学生可将制作的英文名卡戴在胸前。（还可戴上其它一些头饰，扮演不同人物，练习打招呼和自我介绍。）



## 2、呈现新课 (Presentation)

(1) 教师用木偶的形式介绍自己和朋友的姓名。

将本单元的单元双面对开情景图展现在学生面前，(熟悉的木偶剧表演现场，学生们如临其境一样。教师可将此项内容再现) 自然形成打招呼的氛围。

(2) 教师告诉学生英语的打招呼用语有很多，除 Hello/Hi 以外，在早上或上午可用 Good morning. 来进行。同时教师出示表示上午的图片，或在黑板上画一个升起的太阳，并在旁边标上时间 7: 30 和 Good morning. 一句。(在图案旁边板书 Good morning.) 然后教师用学生的英文名字，以不同的身份和学生打招呼。用 Hello/Hi, A. 和 Good morning, A. 两种方法同时进行 (A 代表人名)。

(使学生了解到，这两种方法都是在打招呼，但不同点在于 Good morning. 可用于上午或早上，Hello/Hi 可用于所有时间段。)

(3) 师生共同观看本部分的教学课件。[Unit 2 Let' s talk/A]

(4) 再次观看本部分课件，教师指导学生进一步理解课件内容，并用中、英文提问，引导学生用学过的句子练习回答 This is ... 。

T: Who' s this?                      这是谁呀?

## 第五章 教学活动设计

### 第一节 概述

理论基础参见课标之教学实施建议、教学活动类型和教学实践与技能之教学活动的设计。

### 第二节 常见教学活动类型

#### 一、听说课

##### 1. 呈现环节

呈现对象: new words, phrases, sentence patterns...

呈现方法: stick picture、TPR (肢体语言、表情)、图片/视频/单词卡 (直观法)、情景创设、听对话发现新单词，虚构角色引出，真实人物 (对比照片 When I was 抽象变具体)，歌曲呈现，chant、实物....

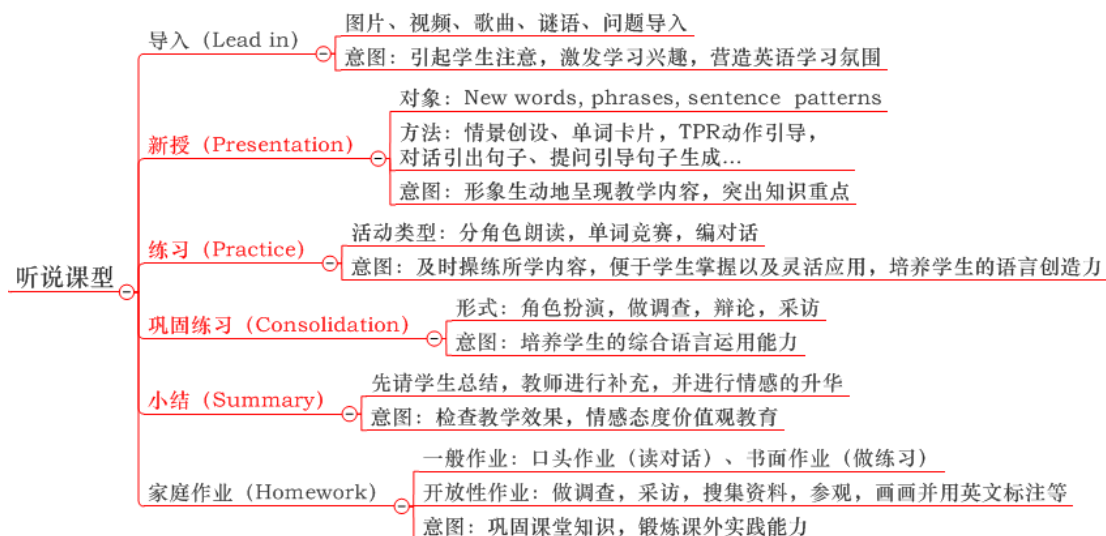
##### 2. 练习环节

目的: 单词&句型操练、掌握及其灵活运用 (语言层面)

活动类型: 个人，双人，分组，教室前活动，分角色朗读 Snow-ball game, train game, word competition, make a new dialogue according to the pictures/ situations hinted by teacher...

## 3. 巩固环节

e. g. report 分组、组内交流、老师角色发挥、组间竞争、评委、winner、鼓励措施、comprehensive ability



注：单词课、句型课、对话课和语法课均可参照听说课型的活动设计方法。

## (二) 阅读课

### Task 1: Skimming

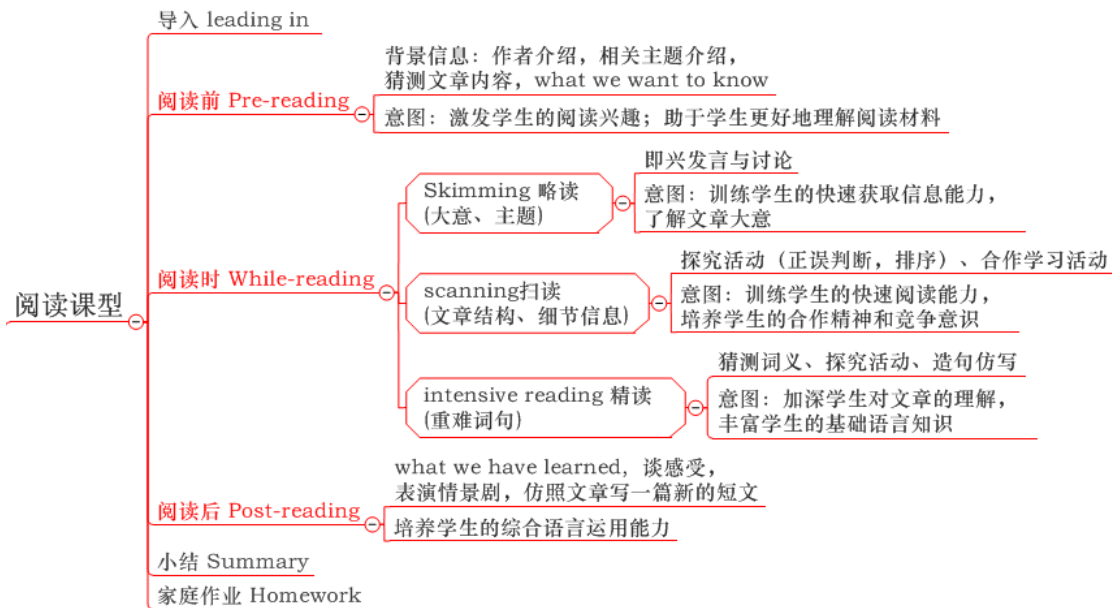
- 确定 main idea
- 查找浅层信息 (2~3 simple questions/ fill out the table) 问题或表格如何设计的请说明，请学生独立思考

### Task 2: Scanning

- 根据上下文猜测新词义，扫盲
- 较深层次的理解 (2~3 relatively more difficult questions) 可以先 discuss in pairs
- topic sentences of each para.

### Task 3: Intensive reading

- 深层理解 (学生从字里行间分析出情节的因果关系和作者观点、态度、主旨、意图，判断)
- language focus (生词，语法点，长难句 etc. )



注：听力课、写作课、阅读课均可参见阅读课型的活动设计方法。

## 36. 教学设计

(1) 教学是一种有明确目的的活动，这种目的性渗透到课堂教学中，并由每堂课的具体目标来实现。教学目标对于指导课堂教学实施目标具有非常重要的作用。制定教学目标是课堂教学设计的第一步，是教师完成教学任务所要达到的要求或标准。请你根据《义务教育英语课程标准》中的总体课程目标结构，以“PEP Primary English Students' Book(小学五年级)上册 Unit5”一篇课文为例（如下），设计一个五维度的课堂教学目标。

We are rabbits. We have a new flat. It's on the third floor. There are two bedrooms, a kitchen, a bathroom and a living room. I'm a baby rabbit. I have my own room now. It's small and nice. There is a mirror, a bed and a big closet. There are green curtains and two end tables. There is a new air-conditioner. It's cool. I love my new room very much.

(2) 以上文为例，假如教师通过小组合作的形式让学生自学该课文的内容，并运用自我评估的方式检测学生的学习情况，请你从话题、语法、词汇、策略和反思等方面设计一份自我评估量表（逐条列举，不必制作表格）。

**一、教学活动设计：**根据下列提供的语言项目和活动目的，请你设计单词、句型的教学活动，并说明活动设计的意图。请将答案完整地写在答题卡上。

设计要求如下：

- 1) 所给单词可选择使用，活动设计要能体现英语教学的趣味性；
- 2) 活动设计要体现单词和句型教学的多样性（至少有3种方法）；
- 3) 请注明不同教学活动的设计意图。

### 【语言项目】

单词：these, those, hobby, stamp, chess, collect, listen, Australian,

American

句型: what's your hobby? I like……

### 【活动目的】

让学生运用所学词汇和句型 what's your hobby? 来询问他人的爱好, 并能正确回答和介绍个人爱好 I like……

### 【答案解析】

#### Step 1. 导入 (Leading in)

老师描述自己的兴趣爱好以及在平时的业余时间做什么, 然后询问同学的兴趣爱好, 这样过度到新课话题。

目的: 通过谈话, 激发学生的学习兴趣, 让学生对本堂课程内容有事先的准备。

#### Step 2. 新课展示 (Presentation)

(1) 通过课件展示两幅图片, chess 和 stamp, 然后教师询问:

—— Look, what are these?

—— Yes, they are stamps. I like stamps. I collect stamps after school.

—— And what are those?

—— Yes. They are chess. I also like chess. I play chess in the evening.

然后板书动词短语 collect stamps, play chess, 让学生边看短语边进行操练。

目的: 通过图片对话, 让学生理解本节课的两个动词短语的意思和用法。

(2) 教授句型 what's your hobby?

教师提问 What's your hobby? 学生回答或自己回答 Playing games is my hobby. I like playing games. 从而引导学生认识和理解这句话的含义。

用相同的句型 What's your hobby 提问不同的同学, 并且引导学生使用 I like...或 ...is my hobby 的句型回答。直至学生能够基本回答正确。

目的: 展示本课重点单词和句型, 让学生对新授的单词和句型有初步印象, 通过练习让学生能够掌握单词的正确发音和句型基本用法。

#### Step 3. practice (练习)

Practice 1: 让学生四人一组问答彼此的爱好。

Practice 2: 猜一猜: 让一些学生用动作表演自己的兴趣爱好, 然后让其他同学猜测。可以引导学生使用以下的句型:

S1: Guess, what's my hobby?

S2: Is your hobby swimming?

S1: No.

S2: Is your hobby skating?

S1: Yes, you are right. I like skating.

目的: 通过一些有趣的的活动, 提高学生的听说技能, 熟练掌握本课的重点词汇和句型, 与此

同时，充分调动学生参与课堂的积极性，培养他们学习英语的兴趣。

#### Step 4 巩固 (consolidation)

**Task 1:** 学校要开设课外兴趣小组活动班，因此要求各个班的班长调查班上同学的兴趣爱好，然后做一个兴趣爱好的汇总表，方便学校决定开设哪些兴趣小组活动。将学生分成几个小组，每组选出一名学生担任小组询问与汇总工作，并且在活动后进行汇报。

**Task 2:** 根据任务一中汇总出来的前 5 个同学喜欢参加的兴趣小组的内容进行一份海报制作。主要宣传学校要开兴趣小组活动班的事情。要求对于开班的时间，开班的内容以及报名时间和地点及报名注意事项等内容都要在海报中体现出来。最后评比哪一组的海报最精美，内容最全面。

目的：通过任务型活动提高学生的交际、合作以及动手能力，培养学生的综合语言运用能力。

#### Step 5: 总结 (summary)

让学生自己总结本节课的单词和要掌握的基本句型，并且跟读复习；

教师对学生的总结内容进行必要的补充，同时教师需要强调让学生热爱生活，在实际生活中多参与一些活动，培养兴趣爱好，陶冶情操，拓展自己的视野。

目的：学生能够在教师指导下梳理知识点，教师可以根据课堂活动查漏补缺，为下次的课程进行调整。此外，教师对学生的情感教育能够帮助学生养成乐观积极的生活态度。

#### Step 6. 家庭作业 (homework)

复习本堂课所学的内容，记住词组和句型；

做一个小调查，调查父母的兴趣爱好，争取下次课在课堂上展示。

目的：结合生活巩固所学习的语言知识，提高学生的语言运用能力。

## 二、教学设计

请根据以上教学目标以及案例分析的结果，新设计至少三个教学活动，并说明活动设计的意图，将答案写在答题卡上。

### 【答案解析】

#### Step 1 Warming-up

让学生观看一段学生课后业余活动的视频，询问学生在视频中出现了几种活动，并且让学生说出他们的英语表达方式。

目的：激发学生的学习兴趣，唤起学员原有的英语表达方式的积累，让学生能够将新知识与自己掌握的的知识进行联系。

#### Step 2 Presentation

教师提问：What do you usually do on Sunday?

教师自己回答：I like playing basketball on Sunday.

让学生通过教师的自问自答进行感知本句话的含义。

然后教师在黑板上板书 What do you usually do on Sunday? 并且让学生根据教师的示范进行回答。

目的：展示本课句型以及回答，让学生对新授的句型有初步印象，通过练习让学生能够熟练掌握句型基本用法以及回答。

### Step 3 Practice

#### Activity 1 对话

让学生两两进行对话，对话的内容包括本节课的句型：

What do you usually do \_\_\_? I like \_\_\_\_\_.

然后让部分学员进行展示。展示结束后，请部分学生对展示学员喜欢做的事情进行复述。

#### Activity 2 TPR 你做我猜

将学生分成 4 个小组，每个小组请部分学生通过动作展示自己经常做的事情，让其他组的学生进行猜测，猜对多的小组获胜。在猜测过程中，让学生运用本节课的重点句型。

What does Li Lei usually do after school? He likes ----.

目的：通过一些活动，提高学生的听，说技能，熟练掌握本课的重点句型。让学生学会用句型询问同学的业余爱好。

### Step 4 Consolidation

#### Task 1 调查

学校要进行兴趣小组活动组的准备，要让各个班级先进行调查。了解学生在课后的兴趣活动。将班级分成 4 个小组，请小组长先对自己小组的学生的兴趣进行调查，然后记录下来最后进行汇报。在调查过程中要使用本节课的重点句型。

#### Task 2 手工制作

将有同样兴趣爱好的学生分成同一个小组，学校决定开设喜欢的兴趣小组班活动，然后让他们一起做一份宣传海报。在海报中要说明他们爱好的好处，说明兴趣爱好班的报名地点和开始活动的时间以及活动中的注意事项等内容。将优秀的海报进行展示。

目的：通过任务型活动提高学生的交流和合作技能。提高学生综合应用英语知识的能力。同时提高学生的动手实践能力。

### Step 5 Summary

学生自己总结本节课的基本句型和回答。教师对学员内容总结内容进行补充，同时教师提醒学生要丰富自己的课余生活。

目的：学生能够在教师指导下梳理知识点。教师可以根据课堂活动查漏补缺，为下次的课程进行调整。

### Step 6 Homework

朗读对话并背诵；

回家后了解家里人的平时喜欢做的事情，提醒学生在下节课进行展示。

目的：让学生在家结合生活和所学习的语言知识进行练习和巩固。

### 三、教学活动设计

根据所给的教学案例完成以下指定的后续教学活动设计并说明设计意图



本课教学难点 “Do you know John’s telephone number?” 以及表达电话号码的教学活动。

本课功能句式 “where is ---” 及其回答和 “Do you know John’s telephone number?” 以及表达电话号码的综合运用活动。

### 【答案解析】

#### Step 1 (新课展示) Presentation

通过教师示范，让学生学习并理解本课教学难点 “Do you know John’s telephone number?” 以及电话号码的表达方式。

教师提问：Do you know John’s telephone number?

教师自己回答：Yes, it’s 4563432.

通过教师的示范，让学生感知本句的基本含义以及电话号码的表达。然后学生和教师间模拟进行对话。

目的：展示本课重点句型，让学生对新授句型有初步印象，通过练习让学生能够熟练掌握单词的正确发音和句型基本用法

#### Step 2 Practice (练习)

Practice 1: 与学生自由问答，了解学生家庭的电话号码。让该小组的同学记住自己组员的电话号码。

教师询问 what’s your telephone number? 并且引导学生回答。

Practice 2: 让学生四人一组问答自己组员的电话号码，然后回答。

S1: Do you know Lily’s telephone number?

S2: It’s 3454567.

目的：通过一些活动，提高学生的听，说技能，熟练掌握本课的重点词汇和句型。

#### Step 3 巩固 (consolidation)

##### Task 1: 角色扮演

假设今天有一节语文课，但是语文老师因为生病了没有来上课，请设计一个对话。对话内容包括，所学习的句型 where is---? 以及回答。Do you know the teacher’s telephone number? 以及数字的表达。请部分学生进行对话表演。其他学生记录他们说的电话号码并提问某一学生进行复述。

##### Task 2: 手工制作

假设学生到语文教师家慰问病情，让学生以小组为单位制作一张慰问卡。卡上内容包括各个学生对教师的慰问语，各个学生的联系方式等。小组竞赛，看哪个小组制作的慰问卡最精美。然后用某一小组的慰问卡，询问其中某人的电话号码，让其他小组的成员进行回答。

目的：通过任务型活动提高学生的交流和合作技能。提高学生的动手实践能力和学生综合应用英语知识的能力。

#### 44. 教学设计

完成 43 题中的 “2b Listen again, Fill in blanks” 环节的教学设计，并说明设计意图，请将答



案写在答题卡上

对 step 2: 2b Listen again, Fill in blanks”这一环节至少设计一项活动。(9分)

完成 Step 3, Step 4 教学设计, 活动设计要针对“一般现在时态“的正确使用和学生易错的语言点进行操练。(step 3: 8分, step 4: 8分)

要求:

教学设计中应该包含活动的组织过程, 教师的指导语等, 注意体现各教学环节的衔接。

每项活动的教学设计用英语作答, 设计意图用汉语作答。

### 【答案解析】

Step 2 Listen to the tape again, then fill in the blanks. Then check the Ss answers. Review the words: hamburgers, broccoli, and ice cream. Practice the words three times. Students read the words group by group and correct their wrong pronunciation. Then ask the students to do role-play according to the pictures.

Then the teacher gives Ss some tips on the screen and ask them to make a conversation according to the tips with the new patterns “Do you like---? ; I like ----; I don't like.

设计意图: 通过听力填写单词, 提高学生的听力能力, 同时让学生复习所学习过的单词。同时让学生进行单词的训练, 纠正学生的发音。然后通过学生的角色扮演以及提示性编写新对话, 让学生能够巩固本节课的重点句型, 并且在英语的具体语境中应用语言。

### Step 3 Practice

#### 1)TPR guessing game

T divide the whole class into 3 groups and have a competition. Every group choose one to do some actions that they like. And other group should ask them “do you like---?” Then the students who do the actions should answer “yes, I like ---, or No, I don't like ---.

2) Then the teacher guide and ask “ Does he/she like---? The students answer “yes, he/she likes-- or No, he/ she doesn't like --- “ T should correct their answer immediately if they have some mistakes.

设计意图: 通过游戏形式, 可以提高学生学习的积极性, 让学生在玩中学习一般现在时态。同时在教师的引导下用第三人称的形式进行问答, 巩固一般现在时态的基本用法。

### Step 4 consolidation

#### 1) make a survey

Our class will make a survey in order to understand the Ss daily life. The whole class will be divided into 4 groups and every group choose a leader to make a survey and fill in the blanks. During the survey, the leader should use the pattern: do you \_\_\_\_ and the other Ss should answer I -----.

Name	When do you get up?	What do you have for breakfast?	How do you get to school?

--	--	--	--

2) make a report

Then ask the leader to make a report and tell us his survey. During the report, the leader should use the pattern “he/she gets ----, he/she doesn’t have ----” and so on. Then T will ask the other Ss some questions according to their report.

设计意图：让学生在真实语境下进行学习，能够提高学生应用英语知识和句型的能力。同时提高学生的合作交流能力。教师在引导学生进行第三人称的问答，进一步在语境中巩固复习一般现在时态的用法。

格木教师

## 第七部分 作文

### 第一章 写作概述

对于湖北省农村义务教师招聘中的英语写作，就要求考生能运用构思方法产生与组织观念，且具备修改与校读能力；该部分所占分值很大，考生要引起足够重视；题目可能紧密联系本学科知识，亦可能纯考查英语一般写作能力，后者常效仿大学英语四级出题风格；纵观往年真题，议论文出现的概率最大，考生应重点准备。

1. To what degree should parents intervene in the lives of 14 to 15-year-old child? At least 150 words.

2. Many education systems throughout the world recognize the value of learning a language and are seeking to improve the way foreign languages are taught. What in your view is the best way of teaching a foreign language in schools?

3. Big city lives or country lives

### 第二章 审题立意

题干：有提示 OR 无提示；有大纲 OR 无大纲；Direction 为中文 OR 英文。

审题是作文的第一步。考生要认真审阅作文的说明要求和所给材料，从而明确作文的写作范围和侧重点，确定与文章内容相应的体裁、中心、表现手法等等；平时练习中要养成认真审题，仔细研究所给材料的良好习惯，避免漏题、偏题或面对题中生单词手足无措的情况发生；切记，一旦审题出现失误，其后的一切工作都是百搭！

### 第三章 三段论

#### 第一节 开头的万能公式

1. 开门见山。一般用于谈及对某个观点或现象的看法的文章；在文章开头就简单提出个人看法，然后在下文展开论述。

-Now there is a growing awareness/recognition of the need for. . .

2. 名人名言。名言警句有说服力，展现考生知识丰富的一面。

-A proverb says "You are only young once."

-It goes without saying that we cannot be young forever.

3. 数字统计。要想更有说服力，就可以用实际的数字来说明。

-According to a recent survey, about 78.9% of the college students wanted to further their study after their graduation.

4. 自问自答。通过提问引起读者对文章的兴趣，在篇首就简单给出答案，也可以将答案放到接下来的段落中。这一般都是用在作文题本身就是提问式或是结论式的文章中。

-What is a good student? Different people may have different answer to this question. But I think...

-Should/What. . . . ? Options of . . . vary greatly, some . . . , others . . . But in my opinion . . .

## 第二节 文章的中间段

### 1. 一定要有中心句

中间段一般也叫发展段，是用于发展、拓宽开头段中揭示出的文章的主题的段落，而中心句则是段落展开的逻辑起点，一般为第一句话。对于议论文这一常考体裁而言，中心句起着分论点的作用，一定要写得简单漂亮；对于给出提示的考题，一般它分段的提示就可以写成一个中心句，这样整个文章的骨架就支撑起来了。记住：文章不论体裁、长短，每个段落都必须为主题服务。

### 2. 中间段一定要段落分明，围绕中心句展开。

中间段可以是一个段落也可以是数个，它们从不同侧面说明文章的主旨。在发展段中，它又是由中心句(topic sentence)、拓展句(development sentence)和结论句(concluding sentence)组成的。

### 3. 注意文章布局连贯。

在写好中心句后，要围绕其做进一步的阐述，把文字材料很好地组织起来，一定要把主观点用简短的话明确地写出来，而且要分点概括，注意用连接句，如 firstly, secondly, thirdly, finally 来论述观点。

### 4. 段落的展开

(1) **展开方法**：根据不同的题材可以选择使用不同的展开方法，也可以同时使用几种。

A. **对比法**：此方法最常用，就是将不同现象、观点、看法等进行比较；对比的双方可能没有利害冲突，也可能互相对立。

B. **因果法**：这类作文一般都是先有个结论性的东西，然后让你做进一步的解释和说明。如果是现象，则解释现象产生的原因；如果是态度，则表明你为何选择这种态度。

C. **概述法**：一般用于先分后总的段落结构中，即先给出原因再写结果，或先列出现象再总结根源。它是就全文的布局而言的，一般概述性的文字都会出现在最后一段中，这在说明性的文章中比较多见。

D. **举例法**：有些考题会明确指出要你举例说明，除了考英语写作能力，也是在考平时

是不是留心观察日常生活中一些社会现象和问题。

## 2) 段落写作中常用套路

在各种类型的写作中总是会有一定规律可循的,那就是句型的使用。记住一些实用句型,在考试中可提高行文速度。

### A. 说明原因的句型:

-The reason for. . . is that

### B. 表示不同看法的句型:

-some believe that. . . others argue that. . . still others maintain that. . .

### C. 辩论型议论文中常用的句型:

-There is no doubt that. . .

### D. 举例表示法

for example, for instance, let's share an example, a good case in point. . .

### E. 概述 (用于图表作文):

-According to the figures given in the table. . .

## 第三节 结尾

结尾一般都是对全文的概括,或是提出建设性的意见,或有所展望。常用的方法下:

1. 结论式结尾
2. 建议式结尾
3. 指明方向,激励读者
4. 展望式结语

## 第四章 词与句型使用注意事项

关于写作中的用词与句型有如下一些需要避免出现的问题:

### 1. 低水平重复用词:

like= prefer\enjoy\love\appreciate

### 2. 句式单调: 如“粗心驾驶易引起车祸”有以下几种说法。

- a. Traffic accidents are invited by careless driving.
- b. Careless driving invites traffic accidents.
- c. Anyone who drives carelessly is to invite traffic accidents.
- d. Traffic accidents are what careless driving invites.
- e. The fact that you drive carelessly invites traffic accidents.

### 3. 避免中式英语

例:“他的病情好多了”中国学生往往说成 His sick condition is much better. 实际上, condition 本身就表示“疾病”(sickness, illness), 所以句中的 sick 也是一种无意义的重复,

地道的表达方法是 His condition is much better. 或者可以更简单地说 He is much better.

一些需要避免出现的问题:

#### 4. 多实少虚原则

写文章还是应该写一些实际的东西, 不要空话连篇。比如说一个很好的时候, 不应该只说 nice 这样空洞的词, 应该使用一些诸如 humorous, interesting, smart, gentle, warm-hearted, hospital 之类的形象词去形容具体的情况。

## 第五章 高分技巧

### 第一节 长短句结合

As a creature, I eat; as a man, I read. Although one action is to meet the primary need of my body and the other is to satisfy the intellectual need of mind, they are in a way quite similar.

注意: 开头写长句

The majority of students believe that part-time job will provide them with more opportunities to develop their interpersonal skills, which may put them in a favorable position in the future job markets.

### 第二节 短语优先

- 1、on account of... 因为..., 由于...
- 2、account for... 说明...的原因
- 3、on the basis of... 根据..., 在...的基础上
- 4、in any case 无论如何, 总之
- 5、in case of... 假使..., 万一...
- 6、in no case 决不
- 7、make sense 讲得通, 有意义
- 8、a great/good deal of 大量(修饰不可数名词)
- 9、influence on 影响
- 10、reply to... 回答..., 答复...
- 11、once upon a time 从前
- 12、once in a while 偶尔, 有时
- 13、refer to... 参考..., 查阅..., 涉及..., 提到...
- 14、depend on... 取决于...
- 15、devote to... 奉献..., 致力于...
- 16、insist on... 坚持...
- 17、look forward to... 盼望..., 期待...
- 18、have something to do with... 和...有点关系
- 19、have nothing to do with... 和...毫无关系

- 20、be fed up with...对...感到厌烦
- 21、in detail 详细地说
- 22、be accustomed to 习惯于
- 23、be aware of...意识到...
- 24、be characterized by...以...为特征
- 25、be composed of...由...组成
- 26、be concerned about...关心..., 挂念
- 27、be determined to do something 决心做...
- 28、be equal to...等于...
- 29、be identified as...被认为是...
- 30、be satisfied with 对...满意, 满足于...
- 31、as far as somebody be concerned 就...而言
- 32、as to... 至于...,关于...
- 33、be beneficial to... 有利于..., 有益于...
- 34、adapt oneself to...=adjust oneself to...使自己适应于...
- 35、attribute...to...把...归因于..., 认为...是...的结果
- 36、concentrate on...集中注意力于...
- 37、on the contrary 与之相反
- 38、in detail 详细地

### 第三节 多用高级词

nice: generous, humorous, interesting, smart,

good: spectacular, amazing, unbelievable, incredible,

famous: accomplished, distinguished, prominent, eminent,

bad: nightmarish, disgusting, despicable, monstrous,

improve: better, further, promote, enhance, reinforce, strengthen,

important: Key, crucial,

very: extraordinary, unusual,

say: believe, think, suppose, hold, claim, maintain, presume, assume,

Everyone knows:

It's a truth universally acknowledged that,

It can never be denied; It is undeniable that; It goes without saying that; It is self evident that;

It is highly advisably/imperative/ remarkable that; It comforts one to know that...

### 第四节 句式多变

1. China is a big country. It has a large population. (合并)



China is a big country with a large population.

2. We should take measures to improve this situation. (语态)

Measures should be taken to improve this situation.

3. It is important to be active in life. (V-ing 不定式作主语)

Being active in life is important.

To be active in life is important.

4. If it is necessary, you can turn to your teacher for help. (省略)

If necessary, you can turn to your teacher for help.

5. It disappointed everybody that he didn't turn up. (名词性从句)

The fact that he didn't turn up disappointed everybody.

## 第六章 优秀范文

一、学生健康成长是教师一直关心的话题。为此，有人提议老师不要用红笔批改作业，有人建议为学生创造相互学习的机会，有人倡导给学生提供展示特长的舞台……你还有哪些可行的办法呢？

结合以上要点，以“*How to get students soundly developed*”为题用英语写一篇短文，要求：

- (1) 描述以上要点并简述理由；
- (2) 提出你认为可行的其他办法（不少于两个）并加以阐释；
- (3) 字数 150。

范文：

Nowadays, students' development has become the matter of great concern, especially for teachers. The reason is that it has an effect on students' both school scores and mental health.

The problem is so critical that some measures are put forward to improve it. For instance, some hold the view that teachers should not use red pen to assess students' homework as it may hurt the students who has a poor score. In addition, creating the opportunity of learning from each other can help them to elevate their comprehensive quality. Furthermore, platform of showing specialty are suggested to provide to enhance their confidence. Compared with the suggestions above all, I prefer the following ways. For one thing, teachers and parents must not judge students only by their school scores. For another, encouraging students to mend rather than criticizing when they do something wrong.

In a word, students' development does matter in many ways that we should attach great importance to it. With such efforts made and persisted in, we can help students to grow more soundly.

二、运动越来越受到学生的喜爱，大部分学生认为运动应该普及。不同的学生有不同的喜好和运动方式：有的喜欢游泳。有的喜欢篮球。你有什么观点呢？

- 要求：1) 描述以上要点并简述理由。  
2) 提出你的观点并加以阐述。  
3) 字数 150。

范文：

### Let's Go for Sports

Nowadays, an increasingly growing number of students have fallen in love with sports and most of them holds that sports should be universal. The students often have their own favorites, like swimming, basketball or others. As far as I am concerned, sports bring the students health and joy, and that is why they like it.

For one thing, doing proper exercise is good for one's physical health. Our body is just like machine which needs some movements to function well. For another, doing sports is a good way for students to release pressure and get rid of bad mood. They can build friendship and get closer with each other while taking sports as well.

All in all, sports bring much benefit to us. It is high time that we should take measures to make sports more popular among students.

## 第七章 常考作文模板

### A. 对比观点题型

(1) 要求论述两个对立的观点并给出自己的看法。

1. 有一些人认为……
2. 另一些人认为……
3. 我的看法……

There is a widespread concern over the issue that 作文题目. But it is well known that the opinion concerning this hot topic varies from person to person. A majority of people think that 观点一. In their views there are two factors contributing to this attitude as follows: in the first place, 原因一. Furthermore, in the second place, 原因二. So it goes without saying that 观点一.

People, however, differ in their opinions on this matter. Some people hold the idea that 观点二. In their point of view, on the one hand, 原因一. On the other hand, 原因二. Therefore, there is no doubt that 观点二.

As far as I am concerned, I firmly support the view that 观点一或二. It is not only because \_\_\_\_\_, but also because \_\_\_\_\_. The more \_\_\_\_\_, the more \_\_\_\_\_.

(2) 给出一个观点，要求考生反对这一观点

Some people believe that ①----- (观点一) . For example, they think ②-----  
---- (举例说明) . And it will bring them ③----- (为他们带来的好处).

In my opinion, I never think this reason can be the point. For one thing, ④----- (我不同意该看法的理由一). For another thing, ⑤----- (反对的理由之二).

Form all what I have said, I agree to the thought that ⑥----- (我对文章所讨论主题的看法).

## B. 说明利弊题型

这种题型往往要求先说明一下现状，再对比事物本身的利弊，有时也会单从一个角度（利或弊）出发，最后往往要求考生表明自己的态度（或对事物前景提出预测）

1. 说明事物现状
2. 事物本身的优缺点（或一方面）
3. 你对现状（或前景）的看法

Nowadays, there is a widespread concern over (the issue that) 作文题目. In fact, there are both advantages and disadvantages in 题目议题. Generally speaking, it is widely believed there are several positive aspects as follows. Firstly, 优点一. And secondly 优点二.

Just As a popular saying goes, "every coin has two sides", 讨论议题 is no exception, and in another word, it still has negative aspects. To begin with, 缺点一. In addition, 缺点二.

To sum up, we should try to bring the advantages of 讨论议题 into full play, and reduce the disadvantages to the minimum at the same time. In that case, we will definitely make a better use of the 讨论议题.

## C. 解决方法题型

要求考生列举出解决问题的多种途径

1. 问题现状
2. 怎样解决(解决方案的优缺点)

Currently, there is a widespread concern over (the issue that) 作文题目. It is really an important concern to every one of us. As a result, we must spare no efforts to take some measures to solve this problem.

As we know that there are many steps which can be taken to undo this problem. First of all, 途径一. In addition, another way contributing to success of the solving problem is 途径二.

Above all, to solve the problem of 作文题目, we should find a number of various ways. But as far as I am concerned, I would prefer to solve the problem in this way, that is to say, 方法. In this way, I have full confidence in solving the problem. Let's do it together.

## D. 说明原因题型

Currently, XX has been the order of the day. This does demonstrate the theory —— nothing is more valuable than XX It is clear that (1) . If you (2) , as a result, your dreams will come true. On the contrary, if you (3) , failure will be following with you. It turns out that all your plan falls

through. No one can deny another fact that (4) . You don't have to look very far to find out the truth, in respect that we all know (5) . It will exert a profound influence upon (6) . With reference to my standpoint, I think (7) .

注释:

- |               |                 |
|---------------|-----------------|
| 1. XX 的第一个优点  | 2. 支持 XX 的做法    |
| 3. 不支持 XX 的做法 | 4. XX 的第二个优点    |
| 5. 举例证明优点二    | 6. 说明 XX 优点三的影响 |
| 7. 支持 xx, 总结  |                 |

格木教师

## 附录：写作实用句式/句子汇总

## 1. 作文连接词

## 引入主题

(1) A proverb says..... (2) As the proverb says (3) As Charles Dickens puts it,... (4) Some people say that.... (5) Many people believe that.... (6) It is generally believed that...(7) We all know that.... (8) As we all know... (9) It is quite clear that.. (10) Various views exist as to .... but.... (11) There are many arguments/opinions/views about ... (12) There is much discussion about /attention to ... (13) It is well known that (14) It is said that (15) It has been found that... (16) It is easy to see that... (17) The graph shows... (18) A recent survey provides.. (19) The chart/graph/table shows. . (20) No one can deny that...

## 承启方式:

(1) Clearly/obviously. . (2) Moreover/Furthermore... (3) In addition to ..... (4) Despite.... (5) For example/instance .... (6) At the same time.... (7) Perhaps.... (8) In contrast to... (9) In practice. . . (10) First, Second, Third, Fourth, Finally. (11) Last but not the least, (12) Not only...but also... (13) For one thing, for another.... (14) On one hand,...on the other hand... (15) As far as .... are/is concerned,... (16) When it comes to . . (17) Another factor is . . (18) It is true that.... but.... (19) Another key aspect of ..... is ..... (20) What is more serious is that...(21) There is no doubt that..... (22) But it is a pity that...(23) But the trouble/problem/point is .... (24) However,.... (25) Similarly,/Likewise,.... (26) Thus/Therefore.... (27) Meanwhile.... (28) At least... (29) In general. . . (30) In fact . (31) But again (32) In principle...

## 结尾段的承接句

(1) Personally, (2) As for me,.... (3) As far as I am concerned,.... (4) In my opinion,.... (5) To be frank, I think.... (6) With respect to .... (7) As regards. . . . . (8) All in all... (9) In summary, (10) In a word, . (11) A reasonable conclusion can be drawn from... (12) In short,/In brief (13) In conclusion/On the whole.... (14) To sum up/summarize/conclude... (15) As a result/a consequence ... (16) Accordingly,. . (17) consequently. . . (18) Finally .... (19) Thus/Hence/Therefore..... (20) For this reason... (21) On account of this..... (22) From this point of view... (23) It follows that.... (24) It follows that.... (25) It was concluded that....

## 结论归纳过渡词

(1) generally (2) generally speaking (3) as a general rule (4) in general.... (5) in a/one sense.... (6) on a large scale.... (7) to take the idea further.... (8) in a way... (9) to some extent.. (10) in my opinion (11) in my view... (12) as for me (13) . as far as I am concerned,

(14) unfortunately (15) obviously (16) undoubtedly (17) finally. (18) therefore (19) practically speaking. (20) simplistically speaking (21) in terms of (22) in some respects (23) all in all (24) in conclusion (25) on the whole. (26) in short /brief/a word.... (27) in general.... (28) as for me ... (29) to sum up/conclude. . (30) in summary. (31) at last

#### 让步过渡词

(1) although (2) however (3) nevertheless (4) in spite of. (5) It is true .. but.... (6) even though (7) but.... (8) yet... (9) though... (10) still (11) after all ... (12) of course

#### 强调类过渡词

(1) anyway (2) indeed (3) in fact (4) chiefly. (5) actually. (6) especially (7) particularly. (8) certainly... (9) surely. (10) to be sure (11) needless to say... (12) more often than not (13) of course (14) besides (15) moreover (16) furthermore (17) in addition (18) what is more (19) no doubt (20) above all (21) even worse (22) most important of all

#### 因果关系的过渡词

(1) because (2) as (3) since (4) for. (5) owing to .... (6) due to (7) because of .... (8) on account of ... (9) as a result of.. (10) for the reason (11) result from... (12) thus (13) so, (14) hence (15) therefore (16) accordingly (17) consequently (18) for this reason (19) on that account (20) as a result (21) as a consequence (22) result in (23) contribute to

## 2. 常用句型

### (一) 开头句型

1. \... has both advantages and disadvantages. ....既有利又有弊。例如:

1) Obviously television has both advantages and disadvantages.

2) Living in a city has both advantages and disadvantages.

3) Compared with cars, bikes have their advantages and disadvantages.

2. ... play(s) an important role / part in. ....在.....中扮演重要角色 / 起重要作用。

例如:

Computers play an important role in science and technology.

3. With the development of . . . , 随着.....的发展, 例如:

1) With the development of our economy, many Chinese families can afford a car.

2) With the development of our economy and society, pollution is more and more serious.

4. When it comes to. . . , some people think / believe that. . . , others argue / claim that. . .

请看下面这个例子:

### **TV, a good thing or bad thing**

When it comes to TV, some people believe that it is extremely valuable, as it provides relaxation, entertainment and education. Others argue that it is harmful for it begins to control our

lives and deprives people of time to do other activities.

5. As far as . . . is concerned

6. Nothing is more important than the fact that. . .

7. As is known to all/ As we all know

8. 书信:

1) I am writing to you to apply for admission to your university as a visiting scholar.

2) How nice to hear from you again.

3) Thank you for your letter of May 5.

9. 通知:

1) Ladies and gentlemen, May I have your attention, please. I have an announcement to make.

2) Mr. Green, Welcome to our school. To begin with, let me introduce Mr. Wang to you.

10. Compared to/ with letters, e-mails are more convenient.

11. According to the figure/statistics/percentages in the /chart/line/graph, it can be seen that...while. Obviously, ...but why? 根据图表/统计数字/表格中的百分比/图表/条形图/成形图可以看出.....很显然....., 但是为什么呢?

12. ....has been playing an increasingly important role in our day-to-day life. It has brought us a lot of benefits but has created some serious problems ..... 在我们的日常生活中起着越来越重要的作用, 它给我们带来了许多好处, 但同时也引发一些严重的问题。

13. ....has become a hot topic among people, especially among the young and heated debates are right on their way. ....已成为人的关注的热门话题, 特别是在年青人当中, 将引发激烈的辩论。

14. Man is now facing a big problem ..... which is becoming more and more serious. 人类正面临着一个严重的问题....., 这个问题变得越来越严重。

15. Today, ..... which have brought a lot of harms in our daily life. First, ..... Second, ..... What makes things worse is that..... 现在, ....., 它们给我们的日常生活带来了许多危害。首先, .....; 其次, .....。更为糟糕的是.....。

## (二) 结尾句型

英语议论文多以简要总结全文或对所讨论的问题提出解决办法来结尾。总结全文时除常用到 in one / a word, generally speaking 等外, 还有如下选择:

1. . . . take measures to do sth. 例如:

We should take measures to control pollution in order to save the world.

Urgent measures should be taken to prevent students from cheating on exams.

2. All things considered 总而言之

3. Therefore, in my opinion, ---

4. It can be concluded from the discussion that. . . 从中我们可以得出这样的结论



### (三) 衔接句型

1. As is often the case. . .

2. But it's a pity that. . .

3. Further, we hold opinion that. . .

4. Similarly, we should pay attention to. . .

5. In view of the present station. 鉴于目前形势

6. However, we have to look at the other side of the coin, that is. . . 然而我们还得看到事物的另一方面, 即

7. On the contrary, there are some people in favor of.....at the same time, they say...相反, 有一些人赞成..., 他们相信..., 而且, 他们认为....

8. There are several measures for us to adopt. First, we can..... 有几个可供我们采纳的方法。首先, 我们可以.....

9. ...is necessary and important to our country's development and construction. First, ... What's more, ...Most important of all, .....对我们国家的发展和建设是必不可少的, (也是)非常重要的。首先, .....而且....., 最重要的是.....

### (四) 并列用语: as well as, not only...but (also), including

1. Not only do computers play an important part in science and technology, but also play an informative role in our daily life.

2. All of us, including the teachers / the teachers included, will attend the lecture.

3. He speaks French as well as English. =He speaks English, and French as well. =He speaks not only English but also French.

4. E-mail, as well as telephones, is playing an important part in daily communication.

### (五) 对比用语: on one hand, on the other hand, on the contrary. . . , though, for one thing; for another

1. I know the Internet can only be used at home or in the office, but on the other hand, it is becoming more and more popular for much information as well as clear and vivid pictures.

2. It is hard work; I enjoy it though.

### (六) 递进用语: even, besides, what's more, as for, so...that..., worse still, moreover, furthermore, in addition, to make matters worse

The house is too small for a family of four, and furthermore/besides/what more/moreover /in addition/worse still, it is in a bad location.

### (七) 例证用语: in one's opinion, that is to say, for example, as a matter of fact, in fact, namely

As a matter of fact, advertisement plays an informative role in our daily life.

### (八) 时序用语: first/firstly, meanwhile, before long, ever since, while, at the same time

1. They will be here soon. Meanwhile, let's have coffee.

2. Firstly, let me deal with the most important difficulty.

(九) 因果用语: thanks to, because, as a result, because of/as a result of, without, with the help of. . . , owe . . . to. . .

1. The company has a successful year, thanks mainly to the improvement in export sales.

2. As a result, many of us succeeded in passing the College Entrance Examinations.

(十) 总结用语: in short; generally speaking, in a word, as you know, as is known to all

Generally speaking, sending an e-mail is more convenient than sending letters.

### 3. 高分句子

1. According to a recent survey, four million people die each year from diseases linked to smoking.  
依照最近的一项调查, 每年有 4,000,000 人死于与吸烟有关的疾病。

2. The latest surveys show that quite a few children have unpleasant associations with homework.  
最近的调查显示相当多的孩子对家庭作业没什么好感。

3. No invention has received more praise and abuse than Internet.  
没有一项发明像互联网一样同时受到如此多的赞扬和批评。

4. People seem to fail to take into account the fact that education does not end with graduation.  
人们似乎忽视了教育不应该随着毕业而结束这一事实。

5. An increasing number of people are beginning to realize that education is not complete with graduation.

越来越多的人开始意识到教育不能随着毕业而结束。

6. When it comes to education, the majority of people believe that education is a lifetime study.

说到教育, 大部分人认为其是一个终生的学习。

7. Many experts point out that physical exercise contributes directly to a person's physical fitness.  
许多专家指出体育锻炼直接有助于身体健康。

8. Proper measures must be taken to limit the number of foreign tourists and the great efforts should be made to protect local environment and history from the harmful effects of international tourism.  
应该采取适当的措施限制外国旅游者的数量, 努力保护当地环境和历史不受国际旅游业的不利影响。

9. An increasing number of experts believe that migrants will exert positive effects on construction of city. However, this opinion is now being questioned by more and more city residents, who complain that the migrants have brought many serious problems like crime and prostitution.

越来越多的专家相信移民对城市的建设起到积极作用。然而, 越来越多的城市居民却怀疑这种说法, 他们抱怨民工给城市带来了许多严重的问题, 像犯罪和卖淫。

10. Many city residents complain that it is so few buses in their city that they have to spend much

more time waiting for a bus, which is usually crowded with a large number of passengers.

许多市民抱怨城市的公交车太少，以至于他们要花很长时间等一辆公交车，而车上可能已满载乘客。

11. There is no denying the fact that air pollution is an extremely serious problem: the city authorities should take strong measures to deal with it.

无可否认，空气污染是一个极其严重的问题：城市当局应该采取有力措施来解决它。

12. An investigation shows that female workers tend to have a favorable attitude toward retirement. 一项调查显示妇女欢迎退休。

13. A proper part-time job does not occupy students' too much time. In fact, it is unhealthy for them to spend all of time on their study. As an old saying goes: All work and no play makes Jack a dull boy.

一份适当的业余工作并不会占用学生太多的时间，事实上，把全部的时间都用到学习上并不健康，正如那句老话：只工作，不玩耍，聪明的孩子会变傻。

14. Any government, which is blind to this point, may pay a heavy price.

任何政府忽视这一点都将付出巨大的代价。

15. Nowadays, many students always go into raptures at the mere mention of the coming life of high school or college they will begin. Unfortunately, for most young people, it is not pleasant experience on their first day on campus

当前，一提到即将开始的学校生活，许多学生都会兴高采烈。然而，对多数年轻人来说，校园刚开始的日子并不是什么愉快的经历。

16. In view of the seriousness of this problem, effective measures should be taken before things get worse.

考虑到问题的严重性，在事态进一步恶化之前，必须采取有效的措施。

17. The majority of students believe that part-time job will provide them with more opportunities to develop their interpersonal skills, which may put them in a favorable position in the future job markets.

大部分学生相信业余工作会使他们有更多机会发展人际交往能力，而这对他们未来找工作是非常有好处的。

18. It is indisputable that there are millions of people who still have a miserable life and have to face the dangers of starvation and exposure.

无可争辩，现在有成千上万的人仍过着挨饿受冻的痛苦生活。

19. Although this view is wildly held, this is little evidence that education can be obtained at any age and at any place.

尽管这一观点被广泛接受，很少有证据表明教育能够在任何地点、任何年龄进行。

20. No one can deny the fact that a person's education is the most important aspect of his life.

没有人能否认：教育是人生最重要的一方面。

21. People equate success in life with the ability of operating computer.

人们把会使用计算机与人生成功相提并论。

22. In the last decades, advances in medical technology have made it possible for people to live longer than in the past.

在过去的几十年，先进的医疗技术已经使得人们比过去活的时间更长成为可能。

23. In fact, we have to admit the fact that the quality of life is as important as life itself.

事实上，我们必须承认生命的质量和生命本身一样重要。

24. We should spare no effort to beautify our environment.

我们应该不遗余力地美化我们的环境。

25. People believe that computer skills will enhance their job opportunities or promotion opportunities.

人们相信拥有计算机技术可以获得更多工作或提升的机会。

26. The information I've collected over last few years leads me to believe that this knowledge may be less useful than most people think.

从这几年我搜集的信息来看，这些知识并没有人们想象的那么有用。

27. Now, it is generally accepted that no college or university can educate its students by the time they graduation.

现在，人们普遍认为没有一所大学能够在毕业时候教给学生所有的知识。

28. This is a matter of life and death--a matter no country can afford to ignore.

这是一个关系到生死的问题，任何国家都不能忽视。

29. For my part, I agree with the latter opinion for the following reasons:

我同意后者，有如下理由：

30. Before giving my opinion, I think it is important to look at the arguments on both sides.

在给出我的观点之前，我想看看双方的观点是重要的。

31. This view is now being questioned by more and more people.

这一观点正受到越来越多人的质疑。

32. Although many people claim that, along with the rapidly economic development, the number of people who use bicycle are decreasing and bicycle is bound to die out. The information I've collected over the recent years leads me to believe that bicycle will continue to play extremely important roles in modern society.

尽管许多人认为随着经济的高速发展，用自行车的人数会减少，自行车可能会消亡，然而，这几年我收集的一些信息让我相信自行车仍然会继续在现代社会发挥极其重要的作用。

33. Environmental experts point out that increasing pollution not only causes serious problems such

as global warming but also could threaten to end human life on our planet

环境学家指出：持续增加的污染不仅会导致像全球变暖这样严重的问题，而且还将威胁到人类在这个星球的生存。

34. In view of such serious situation, environmental tools of transportation like bicycle are more important than any time before.

考虑到这些严重的状况，我们比以往任何时候更需要像自行车这样的环保型交通工具。

35. Using bicycle contributes greatly to people's physical fitness as well as easing traffic jams.

使用自行车有助于人们的身体健康，并极大地缓解了交通阻塞。

36. Despite many obvious advantages of bicycle, it is not without its problem.

尽管自行车有许多明显的优点，但是它也存在它的问题。

37. Bicycle can't be compared with other means of transportation like car and train for speed and comfort.

在速度和舒适度方面，自行车是无法和汽车、火车这样的交通工具相比的。

38. From what has been discussed above, we may safely draw the conclusion that advantages of bicycle far outweigh its disadvantages and it will still play essential roles in modern society.

通过以上讨论，我们可以得出结论：自行车的优点远大于缺点，并且在现代社会它仍将发挥重要作用。

39. There is a general discussion these days over education in many colleges and institutes. One of the questions under debate is whether education is a lifetime study.

当前在高校和研究机构对教育存在着大量争论，其中一个问题就是教育是否是个终身学习的过程。

40. This issue has caused wide public concern.

这个问题已经引起了广泛关注。

41. It must be noted that learning must be done by a person himself.

必须指出学习只能靠自己。

42. A large number of people tend to live under the illusion that they had completed their education when they finished their schooling. Obviously, they seem to fail to take into account the basic fact that a person's education is a most important aspect of his life.

许多人存在这样的误解，认为离开学校就意味着结束了他们的教育。显然，他们忽视了教育是人生重要部分这一基本事实。

43. As for me, I'm in favor of the opinion that education is not complete with graduation, for the following reasons:

就我而言，我同意教育不应该随着毕业而结束的观点，有以下原因：

44. It is commonly accepted that no college or university can educate its students by the time they graduate.

人们普遍认为高校是不可能毕业的时候教会他们的学生所有知识的。

45. Even the best possible graduate needs to continue learning before she or he becomes an educated person.

即使最优秀的毕业生，要想成为一个博学的人也要不断地学习。

46. It is commonly thought that our society had dramatically changed by modern science and technology, and human had made extraordinary progress in know ledge and technology over the recent decades.

人们普遍认为我们的现代科技使我们的社会发生了巨大的变化，近几十年人类在科技方面取得了惊人的进步。

47. Now people in growing numbers are beginning to believe that learning new skills and knowledge contributes directly to enhancing their job opportunities or promotion opportunities.

现在越来越多的人开始相信学习新的技术和知识能直接帮助他们获得工作就会或提升的机会。

48. An investigation shows that many older people express a strong desire to continue studying in university or college.

一项调查显示许多老人都有到大学继续学习的愿望。

49. For the majority of people, reading or learning a new skill has become the focus of their lives and the source of their happiness and contentment after their retirement.

对大多数人来讲，退休以后，阅读或学习一项新技术已成为他们生活的中心和快乐的来源。

50. For people who want to adopt a healthy and meaningful life style, it is important to find time to learn certain new knowledge. Just as an old saying goes: it is never too late to learn.

对于那些想过上健康而有意义的生活的人们来说，找时间学习一些新知识是很重要的，正如那句老话：活到老，学到老。

51. There is a general debate on the campus today over the phenomenon of college or high school students' doing a part-time job.

对于大学或高中生打工这一现象，校园里进行着广泛的争论。

52. By taking a major-related part-job, students can not only improve their academic studies, but gain much experience, experience they will never be able to get from the textbooks.

通过做一份和专业相关的工作，学生不仅能够提高他们的专业能力，而且能获得从课本上得不到的经验。

53. Although people's lives have been dramatically changed over the last decades, it must be admitted that, shortage of funds is still the one of the biggest questions that students nowadays have to face because that tuition fees and prices of books are soaring by the day.

近几十年，尽管人们的生活有了惊人的改变，但必须承认，由于学费和书费日益飞涨，资金短缺仍然是学生们面临的重大问题之一。



54. Consequently, the extra money obtained from part-time job will strongly support students to continue to their study life.

因此，业余工作挣来的钱将强有力地支持学生们继续他们的求学生活。

55. From what has been discussed above, we may safely draw a conclusion that part-time job can produce a far-reaching impact on students and they should be encouraged to take part-time job, which will benefit students and their family, even the society as a whole.

通过上面的讨论，我们不难得出结论：业余工作对学生们会产生深远的影响，我们应鼓励学生从事业余工作，这将有利于学生和他们的家庭，甚至整个社会。

56. These days, people in growing numbers are beginning to complain that work is more stressful and less leisurely than in past. Many experts point out that, along with the development of modern society, it is an inevitable result and there is no way to avoid it.

现在，越来越多的人开始抱怨工作比以前更有压力。许多专家指出这是现代社会发展必然的结果，无法避免。

57. There is a growing tendency for parent these days to stay at home to look after their children instead of returning to work earlier.

现在，父亲或母亲留在家里照顾他们的孩子而不愿过早返回工作岗位正成为增加的趋势。

58. Parents are firmly convinced that, to send their child to kindergartens or nursery schools will have an unfavorable influence on the growth of children.

父母们坚定地相信把孩子送到幼儿园对他们的成长不利。

59. However, this idea is now being questioned by more and more experts, who point out that it is unhealthy for children who always stay with their parents at home.

然而，这一想法正遭受越来越多的专家的质疑，他们指出，孩子总是呆在家里，和父母在一起，是不健康的。

60. Although parent would be able to devote much more time and energy to their children, it must be admitted that, parent has less experience and knowledge about how to educate and supervise children, when compared with professional teachers working in kindergartens or nursery schools.

尽管父母能在他们孩子身上投入更多时间和精力，但是必须承认，与工作在幼儿园的专职教师相比，他们在如何管理教育孩子方面缺乏知识和经验。

61. From what has been discussed above, we may safely draw a conclusion that, although the parents' desire to look after children by themselves is understandable, its disadvantages far outweigh the advantages.

通过以上讨论，我们可以得出如下结论：尽管家长想亲自照看孩子的愿望是可以理解的，但是这样做的缺点远大于优点。

62. Parents should be encouraged to send their children to nursery schools, which will bring about profound impacts on children and families, and even the society as a whole.



应该鼓励父母将他们的孩子送到幼儿园,这将对孩子,家庭,甚至整个社会产生深远的影响。

63. Many leaders of government always go into raptures at the mere mention of artistic and cultural projects. They are forever talking about the nice parks, the smart sculptures in central city and the art galleries with various valuable rarities. Nothing, they maintain, is more essential than such projects in the economic growth.

只要一提起艺术和文化项目,一些政府领导就会兴奋不已,他们滔滔不绝地说着美丽的公园,城市中心漂亮的雕塑,还有满是稀世珍宝的艺术展览馆。他们认为在经济发展中,没有什么比这些艺术项目更重要了。

64. But is it really the case? The information I've collected over last few years leads me to believe that artistic and cultural projects may be less useful than many governments think. In fact, basic infrastructure projects are playing extremely important role and should be given priority.

这是真的吗?这些年我收集的信息让我相信这些文化、艺术项目并没有许多政府想象的那么重要。事实上,基础设施建设非常重要,应该放在首位。

65. Those who are in favor of artistic and cultural projects advocate that cultural environment will attract more tourists, which will bring huge profits to local residents. Some people even equate the build of such projects with the improving of economic construction.

那些赞成建设文化艺术项目的人认为文化环境会吸引更多的游客,这将给当地居民带来巨大的利益。一些人甚至把建设文化艺术项目与发展经济建设等同起来。

66. Unfortunately, there is very few evidence that big companies are willing to invest a huge sums of money in a place without sufficient basic projects, such as supplies of electricity and water.

然而,很少有证据表明大公司愿意把巨额的资金投到一个连水电这些基础设施都不完善的地方去。

67. From what has been discussed above, it would be reasonable to believe that basic projects play far more important role than artistic and cultural projects in people's life and economic growth.

通过以上讨论,我们有理由相信在人们的生活和经济发展方面,基础建设比艺术文化项目发挥更大的作用。

68. Those urban planners who are blind to this point will pay a heavy price, which they cannot afford it.

那些城市的规划者们如果忽视这一点,将会付出他们无法承受的代价。

69. There is a growing tendency these days for many people who live in rural areas to come into and work in city. This problem has caused wide public concern in most cities all over the world.

农民进城打工正成为增长的趋势,这一问题在世界上大部分城市已引起普遍关注。

70. An investigation shows that many emigrants think that working at city provide them with not only a higher salary but also the opportunity of learning new skills.

一项调查显示许多民工认为在城市打工不仅有较高的收入,而且能学到一些新技术。

71. It must be noted that improvement in agriculture seems to not be able to catch up with the increase in population of rural areas and there are millions of peasants who still live a miserable life and have to face the dangers of exposure and starvation.

必须指出，农业的发展似乎赶不上农村人口的增加，并且仍有成千上万的农民过着缺衣挨饿的贫寒生活。

72. Although rural emigrants contribute greatly to the economic growth of the cities, they may inevitably bring about many negative impacts.

尽管民工对城市的经济发展做出了巨大贡献，然而他们也不可避免的带来了一些负面影响。

73. Many sociologists point out that rural emigrants are putting pressure on population control and social order; that they are threatening to take already scarce city jobs; and that they have worsened traffic and public health problems.

许多社会学家指出民工正给人口控制和社会治安带来压力。他们正在威胁着本已萧条的工作市场，他们恶化了交通和公共卫生状况。

74. It is suggested that governments ought to make efforts to reduce the increasing gap between cities and countryside. They ought to set aside an appropriate fund for improvement of the standard of peasants' lives. They ought to invite some experts in agriculture to share their experiences, information and knowledge with peasants, which will contribute directly to the economic growth of rural areas.

建议政府应该努力减少正在拉大的城乡差距。应该划拨适当的资金提高农民的生活水平;应该邀请农业专家向农民介绍他们的经验，知识和信息，这些将有助于发展农村经济。

75. In conclusion, we must take into account this problem rationally and place more emphases on peasants' lives. Any government that is blind to this point will pay a heavy price.

总之，我们应理智考虑这一问题，重视农民的生活。任何政府忽视这一点都将付出巨大的代价。

76. Although many experts from universities and institutes consistently maintain that it is an inevitable part of an independent life, parents in growing numbers are starting to realize that people, including teachers and experts in education, should pay considerable attention to this problem.

尽管来自高校和研究院的许多专家坚持认为这是独立生活不可避免的一部分，然而越来越多的家长开始意识到包括教师和教育专家在内的人们应该认真对待这一问题。

77. As for me, it is essential to know, at first, what kind of problems young students possible would encounter on campus.

我认为，首先应看看学生们在校园可能遇到哪些问题。

78. In addition to the obvious problem--loneliness, another major obstacle, in my opinion, is the alien environment of campus.

除了孤独这一明显的问题之外，我认为另一个困难是对校园环境的不熟悉。

79. Freshmen often get lost on campus; fail to find the way to dormitory or library.

新生常常在校园迷路，不知道去宿舍或图书馆该怎么走。

103. Most important of all, apart from their hometown and parents, students couldn't catch sight of any familiar face and have to suffer from homelessness, which can cause certain serious mental disease.

更重要的是，离开了家乡和父母，看不到任何熟悉的面孔，他们不得不忍受思家之苦，这可能会导致严重的精神疾病。

80. In the first place, school authorities should provide far more services to help freshmen to get used to the new life as soon as possible.

首先，学校应提供更多的服务，帮助新生尽快适应新的生活。

81. The senior and junior students could share their own experience about how to overcome the difficulty they have ever met, how to adjust to the new environment with the new students.

高年级学生可以与新生一起分享他们的经历：如何克服遇到的困难，如何适应新的环境。

82. At the same time, young people should be encouraged to communicate with their peers and develop their interpersonal skills, which may help them greatly to reduce dependence on their parents and are essential in the maintenance of healthy mental condition.

同时，应该鼓励年轻人和他们的同龄人交往，发展他们的交际能力，这将帮助他们极大地减少对父母的倚赖并且保持健康的精神状态。

83. In conclusion, we must lay emphasis on this problem and make our maximum contribution to help them spend their first day on campus smoothly.

总之，我们应重视这个问题，尽最大努力帮助他们平稳度过他们最初的校园生活。

84. There is a general discussion over fashion in recent years. One of the questions under debate is whether a person should choose comfortable clothes, which he or she likes, re. g. ardless of fashion.

近些年，关于时尚存在着广泛的争论。其中一个问题就是一个人是否应选择他喜欢的舒适的衣服，而不管是否时尚。

85. This issue is becoming a matter of concern for more and more people, especially for parents and experts in education.

这一问题已被越来越多的人所关注，尤其是父母和教育专家。

86. Many young people always go into raptures at the merely mention of buying fashion clothes. And they seem to be attracted by colorful material, various styles of fashion clothes. There is nothing, they maintain, that can't be compared with fashion clothes. In fact, fashion clothes had become indispensable part of youngster's life.

许多年轻人一提到时尚服装就兴高采烈。他们似乎被时尚服装那多彩的面料，各种不同的款式所吸引。

87. Many people seem to overlook the basic fact: the major function of clothing is to keep us warm

and comfortable.

许多人似乎忽视了这个基本事实：衣服的基本功能是保持我们舒适和温暖。

88. Furthermore, people who addict to fashion clothes have to spend more time going shopping and pay more attention to the impression they make on others. As a result, it is impossible to devote enough time and energy in their study and job.

而且，沉湎于时尚服装的人们不得不花费更多时间逛商店，更加注意自己给别人的印象。因此，他们不可能有足够的时间用于学习或工作。

89. No one can doubt the essential fact that the traffic problem over the last years has caused wide public concern all over the world. Experts in increasing numbers are beginning to believe that such situation would produce unfavorable effects on economic growth of local areas.

没有人能否认这一重要事实：最近几年交通问题在全世界受到了普遍关注。越来越多的专家开始相信这种状况将对当地的经济产生不利影响。

90. There are several reasons for this problem. One of the main reasons is that the number of vehicles is increasing much more rapidly than building of roads. Another primary reason is that there seem to be too many private cars and not enough public buses.

关于这个问题，有很多原因。一个主要原因是车辆增加的数量远快于道路的建设。另一个主要原因是私家车过多而公交车不够。

91. Meanwhile, the numbers of people, who have access to their own cars, have risen sharply in the recent years.

同时，拥有私人轿车的人数这几年却在快速增加。

92. Moreover, many people, including drivers and cyclists, do not obey the traffic rules properly, especially at busy intersections. And this undoubtedly worsens the already grave situation.

而且，许多人，包括司机和骑自行车的人，不能很好地遵守交通规则，特别是在繁忙的十字路口，这无疑使本已严重的状况雪上加霜。

93. The number of private cars in urban areas should be limited while the number of public buses should be increased.

在城市私人轿车的数量应得到控制而公交车的数量应该增加。

94. When asked what kind of school they are willing to send their children to attend, many parents say they would choose a boarding school rather than day schools for their children.

当问到愿意将孩子送到哪种学校的时候，许多父母认为他们会选择寄宿学校而不是日制学校。

95. Many survey show that people in increasing numbers are beginning to recognize that boarding school provides better environment and facilities for children.

许多调查显示越来越多的人开始意识到寄宿学校能给他们的孩子提供较好的学习环境和设施。