

LongMen



高中英语

主 编 赵炳河  
本册主编 亓 军



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书面表达



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# 书面表达



## 高中英语

主 编 赵炳河

本册主编 元 军

编 者 刘晓倩

宋琳琳

张志凯

侯宝琳

李 亮

巴松枝

冯文娟

张文涛

金 剑

宋亚杰

崔然然

杨静静

张 强

李卫成



YZLI0890147124

龍 門 書 局

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举报电话:(010)64031958;13801093426

邮购电话:(010)64034160

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# 短文改错

## 第一章 近几年高考短文改错常见错误设置及应试技巧

### 常见错误设置

高考短文改错题考查的是考生的语篇理解能力、词汇和语法基础知识,但并不是单纯的知识检测,而是考查考生在写和改的过程中运用语法知识解决实际问题的能力。

纵观近几年高考短文改错,我们发现命题有如下规律:

(一)考查表现英语学科显著特点的形式附加成分。

英语学科的显著特点是指拼音文字所特有的表现形式,如动词的形式变化、名词复数的形式变化、代词的形式变化、形容词和副词比较等级的形式变化等。

A. 动词的形式变化。

英语动词具有多变的外在形式,包括动词现在时第三人称单数形式、动词过去式、过去分词、现在分词及动名词等,这一类型的命题占相当大的比例,一般为5处左右,应引起重视。

B. 名词复数的形式变化。

C. 代词的形式变化。

D. 形容词、副词比较等级的形式变化。

E. 词性的变化。

(二)考查学生受本族语影响容易犯的错误。

(三)考查学生在运用英语过程中可能出现的错误,如:忽视句意的逻辑关系;忽视近似词语的差异;多用汉语表达中有而英语表达中没有的词;忽视词与词、句与句的并列或从属关系。

从形式上讲,近几年短文改错的设疑方式比较固定,分为多词、缺词和错词。下面引用近几年的高考题来分析一下此题的三种错误类型。

一、多词(以下例句摘自高考原题)

1. 多冠词

(He never) watches where he is going, so he often gets into the trouble. 78. \_\_\_\_\_

解析 去掉 trouble 前的 the。get into trouble 是固定短语,意思是“陷入麻烦中”。

2. 多介词

I never knew much about her except for that she was strange. (2010·辽宁)



**解析** except that 中不能再用 for。

### 3. 词义重叠

#### 4. 固定搭配中多词

Before her leaving off, I prepared a gift to show. (2010 · 全国 II)

**解析** 去掉 off。leave 已经表示离开之意, off 多余。

#### 5. 行文逻辑上多词

... near my house, who was a very much famous writer (2010 · 全国 I)

**解析** 去掉 much。famous 是形容词, 故用副词 very 来修饰。

## 二、缺词

### 1. 名词前缺限定词

... help. There was Uncle Chen, gentleman living near my house. (2010 · 全国 I)

**解析** gentleman 前面加 a。Uncle Chen 和 a gentleman living near my house 之间构成同位语的关系。

### 2. 缺动词不定式符号 to

My sister wanted get out of the shop as fast as she could (2010 · 陕西)

**解析** wanted 后加上 to。want 后接动词时需加 to, 即 want to do。

### 3. 缺助动词

I invited to talk about Tianjin. After that they asked me a lot of... 59. \_\_\_\_\_

(2008 · 天津)

**解析** invited 前加 was。表示“受到邀请”, 因此用被动语态。

### 4. 缺介词

... kept touch with another through e-mails. I 84. \_\_\_\_\_ (2010 · 全国 II)

**解析** kept 后加 in。固定短语 keep in touch with 表示“与人保持联系”。

### 5. 缺连词

Some friends of his go to see him every day, they take him... 81. \_\_\_\_\_

**解析** they take him 前面加 and。前后文是并列关系, 用并列连词 and。

## 三、错词

### 1. 可数名词单复数误用

... the rest of us thought about her like the rest of my classmate, I didn't really. (2010 · 辽宁)

**解析** classmate → classmates。**解析** 名词需用复数。

### 2. 时态误用

My sister saw a lovely cup when we are shopping the other day. (2010 · 陕西)

**解析** are → were。根据文章开头 saw 可知 are 应该改成过去形式 were。

### 3. 非谓语动词误用

The assistant was clearly as embarrassing as my sister... (2010 · 陕西)

**解析** embarrassing → embarrassed。embarrassing 指事物本身令人窘迫, 而这里指助手 assistant 感到难为情, 所以用 embarrassed。



## 4. 主谓不一致

of winning the prize. What were better, I had useful 81. \_\_\_\_\_ (2010·全国 I)

**解析** were→was. what 作主语时,一般谓语单数。

## 5. 代词不一致

My sister wanted (to) get out of the shop as fast as she could when a shop assistant came over to us. (2010·陕西)

**解析** us→her. 物主代词用错,前面提到的是 she,所以后面就应该用 her。

## 6. 连词误用

was to write a story or present it. My teachers 78. \_\_\_\_\_ (2010·全国 I)

**解析** or→and. 由 story-writing show 可知“我”要做的是写故事并且展示故事, and 表示并列关系。

## 7. 关系连词、副词、形容词误用

I had to try hardly not to laugh at her shocked face! (2010·陕西)

**解析** hardly→hard. hardly 表示几乎不,而 hard 在这里意为“尽力地”。

## 8. 词性误用

They are silent, and it was clearly that things were not going well. (2010·陕西)

**解析** clearly→clear. 这里应是形容词作表语。

## 9. 限定词误用

## 10. 词义辨析错误



## 应试技巧

从近几年高考命题短文改错考查的知识点来看,短文改错主要考查考生基本语法知识、文段的行文逻辑,因此短文改错与完形填空、阅读理解一样注重强调整体理解,从宏观上把握。

高考短文改错一般有且只有一个正确答案,有 3 个左右的小题是句子残缺或者多余,需要添加或者去掉某些成分;有 6 个左右的小题存在错误,需要改正。在改错测试题中,冠词、名词、代词、动词、形容词、副词、连词和介词等都会涉及。相关性错误是短文改错考查的核心,考生一定要明确每个小题考查的知识点和命题者的命题意图。

冠词考查分两个方面,一是冠词的残缺或多余,考生要注意关于含有冠词(不含冠词)的用法以及加冠词与不加冠词的区别,如:in charge of 与 in the charge of, out of question 与 out of the question 的区别。二是冠词 the, a, an(定冠词和不定冠词)之间的相互误用。

名词主要考查单数名词变复数名词,这主要是受东西方文化差异的影响。英语中除了不可数名词和单数可数名词用单数形式外,可数名词要用复数形式。

代词主要有称代词、物主代词、关系代词、反身代词、疑问代词、复合疑问代词、指示代词及不定代词等。要注意代词的各人称之间和单复数之间的误用,关系代词 which, that, as 之间的误用,关系代词 that 与疑问代词 what 之间的误用,关系代词 which 与关系副词 when, where 以及 what 与 how 的误用等。

动词是短文改错的重点和难点,因为它涉及动词的时态(主要是一般过去时、一般现



在时和现在完成时的正确运用)和语态误用(主要是缺少助动词),非谓语动词的误用(主要是现在分词与过去分词之间的误用,动词不定式符号 to 的添加,动词原形变成动名词或现在分词的形式等),动词的动作、结果与状态之间的误用(例如:listen 与 hear, look 与 see, watch 与 notice 等),以及动词的错用(come 与 go 的错用,此处涉及行文逻辑问题)。

形容词与副词主要涉及它们之间的相互误用,另外考生应该注意形容词与名词或代词的位置关系、副词与动词的位置关系,以及形容词与副词的位置关系。

连词主要有两类,即并列连词和从属连词,考查点主要是并列连词(分递进式、转折式、选择式和因果式四种)之间的误用(主要是 but 与 so/and 之间的误用),从属连词之间的误用以及并列连词与从属连词之间的误用等。

介词主要涉及相关介词的误用,例如:John went to school through (through → across) a bridge twice a day.

总之,平时学习中应加强对基础知识的积累,熟练掌握高考词汇、基本词法、句法,同时还应加强阅读理解能力的训练。因为,较快的阅读速度、较强的语感和牢固的基础知识是做好短文改错的重要前提。平时训练短文改错时,不应只是为了做题而做题,而应善于总结,寻找做题技巧。





## 第二章 单句训练

单句改错是短文改错的第一步。只有从句子改错开始,分析句子错误的常见类型,然后才能扩展到短文的改错。单句改错题考查的是学生的识别能力、分析能力和综合运用英语知识的能力。

做单句改错题首先要读通句子,在此基础上,根据不同的情况,用所掌握的语法、词汇知识为标准,具体排除干扰,判断、找出错误,予以改正。

1. 有些句子学生十分熟悉,根据所学知识,一眼就可识破,不必顾及及其他。如:

I must try my best learn English well.

**解析** try one's best 后应跟不定式,故在 best 后应加 to。

2. 有些题目要从时态、语态、语气或主谓一致等方面来判断。如:

(1) We have studied most of Book V by the end of last week.

**解析** by 后跟表示过去的时间状语时,对应的时态该用过去完成时,因此,该句中 have 应改为 had。

(2) Those novels wrote by Lu Xun 60 years ago.

**解析** 句中 wrote 应改为 were written,因为 those novels 是动作的承受者,应该用被动语态。

3. 有些题目要从动词的用法、词组搭配以及用词的知识方面考虑。如:

—Where's the boy student?

—He has been to the library.

**解析** 句中 has been to 表示“去过某地已回来”,而这里的男同学显然没回来,所以该处需改为 has gone to。

4. 越来越多的辨认错错题,综合了尽可能多的语法、词汇知识,因而同学们不能只从某项语法或词汇用法方面去判断,更应从各方面来判断错误的可能性。如:

He broke the window when he was playing football and he paid of the glass the next day.

**解析** 这一句不但要考虑 broke, paid 是否正确,而且要判断 football, next day 前是否有定冠词,更要核对 paid of 的准确性,因为 of 与 for 较相似,故此句 paid of 应改为 paid for。



### 专项训练

#### Group 1

1. We made several American friends in New York so as to improve our English better.
2. The doctor told the patient to take the medicine each four hours.
3. The children are taking active part in the English speech contest.
4. I prefer staying at home to play with him outside.
5. Last Sunday our team won theirs in the football match.



6. I'll have my computer repair tomorrow.
7. The children were exciting at the news that their parents would return from abroad.
8. Several football teams competed for the match.
9. Would you please join us for a walk?
10. We'll sing and dance until a lot of them take part in.

### Group 2

1. Look out fire!
2. This car is belonged to the Smiths.
3. Take a taxi in case you will be late for the meeting.
4. Suddenly the house is on fire.
5. The ice is too thin for us to skate.
6. The American Civil War was broken out in 1861.
7. Is this sentence sound right?
8. The workers in this factory get pay by the hour.
9. The boys lighted a stick and went into the cave.
10. I don't think I shall ever adapt myself with the weather.

### Group 3

1. The doctor will be free after ten minutes.
2. There is a bit food left for lunch.
3. He advised to start early.
4. You can buy the cloth by metres or by the yard.
5. Mr Smith asked me to buy three scores of eggs for the dinner party.
6. We shall discuss about the report in the afternoon.
7. Does John know any other language except French?
8. He looks too much tired, for he has worked too much.
9. Although he tried he would not make it.
10. Mr Wang mustn't be in Beijing for I saw him in town only ten minutes ago.

### Group 4

1. So as to get to the airport in time, he started early.
2. These pens are yours. Those ones are mine.
3. The heavy rain kept us going to the party.
4. We are made work for ten hours by the boss every day.
5. The left bag in the room is my brother's.
6. Do you have any questions to be asked?
7. The rest of the money were spent on books.
8. More than one student have seen the film.
9. Take a look at what you've said! You would have been more polite.
10. The hotel has a bank office on the ground floor what belongs to the International



Bank.

### Group 5

1. The scenery in the park was very moving.
2. He was the older of her two sons.
3. I don't think he'll agree, do I?
4. I want to find a hotel to live.
5. She married to a man from America.
6. The book is well worth being read.
7. Would you like to call on his house?
8. How long has he recognized you?
9. He is seriously ill and can no more walk.
10. I don't think English is too hard to be learnt.

### Group 6

1. The light is still on. Please turn off it.
2. A great many us have pen friends.
3. He is about to leave for Beijing at once.
4. Will you please explain me what you meant?
5. Ninety percent of the work have been finished.
6. Bell invented a telephone and it was a most useful invention.
7. The mixture smells good but tastes badly.
8. You can take them all—there is plenty more.
9. This is the only English-Chinese dictionary which I could find in the shop.
10. We must get out of the place as soon as possibly.

### Group 7

1. He was too tired and could not longer walk on.
2. We have to hurry up because we have little time leave.
3. A lot of animals are in a danger around the world.
4. Twenty years ago, people in this village lived hard life.
5. Though he has been in this city for three months, he is still not used to live here.
6. She caught up with her classmates by work hard every day.
7. The young man devotes most of his free time to help others.
8. A lot of deers are eating grass on the hill.
9. Many old customs are gradually dying away.
10. His useful advice kept me making a serious mistake.

### Group 8

1. The teacher expressed his satisfaction to our study.
2. On the news that our football team won the game, all the people were in great joy.
3. We met him at the giving time and place.



4. The climate here doesn't agree on him.
5. How did you think about such a clever way out of difficulty?
6. How I wished I could make myself understanding fully in English.
7. The idea seems good but it needs to be tried on.
8. This book is the production of twelve-year's hard labour.
9. Foreign students have brought about their new customs and habits.
10. We'd like to sell the computer to you with 3,500 yuan.



## 答案与提示

### Group 1

1. 去掉 better 或 improve → make. improve 意为“改善,改进”,已含 better 之意。
2. each → every. each 后接表示单数意义的名词。every 后接表示单数或复数意义的名词。此句 every 意为“每……”。
3. active 前加 an. take part in 中 part 前面如有形容词修饰时,形容词前要加 a(an)。
4. play → playing. prefer doing to doing 意为“喜欢做……而不喜欢做……”,为习惯搭配。
5. won → beat. win(战胜、赢得)宾语通常是 a race/war/battle/medal/reward 等名词; beat(=defeat)表示在战斗或竞赛中“战胜、打败”对手,后接人或群体作宾语。
6. repair → repaired. have sth. done(使某物被……)为固定表达法,have 为使役动词。
7. exciting → excited. exciting 意为“使人感到兴奋的”,用来形容物;excited(兴奋的)表示人的状态。
8. for → in. “参加某项运动的角逐”用介词 in;“为……而竞争”用介词 for。
9. for → in. join sb. in sth. 意为“和某人一起参加某项活动”。
10. 去掉 in. take part in(参加)后面无宾语时,要将 in 去掉。如果用 join in 替换 take part in,join in 中的 in 可有可无。

### Group 2

1. out 后加 for. look out 表示“当心、小心”,但它是不及物动词短语,其后跟宾语时,要在 look out 的后面加介词 for。
2. is belonged → belongs. belong 表示“属于”,不能用被动形式。
3. will be → are. in case 作连词,意思是“以防;万一”,引导状语从句,从句的谓语用一般现在时表示将要发生的情况。
4. is on → catches. on fire 与 catch fire 都意为“着火”,但 on fire 是介词短语,表示状态,它可以用来作定语,修饰名词;也可作表语。而 catch fire 是动词短语,表示动作,在句中主要作谓语。由 suddenly 可知这里强调的是动作。
5. skate 后加 on. too...to... 结构中的动词与主语应是逻辑上的动宾关系,如果该动词为不及物动词,则应在该动词后加上相应的介词。
6. was broken → broke. break out 常指战争、火灾等的“突然发生、爆发”,是不及物动词短语,没有被动语态。



7. Is → Does. sound 作“听起来”讲时是连系动词,其后接形容词、名词或介词短语作表语,无被动语态,也不用于进行时态。但 sound 作“发……的音”讲时,是及物动词,可用于被动语态。如: The “h” in “hour” is not sounded. 意为: 在 hour 这个词中 h 是不发音的。
8. pay → paid. get paid 和 get one's pay 都可表达“获得报酬”,但前者更正式。get paid 是“get+过去分词”形式的系表结构,过去分词作表语,具有被动含义。
9. lighted → lit. light 的过去式和过去分词有两种形式: lit, lit 或 lighted, lighted。前者一般充当谓语,而后者多作前置定语。如: The boy had a lighted stick in his hand. 那个男孩子手里拿着一根燃烧着的棍子。
10. with → to. adapt... to... 表示“使……适应”。

### Group 3

1. after → in. in 和 after 都可与时间段连用,但前者常与将来时连用,后者常与过去时连用。如: I will be ready in two days. 两天以后我就可以准备好。  
He was still weak after his long illness. 他长期患病后身体仍很虚弱。
2. bit → little 或在 bit 后加 of. a little 和 a bit 都表示“一点儿”,但前者直接作定语,后者则需要加 of 才能作定语。
3. to start → starting. advise 后直接跟动词的-ing 形式作宾语,或跟不定式作宾语补足语。如: The doctor advised my father to give up smoking. 医生建议我父亲戒烟。
4. 将第一个 by 改为 in. in 和 by 都可表示“以……为标准单位”,但 in 后跟复数名词,而 by 后跟可数名词单数形式或不可数名词。
5. scores of → score. score 和 dozen, hundred, thousand, million 等一样,与具体的数词连用时不能用复数。
6. 去掉 about. discuss 是及物动词,直接跟宾语。
7. except → besides. except 意为“除……之外,没有”,意思是否定的; besides 意为“除……之外,还有”,意思是肯定的。由 any other 可知, French 应包括在内。
8. 把第一个 too much 改为 much too. too much 意为“过多、非常、太”,有三种用法: 用作名词词组,在句中作主语、宾语或表语; 作副词词组修饰不及物动词; 作形容词词组,修饰不可数名词。而 much too 为副词词组,修饰形容词或副词。
9. would → could. could 表示“能力”。
10. mustn't → can't. can't 用于否定的推测。

### Group 4

1. So as to → In order to. in order to 表示“以便、为了”,引出的动词不定式作目的状语,可与 so as to 换用,但 in order to 引出的短语放在句中或句首都可以,而 so as to 引出的短语常放在句中,一般不能放在句首。
2. ones → pens(或去掉 ones)。one 可指代前面已经出现的同类单数名词,复数用 ones,但要注意,单数指示代词 this, that 之后可用 one,而复数指示代词 these, those 之后不能用 ones。
3. going 前加 from(或 kept → stopped)。表示“阻止某人做某事”可用 keep sb. from



- doing sth. 或 stop sb. (from)doing sth. 结构,但前者中 from 不能省略,后者可省去。
4. work 前加 to。某些使役动词和感官动词(如: make, have, hear, see, watch, notice, feel 等)后常接不带 to 的动词不定式作宾语补足语,但若变成被动语态,不定式符号 to 不能省略。
  5. left bag → bag left。过去分词 left 及其短语不能作前置定语,一般只作后置定语修饰名词,它与被修饰的名词为逻辑上的动宾关系。
  6. be asked → ask。句中作定语的不定式(to ask)虽然与其修饰的名词(questions)之间有动宾关系,但与句中的另一词(you)又有逻辑上的主谓关系,这时动词不定式用主动表被动。
  7. were → was。the rest 作主语时,谓语动词可用单数或复数。当 rest 指代不可数名词时,谓语动词用单数,此句中 rest 指代 money,故用单数谓语动词 was。
  8. have → has。“more than one+单数名词”意为“不止一个”,意义上为复数,但形式上只是单数,所以它作主语时,谓语动词要用单数。
  9. would have been → should have been。表示“应该做而未做到”。
  10. what → which。which 引导定语从句。

### Group 5

1. scenery → scene。scenery 是不可数的集体名词,是从审美的观点来看自然风景;而 scene 指从某处所见之景色,但多半包含人与动作。如: The boats in the harbor make a beautiful scene. 港口的船只构成了美丽的景色。
2. older → elder。指兄弟姐妹中年龄较大的要用 elder。
3. do I → will he。当陈述句部分是“I/We think/believe/expect/suppose/imagine+宾语从句”时,反义疑问句中附加问句应与从句一致,若有否定转移的现象,注意反义无反疑问句中附加问句部分用肯定形式。
4. live 后加 in。作定语的不定式若是不及物动词,不定式后则要加上相应的介词。
5. 去掉 to 或在 married 前加 was。“和某人结婚”只能用 marry sb. 或 be/get married to sb., 其中 marry 和 get married 都是非延续性动词,因此不能与表示一段时间的状语连用;表示结婚已有一段时间用 be married。如: They have been married for ten years. 他们结婚已经十年了。
6. being read → reading 或将 worth → worthy of。worth 和 worthy 的意思相同,但其搭配不同,be worth doing, 即 worth 后跟 v. -ing 形式的主动语态表示被动概念; be worthy of being done/to be done, 即 worthy 后跟 of + v. -ing 形式的被动语态或不定式的被动语态表达被动概念。跟名词时,worth 后可直接跟表示价钱或相当于“代价”之类的名词,而 worthy 后跟 of + 名词,意思是“应该得到,配得上”。如: He is worthy of the fame. 他配得上这个荣誉。That wasn't worth the trouble. 那不值得麻烦。
7. on → at。call at 与 call on 都可表示“拜访”,习惯上,call at 后接表示地点的词,call on 后接表示人的词。
8. recognized → known。recognize 表示“认出”以前认识的人或事物,是终止性动词,不能与表示一段时间的状语连用。若指持续性动作,应用 know。



9. more → longer. no longer 用在系动词、情态动词之后,行为动词之前。no more 修饰名词,放在名词之前;修饰动词,通常放在句末。如:I have no more money with me. 我身上没有更多的钱了。
10. be learnt → learn. 表语形容词后的不定式常用主动形式表示被动。

## Group 6

1. turn off it → turn it off. turn off 短语中的 off 是副词。名词作宾语时,既可以放在 off 前也可放在 off 后(如:turn off the light 或 turn the light off);但如果是代词作宾语,则需放在 off 的前面。
2. us 前加 of. a great many 可以直接修饰名词,但是如果被修饰词是代词或是带有限定词(the, my, these 等)的名词时,则用 a great many of。
3. 去掉 at once. be about(to do sth.) 不可与 soon, immediately, at once 及表示具体时间的词语连用。
4. me 前加 to. explain 后面不可接双宾语。“向某人解释某事”要说 explain sth. to sb. 或 explain to sb. + 从句。
5. have → has. 百分数作主语时,谓语动词的数需依据百分数后的名词而定;若该名词是复数形式,谓语动词用复数形式;若该名词是单数或不可数名词,谓语动词用单数形式。
6. 第一个 a → the. 表示类别,可以用“定冠词+单数名词”、“不定冠词+单数名词”或“名词的复数”形式。但表示发明物的可数名词前面则需要用定冠词。
7. badly → bad. smell, taste, sound 等词用作连系动词时,后接形容词作表语。
8. is → are. plenty 可以修饰 more 而代替或后接可数名词或不可数名词。plenty more 代替或后接可数名词时,谓语动词用复数形式;代替或后接不可数名词时,谓语动词用单数形式。
9. which → that. 先行词前有 the only/very 等修饰时,关系代词往往用 that 而不用 which。
10. possibly → possible 或 possibly → we can. 表示“尽可能……地”之意时,应用 as... as possible 或 as... as one can。

## Group 7

1. not → no. not 是不可以放在 longer 之前构成否定结构的,但 no 可以,表示“不再”。
2. leave → left. leave 意为“剩下”,作定语修饰名词时,只能用其相应的过去分词。
3. 去掉 danger 前的 a. in danger 这个短语中名词 danger 是抽象名词,不可数。
4. 在 hard 前加 a. 表示“过着艰苦的生活”是,应说成 live a hard life. 其中的不定冠词 a 表示种类,不可省掉。
5. live → living. be used to 意为“习惯,适应”时,其中的 to 是介词,其后接动词时,这个动词应用-ing 形式。
6. work → working. 本句中的 by 是介词,其后的动词应用-ing 形式。
7. help → helping. devote... to 这个短语中的 to 是介词,其后的动词应用-ing 形式。
8. deers → deer. deer 的单复数同形。



9. away → out. 表示动物、植物、风俗、习惯等的“灭绝或慢慢消失”,用 die out; 而 die away 的意思是“声音、光线、风等渐弱、渐息”。
10. 在 me 之后加 from. 注意 keep... from doing sth. 与 keep... doing sth. 意义不同。前者表示“使……不做某事”;后者表示“使……不断做某事”。

#### Group 8

1. to → with. “对……表示满意”用 express one's satisfaction with sb. /sth.
2. On → At 或在 On 后加 hearing. 表示“一听到或一看到”,用介词 at 后跟名词或介词 on 后跟动词-ing。
3. giving → given. time/place 与 give 之间是被动关系,故用过去分词。
4. on → with. agree with 有“适合……”之意,主语为物,with 后跟人。agree on 意为“(双方或多方)就……达成协议”。
5. about → up. think about 是“考虑去做……”;think up 是“想出(办法)”。
6. understanding → understood. make oneself done 意为“使自己被别人……”。
7. on → out. try on 意为“试穿”;try out 意为“试用、试验”。
8. production → product. production 意为“制造、生产、产量”;product 意为“(天然或人为)的产品、生产物”。
9. about → in. bring about 意为“造成;有……的结果”;bring in 意为“带来,引进”。
10. with → for. 表示等价交换用介词 for。





### 第三章 短文改错训练

阅读下列短文,请找出错误并改正在对应的横线上。

#### 1

At one time it is the dream of many little girls to become a nurse. Today, however, America is facing its worst nurse short since World War I. Recently about 2,000,000 nurses are needing and 60 percent of all hospitals in the US have shortages. The demand of nurses spreads widely throughout the nursing field. Americans are living longer than ever and require more medical attention. In fact, the number of elderly patients have almost doubled in the past twenty years. Obviously a more population requires more nurses. AIDS and the other diseases have caused more and more people need nursing care. It is certain that the demand for nurses will be doubled the supply in the coming ten years.

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8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**解析** 1. is → was. 根据句中的时间状语 at one time“曾经”,可知此句用一般过去式。

2. short → shortage. 句意:自从第一次世界大战以来,美国正面临严重的护士短缺问题。此处需用名词形式。

3. needing → needed. 此处指“200万护士被需要”,故需用被动语态。

4. ✓

5. of → for. the demand for... 表示“对……的需求”,用介词 for。

6. require → requiring. 此处 and 连接前面的 living,故用并列结构,即 requiring。

7. have → has. the number of... 表示“……的数量”,谓语动词用单数。

8. more → larger. 表示人口多,用形容词 large 修饰,此处需用比较级,故用 larger。

9. 去掉 the. 此处表示“艾滋和其他的疾病”,故用 other. the other 通常表示“两个数量中的另一个”,表示特指,总数为两个。

10. 在 people 和 need 之间加上 to; cause sb. to do sth. 意为致使某人去做某事。

#### 2

Set off firecrackers(爆竹) is the happiest part of the Spring Festival for most Chinese kids, that is the typical Chinese custom. When setting off firecrackers can bring kids so much fun, these firecrackers can also be dangerous. Therefore, many big cities include Beijing began to ban them in the 1980s. So an activity was completely or partially ban in big cities. The government considered it was not safe, but polluted the air. As a replacement,

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