

全国著名特级高级教师联合编写



轻巧夺冠

高考英语

高分突破

写作突破

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前 言

英语考试中的短文改错和书面表达是综合性强、难度大的两个题型。它们能有效地考查学生对基础知识掌握的程度和综合运用基础知识的能力。

短文改错的命题立意是测试学生发现、判断、纠正文中错误的的能力，具体地考查学生对句子结构、词类、时态、非谓语动词及行文逻辑、事理等知识点的掌握程度。

书面表达是高考中唯一的主观题，它是直接考查学生利用所学的英语进行简单的语言表达的能力。它主要考查学生的词汇、语法、语言逻辑等方面。这也正体现了国家教委制定的新课程标准所提出的：“写是书面表达和传递信息的交际能力。培养初步的写的能力是英语教学的目的之一。”

为了更好地服务于教学，提高广大学生的英语短文改错和书面表达能力，我们结合近几年高考试题，特别是2005年高考试题，组织数名全国一线富有指导高考经验的教师编写了这本短文改错和书面表达指导丛书。

本书本着“指导、讲、练、析相结合”的原则编写。按照方法指导、例题解析、自测练习（2：3：5）的合理布局的方法编排。文中的指导大都来自权威刊物的指导性文章，对这些理论作者运用高考题的实例进行说明，以求文章浅显易懂，同时也改变了其他教辅书“只讲不练”或“只练不讲”的弊端。可以说本书有理论、有高考例题做说明，还有典型练习做指导，因此更贴近高考，更贴近学生。

在每部分的开头，我们都进行了较为翔实的方法指导。对于这些理论性的指导，大家要结合作者列举的高考题来认真体会，以便于做到融会贯通。只有掌握了方法，才算是掌握了解题这把锁的“金钥匙”，才能以不变应万变。最后结合我们精心挑选的部分练习题做自我检测的同时，再次体会前面所讲的理论和方法，以达到“从理论到实践”的目的。

本书力求“服务于教学，服务于学生”的宗旨，力求尽善尽美地方便广大师生，但文中也难免有偏颇之处，望广大读者批评指正。

衷心感谢使用本书。

编 者

目 录

第一章 短文改错解题指导	(1)
第一节 近几年高考短文改错命题趋向	(1)
第二节 高考短文改错的特征与解题思路	(2)
第三节 提高短文改错能力的根本方法	(5)
第四节 短文改错十见十查	(7)
第五节 短文改错“七大忌”	(9)
第六节 短文改错试题特点及常见解题技巧	(11)
第七节 短文改错解题指要与技巧	(13)
第八节 短文改错题的判错方法及解题技巧	(15)
第九节 解短文改错题遵循的原则及其焦点	(17)
第十节 高考真题解析	(18)
第二章 短文改错解题“手把手”	(23)
第三章 能力提升自我检测题	(58)
第四章 书面表达解题指导	(68)
第一节 近几年高考书面表达命题趋向	(68)
第二节 《英语课程标准》和《高考考试说明》对写作的要求	(68)
一、《英语课程标准》对写作的要求	(68)
二、高考书面表达的能力要求	(69)
三、书面表达的评分原则和标准	(69)
第三节 高考真题解析	(70)
第四节 书面表达中常用句型	(77)
第五节 增强书面表达效果的几种有效手段	(81)
第六节 标点符号的正确运用	(84)
第七节 有情有义撼人心，亦真亦诚博高分	(86)
第八节 英语作文“形不散，神也不散”	(89)
第九节 NMET 书面表达题的特征和解题步骤	(91)
第十节 谈一谈书面表达语言的简洁性	(93)
第十一节 增强语句表现力的方法	(95)
第五章 开放性作文	(98)
第一节 如何写“开放性作文”	(98)
第二节 高考(北京卷)新增“开放作文”题型评分原则及样题	(98)



第六章 书面表达写作“手把手”	(102)
第一节 应用文	(102)
如何写好看图作文	(102)
如何写日记	(104)
如何写英语书信	(106)
如何写便条	(110)
如何写致辞	(112)
如何写通知	(113)
如何写图表式作文	(116)
第二节 如何写记叙文	(122)
记叙文的要素	(122)
记叙文的线索与顺序	(122)
记叙文的时态	(122)
第三节 如何写说明文	(123)
说明文的写法	(123)
说明文写作注意事项	(123)
说明文的结构	(124)
第四节 如何写议论文	(124)
议论文写作三要素	(125)
议论文的特点	(125)
议论文的写法	(125)
第七章 能力提升自我检测题	(127)
附录一 短文改错能力提升自我检测题参考答案	(145)
附录二 书面表达能力提升自我检测题参考答案	(152)

第一章 短文改错解题指导

第一节 近几年高考短文改错 命题趋向

一、命题意图

短文改错是全国统一高考英语试卷近年来采用的重要题型之一，占10分。

短文改错目的是测试考生判断、发现、纠正语篇中语言错误的能力，其中包括考查考生在用词、词法、句法、句型结构以及语篇行文逻辑等方面的实际水平。这种题型可以考查考生综合运用英语的准确性。从近几年各地考试的分析来看，这道题的失分率往往要高于其他各题，因此应该引起考生的特别重视。

分析这几年的考题，可以看出，命题者的着眼点往往在于以下几方面：

1. 考查英语的曲折附加成分

英语是音节文字，其显著特点之一便是经常用曲折变化的方式来反映语境、语义的变化。不但动词有这种变化，名词、代词、形容词等也都有各自的变化形式，而这许多不同的曲折变化，正好成为改错中的一个重要测试内容。

下面以 NMET2004 (I) 为例说明。

(1) 动词的曲折变化（如第三人称单数、过去式和过去分词等）。

don't like to talk with me. Sometimes, we talked to each other 82. _____ (talk)

(2) 名词复数的曲折变化。

very well in class, but after class we become stranger at 83. _____ (strangers)

(3) 代词的曲折变化。

Besides, I have few friends. I don't know that they

81. _____ (why) don't like to talk with me.

(4) 词性的变化。

describe myself as shy and quietly. Before my classes, 77. _____ (quiet)

(5) 介词的变化

I'm a newcomer here of a small town. I would 76. _____ (from)

them. I'm sure they will laugh to me and see me as 79. _____ (at)

2. 考查考生受本族语影响易犯的错误

除了英语的曲折变化外，英、汉两种语言还有很多差异，学生受汉语思维定势的干扰，经常会写出许多错句，而这又成为短文改错的题材。

(1) 忽视英语中介词使用的复杂性。

In fact, they are planning to visit China in next year. (删去 in) [NMET 1996]

(2) 忽视英语中冠词的正确使用。

There is public library in every town in Britain. (public 前加 a) [NMET 1994]

(3) 忽视英语中的一致现象（包括主谓一致、人称代词的一致、主从句时态的一致等）。

The Smiths did his best to make me feel at home. (The Smiths 指 Smith 夫妇，是复数，故人称代词 his 要改为 their) [NMET 1996]

Anyone may borrow books, and it cost nothing to borrow them. (主语 it 是单数第三人称，故要用 cost 的一般现在时 costs)

(4) 忽视英语中平衡结构的现象。

It was very kind of them to meet me at the railway station and drove me to their home. (drive 和 meet 是并列的，所以 drove 要改为 drive) [NMET 1996]

3. 考查行文逻辑上的错误

在语篇的行文逻辑方面，中国学生也常会发生一些错误，特别是在连词的使用方面。

Therefore, there are still some countries where people have shorter lives. (Therefore 改为 However, 此处是转折关系) [NMET 1993]

二、命题趋势

1. 题数减少。自1996年起，由原来的15小题减至现在的10小题，但分值由1分增至1.5分，总分值并未改变。因此短文篇幅比以前略短，节省了考生做本题的时间。

2. 拼写不考。自1996年起的另一个变化是不再出现拼写错误的单词，因此考生不必在这方面再花费时间了。



历届高考短文改错题考查内容一览表

年份	内 容								题数
	动词	代词	介词	冠词	连词	名词	形、副词	无错	
1993	4	1	1	2	1	0	3	2	15
1994	6	1	1	1	1	1	2	1	15
1995	4	3	1	1	2	1	2	1	15
1996	3	1	2	1	0	1	1	1	10
1997	4	2	0	0	0	1	2	1	10
1998	3	1	2	1	0	2	0	1	10
1999	3	1	2	1	0	0	2	1	10
2000	2	1	0	1	3	1	1	1	10
2001	2	1	1	1	1	2	1	1	10
2002	2	1	1	1	2	1	1	1	10
2003	3	2	1	1	1	1	0	1	10
2004 (II)	1	1	2	0	2	1	2	1	10
2005 (I)	5	1	1	0	1	1	0	1	10

第二节 高考短文改错的特征与解题思路

一、试题特征

高考英语短文改错题是命题者将中学生平时进行英语写作时常犯的各种典型错误更集中、更系统地整理出来,然后放入一篇内容较为浅显,题材较为轻松的文章中设计而成的,主要考查考生对语言的观察能力、评价能力和运用能力,综合性很高,考生得分率很低。其测试目的在于考查考生判断、发现、纠正语篇中语言错误的的能力以及在语篇中综合运用英语的准确性。短文改错题的特征主要表现在以下几个方面:

1. 文章内容多涉及中学生日常生活和学习等方面,且多为第一人称记叙文。例如:美国家庭(1996年), 征寻英语笔友(1997年), 我最喜爱的运动(1998年), 电视的负面影响(1999年), 老师鼓励, 比赛获奖(2000年), 独生子女的烦恼(2001年), 峨眉山之游(2002年), 新来者寻求帮助(2004)。

2. 短文一般有10行左右,每行8~12词,共计110词左右,近年上升到125词左右。

3. 设错方式有:正确、多一词、缺一词、错一词,且多符合1126原则(正确1处,多词或缺词1处,交叉2处,错词6处)或1225原则(正确1处,多词2处,缺词2处,错词5处)。

4. 设错类型分两大类:语法错误和逻辑错误,语法错误包括词法错误和句法错误。多词现象主要出现在冠词、介词、助动词、连词、语意重复及行文逻辑等方面。缺词现象主要出现在冠词(名词

前)、介词(不及物动词后或固定结构中)、助动词、不定式符号to、连词、语义不完整现象等方面。错词现象主要出现在冠词、介词、名词单复数、动词时态、非谓语动词、主谓一致、代词、连词、词形(指应该用动词、名词还是形容词形式,以及平行结构中词的正确形式)。

5. 错误大多出现在句子层面,涉及段落上下文的每年最多只有1~3处(包括时态及行文逻辑)。

6. 1999年以前句子结构相对简单,多为简单句或并列句,近年复合句有上升趋势(2000年以来已超过3句)。

二、解题思路

1. 从一致关系入手

短文改错中所涉及的一致关系主要包括:主谓一致,即谓语的动词的单、复数形式要与句子主语保持一致;时态一致,即句中谓语的动词的时态要与该句中的时间状语或上下文乃至全文的时态保持一致;代词指代一致,即代词所指代的内容要与该先行词在词性和单、复数方面以及要与其自身的指代在意义上保持一致。例如:

① (NMET 2000) I did a good job and won the first prize. Now my picture and the prize is hanging in the library.

由and连接两个并列成分,如果不是指同一个人或物,或一体性的物如knife and fork等,谓语的动词要用复数形式。故将is改为are。

② (2001春季) I think I liked those classes because I felt that it helped me understand how the world works.

helped me understand how the world works 的主语应是替代 those classes 的词, 故应将 it 改为 they。

③ (NMET 2001) They did not want me to do any work at home; they want me to devote all my time to my studies so that I'll get good marks in all my subjects.

根据全文时态, 应将 did 改为 do。

④ (2002 春季) For example, when he bought a chocolate cake, he put them in a secret place that I couldn't find.

句子中 put 的宾语应是上面提到的那块巧克力饼, 故应将复数替代词 them 改为单数特指替代词 it。

2. 从连接手段入手

高考英语短文改错题的一个重要方面就是考查连接手段。连词使用不当会造成上下句不衔接。英语中的词与词、句与句之间必须使用并列或从属连词。若为并列句, 要判断句与句之间的关系是并列、转折、选择、递进还是让步关系, 从而选择恰当的连词; 若为复合句, 首先判断属于何种从句, 然后根据主、从句之间的关系判断连接词使用是否准确或是否有遗漏或多余现象, 要注意句子结构的完整性。例如:

① (2000 春季) It is a very important exam but I can't afford to fail it.

根据句意, 应将 but 改为 and 或 so, 起承上启下的作用。

② (NMET 2000) She said that she and my schoolmate all wished me success, but it didn't matter that I would win or not.

根据句意及后面的提示词 or not, 应将第二个 that 改为 whether。

③ (2001 春季) I think I liked those classes because I felt that they helped me understand what the world works.

根据上下文及本句句意“那些课程帮我了解世界是如何运行的”, 可知连接手段错误, 应将 what 改为 how。

④ (2001 春季) In one class, I learned it rained.

根据上下文及本句句意“在课上学习下雨的原因”, 可知 it 前缺少连接词 why。

3. 从平行结构入手

平行结构是指两个或更多的词、词组或从句具有相似或相等的句法功能。在表达相互平行的概念时, 要使用相同的语法结构, 即动词与动词相配,

形容词与形容词相配, 分词与分词相配, 不定式与不定式相配, 短语与短语相配。平行结构经常借助于并列连词 and, but, or 或连词词组 not only... but also..., not... but..., either... or..., neither... nor..., as well as 等。例如:

① (2000 春季) I'll spend the whole weekend reading and prepare for it.

根据句意, “读书”和“准备”两个动作均是“我”要花整个周末要做的事, 故将 prepare 改为 preparing。

② (2002 北京) Do some nice things for your parents that they don't expect—like cooking, doing the dishes, washing clothes, or clean the floors.

“做饭”“刷碗”“洗衣服”“拖地”在本句中应为并列结构, 故应用相同的语法形式, 所以应将 clean 改为 cleaning。

4. 从非谓语动词形式入手

短文改错对非谓语动词的考查主要是不定式符号 to 的多余与遗漏; to 是小品词还是不定式符号的辨认 (即后跟动词原形还是动名词); 动名词作主语和介词宾语形式的确认; 现在分词与过去分词的区别等。例如:

① (2000 春季) But then there is always more mysteries look into.

不定式在 there be 句型中充当后置定语, 主动形式表示被动含义, 修饰 mysteries, 故在 look 前加不定式符合 to。

② (2001 春季) After learn the basics of the subject, nothing else seemed very practical to me.

动词作 after 的宾语, 需用动名词形式, 故应将 learn 改为 learning。

③ (2002 春季) That is, a game of tennis making him very busy.

根据句子结构, 此句中缺少谓语动词, 故应将 making 改为 made。

④ (2002 北京) Remembering not to shout at them.

本句为否定形式的祈使句结构, 故将 Remembering 改为 Remember。

5. 从删除冗言入手

冗言错误的形成主要来自汉英差异的模糊, 对英语惯用语在使用上的细微差异缺乏了解。主要考查程度副词和频率副词, 如 much, more, often 等的多余; 介词的多余; 词义的重复现象; 句子结构中多余的词以及由于受汉语的影响, 多用了某些词语等。例如:



① (2000 春季) I'll spend all the whole weekend reading and preparing for it.

all 与 the whole 重复, 只能保留一处, 由于此处不表示特指, 故只能去掉 all。

② (2000 春季) I won't be able to come in this time.

作状语的时间名词前有 this, that, these, those, one, all, next, last, tomorrow, yesterday, any, some, every, each 等修饰时, 其前不能使用介词, 故去掉 in。

③ (NMET 2002) Evening came down.

“夜幕降临”用 Evening came., 故 down 多余, 应去掉。

④ (2002 北京) You might have to change for your method a couple of times.

句中 change 为及物动词, 意为“改变”, 故应去掉介词 for。

6. 从冠词用法入手

冠词是英语中特有的词类。由于汉语中没有与之相对应的词, 中国学生对它的用法感到难以掌握, 所以高考英语短文改错对冠词的考查几乎年年都有, 但多是考查其基本用法。如不可数名词泛指时前面多冠词; 单数可数名词前少冠词; 不定冠词 a, an 与定冠词 the 的错误使用; 固定搭配中的冠词错误等等。例如:

① (2000 春季) I'll take this chance to wish you wonderful time on your birthday.

wish sb. a wonderful/good/nice time 为固定搭配, 意为“祝某人玩得愉快”, 故在 wonderful 前加 a。

② (NMET 2001) We may be one family and live under a same roof, but we do not seem to get much time to talk together.

same 总是和 the 连用, 故将 a 改为 the。

③ (2002 北京) If this doesn't work, bring in friend that you feel comfortable with, and have him or her help you.

根据后面的代词 him or her 的暗示作用, 可知单数可数名词 friend 前应加不定冠词 a。

7. 从名词的单、复数形式入手

汉语中的名词在形式上没有复数变化, 而是通过在其前加数词来表示, 英语则不同, 除了在前加数词之外, 如果是可数名词, 还须将该名词变为复数形式。一般说来, 不可数名词没有复数形式。例如:

① (20001 春季) I used to love science class—all of them—biology, chemistry, geography, physics.

根据同位语 all of them 及后文中的两处暗示 those classes, science classes, 可知应将 class 改为 classes。

② (NMET 2002) On the way up I was busy taking picture since the scenery was so beautiful.

“照相”的英语表达是 take pictures 或 take photos/a photo, 故应将 picture 改为 pictures。

③ (2002 北京) They usually will try to change, but it will take some time because they get angry all their life, and that is all they know.

短语 all one's life 中名词 life 的数随着 one's 而变化, 故将 life 改为 lives。

8. 从词语的固定搭配入手

英语中的固定搭配主要考查介词与动词、名词、形容词的固定搭配; 副词与动词的固定搭配; 及物动词后多介词或副词以及不及物动词后缺介词; 一些固定句型及习惯搭配等。例如:

① (NMET 2002) I was so tired that I fell asleep at the moment my head touched the pillow.

句子中的 the moment 后跟句子, 为固定句型, 意为“一……就……”, 故去掉 at。

② (2002 北京) If this doesn't work, bring in a friend that you feel comfortable, and have him or her help you.

句中 that you feel comfortable 是定语从句, 修饰先行词 friend, that you feel comfortable 和先行词 friend 之间构成不了完整搭配, 根据句意应在 comfortable 后面加 with。

9. 从词性分辨入手

根据词在句中的位置及与其他词的修饰与被修饰关系来判断词的正确使用形式, 在句中, 不同的句法功能要求使用与之相适应的词性。例如:

① (2001 春季) After learning the basics of the subject, nothing else seemed very practically to me.

连系动词 seem 后需用形容词形式作其表语, 故应将副词形式 practically 改为形容词形式 practical。

② (2002 春季) He never helped other.

句中 other 为形容词性不定代词。不能单独作宾语, 故将 other 改为 others, 相当于 other people。

请根据上述方法完成下列短文改错。

(1)

One summer evening I was sitting by the opening

1. _____

window, reading a book when suddenly I heard a

2. _____

loud cry for help. It was black outside. I decided,

3. _____

however, that I ought to go out and had a look in

4. _____

the garden to see if someone was in a trouble.

5. _____

I took the torch (手电筒) and a strong stick and

went out into the garden. Once again I hear the cry.

6. _____

There was no doubt whether it came from the trees

7. _____

in the end of the garden. "Who's there?" I called

8. _____

out as I walked down the path where led to the trees

9. _____

rather nervous. But there was no answer.

10. _____

(2)

Tom and Dick are next door neighbour who work

1. _____

in the same office so they walked together to and from

2. _____

office. Some day as they were walking home together
it

3. _____

sudden started to rain. Tom quickly opened his umbrella

4. _____

and said, "My wife surely has foresight (预见). She said

5. _____

on this morning it would rain and told me to carry my

6. _____

umbrella with me." Dick smiled and walked to him, said,

7. _____

"My wife has even great foresight. She told me not to

8. _____

carry an umbrella and as she knew you would certainly

9. _____

have with you."

10. _____

Keys:

(1) 1. opening→open 2. ✓ 3. black→dark 4. had→have 5. 去掉 a

6. hear→heard 7. whether→that 8. in→at 9. where→which 10. nervous→nervously

(2) 1. neighbour→neighbours 2. walked→walk 3. Some→One 4. sudden→suddenly 5. ✓ 6. 去掉 on 7. said→saying 8. great→greater 9. 去掉 and 10. with 前加 yours 或 one

第三节 提高短文改错能力的根本方法

高考短文改错是同学们比较头疼的题目。短文改错看上去是挑语法和行文的逻辑错误,因此,一谈到提高短文改错能力,人们往往从短文改错的设置规律及答题技巧方面下手。这样的指导文章同学们学了不少,但还是觉得做起来不得要领,成绩难见长进。笔者认为这是片面理解短文改错的本质和没有进行针对性练习所致。

短文改错出现在高考考卷第二部分“写作”中,说明短文改错题本质上和写作能力有关。平时的练习绝不能就短文改错练短文改错。要真正从根本上提高短文改错水平,必须提高翻译、写作和独立校验、识别错误的能力。这既包括自己作文,自批自改,也包括读别人的作文,帮批帮改。对于同学们而言,要想从根本上提高短文改错能力,就要通过提高翻译、写作能力入手,加强自我识错、改错的能力培养,讲究方法,有意识地加强训练。

一、从作文入手,自批自改,提高自身语言运用素养。

如果你写一篇短文,在短文的某些地方出错,而你也不知是错。那么,短文改错题中,有同样的“错点”,你自然也不会看出来、改对。因为在这知识点上,你存在“盲点”。要突破这一“盲点”,首先要自我发现,有意识克服。发现“盲点”的最好办法,就是多尝试单句和语篇翻译以及作文,以发现问题、过滤“盲点”。值得提出的是,做写作练习,要养成认真检查、反复润色的习惯,自批自改至少要至少进行三次,看看有无拼写、用词、逻辑等方面的错误,把错误率降到最低。特别是要避免粗心所致的错误。要知道,高考短文改错设置的错误是同学们运用英语时常常出现的错误,只有平时多写多练,能够发现和改正错误,才会在

考试时取得好成绩。

二、合作学习，帮批帮改，提高识错、纠错能力。

高考短文改错说到底其实就是由你来修改、润色别人的小短文。在日常的学习中，同学们可以与同桌或其他同学合作学习，共同提高短文改错能力。具体来说，就是每次作文后，大家经过自批自改后，可以再将短文交给同学，彼此来进行帮批帮改。这样做，一可以相互学习、借鉴作文优点，二可以帮助发现错误并加以改正，从而提高自己识错、纠错能力。同学们大可不必去买专门的“短文改错题集”之类的书。平时多留意我们自己和身边的同学在英语运用上的错误，足以积累经验。

三、精练短文改错，要抓好“写、比、改”三步。

提高短文改错能力，要精练、多练相结合。精练是为了发现自己在这方面存在的主要问题，积累经验。因此，要讲求方法，舍得多花一点时间。建议同学们采取“写、比、改”这三步。

1. “写”：拿来一篇短文改错，先不急于改。可以先尝试按照短文表达的意思，自己先写一篇短文。这是一个理解别人的英语原文后，自己再完成一篇英语作文的过程。要克服“先入为主”，尽量“离开”原文，把自己的作文写出来。

2. “比”：比较自己作文与改错短文的异同，发现“改点”。自己写的短文中出现与短文改错题的设置相同的错误。这种情况下，同学们往往不会在短文改错中将短文的错误挑出并加以改正，原因在于这一点是同学们的语言“盲点”。自己写的短文中出现与短文改错题的短文不同的表达时，就产生了“比”的内容，这是做短文改错最重要的地方，只有找出“错”，才能进行改错，而不是瞎改、乱改。

3. “改”：分析“改点”，做出正确的判断，并进行改错。短文改错“错在句，改在行”。在做改错时，同学们要在“语篇上改，在行上验”。在语篇上改，而不是按行改，这样可以有一个完整的句子概念，自觉地养成“在句中改错”的习惯，还可以养成在语篇基础上的行文能力。语篇上的改错完成后，再在“行”上验证，进一步确定答案，并分析出如果同一行出现两个“改点”，到底哪一个是对的。

请根据上述方法完成下列一组短文改错。

(1)

A foreign university exhibition fair held at Zhi-jiang 1. _____
Hotel on March 18. Over 50 universities from 10 countries 2. _____
open their doors to students who eager to go abroad to 3. _____
continuing their further study. More and more middle school 4. _____
students have joined in the tide of going abroad. The 5. _____
lower-aged group have become the new highlight of this tide. 6. _____
And whether early entry into international education means 7. _____
better education nor it pushes the young to leave their family 8. _____
too early to discipline himself is discussed a lot by both 9. _____
parents and educators. How do you think of this tide of going abroad? 10. _____

(2)

Most of his students are from other part of 1. _____
China and have come to Beijing at a very young age of sixteen 2. _____
or seventeen. He hopes create an environment for his students 3. _____
that it is much more relaxing than the one he used to 4. _____
study in. He thought that an actor should relax himself when 5. _____
performing. Yet his students deep respect him and he 6. _____
never needs to raise his voice in order to be hearing 7. _____
For his opinion, actors should go on even when they 8. _____
feel they have made a mistake in their performances 9. _____
because the moment is already gone but people can never be back to it. 10. _____
So art is always changing and developing.

Keys:

- (1) 1. held→was held 2. ✓ 3. eager→are eager 4. continuing→continue
5. joined in→join 6. have→has
7. And→But 8. nor→or 9. himself→themselves 10. How→What
(2) 1. part→parts 2. a→the 3. hope 后加 to 4. 去掉 it 5. thought→thinks
6. deep→deeply 7. hearing→heard
8. For→In 9. ✓ 10. but→and

第四节 短文改错十见十查

短文改错所考查的范围, 都属典型、常见的病句, 很少出现偏、难、怪句。做这类题, 一般要依照考纲要求, 对可能出现的病句进行分类, 按照结构混乱, 成分残缺, 用词赘余, 搭配不当, 词义不通, 不合逻辑等进行改错。但以上几种做题要求比较笼统, 操作性比较差, 效果不太明显。

笔者在多年的复习指导中体会到, 在学生完全清楚以上做题原则的情况下, 最有效的方法是注意每行中的关键词和关键结构。由于这个词或这个结构的存在, 人们在运用语言时常常出错, 而命题者也往往在这里设错考查。

一、见有平行结构, 查是否患有用词不一致或成分缺失而引起的句子不平衡病。

1. The doctor suggested plenty of food, rest and exercising.

句中并列的应是三个语法结构相同的宾语, 但, exercising 用了动名词形式, 与前两个名词不对称, 故应改为 exercise。

2. She was eating her sandwich and drank her milk at the table when I arrived.

主句中并列谓语一个用了过去进行时, 一个用了一般过去时, 在时态上不一致。应把 “drank” 改为 “drinking”。

二、见有比较结构, 查是否患有形容词、副词的级, 程度副词, 比较的对象及冠词误用之病。

1. People, in the modern world generally live much more longer than people in the past.

比较级形式重复, 去掉 more。

2. There are more trees in villages than cities.

比较的对象有误, 应在介词结构 “in villages” 与 “in cities” 之间对比。故在 cities 前加介词 in。又如: The weather here is colder than in Shanghai.

句中对比的双方是 “The weather here” 和 “The weather in Shanghai”, 所以应在 than 后加 that, 代替名词 the weather, 补全对比的双方。但该句也可以这样说: It is colder here than in Shanghai.

3. In some places you may borrow many books as you want. (NMET 1994)

这是一个包含 “as... as” 结构的句子, 句中只有后一个 as, 前一个遗漏了, 所以应在 many 前加上 as。

三、见有转折、因果、对比等句子结构, 查是否患有行文逻辑不一致病。

1. I like singing, my brother likes dancing

汉语中有时不需要连词, 讲完一个分句接下去讲另一个分句。英语中连词使用比汉语广泛得多。该句应在后一个分句前加 while, 表示对比。

2. Alady came to the window with the ball and shouted at the boy, and he ran away.

男孩跑开了, 是因为打破了人家的窗子, 而受到喝斥, 按逻辑, 上下文构成因果关系, 所以应把后一个 and 改为 so。

3. Mr Lee's company publishes books and he buys books all over the world.

前后叙述事实矛盾, 不合逻辑, 应把 buys 改为 sells。

四、见有多重句, 查是否患有时态、语态混乱, 引导词不当, 成分缺失病。

1. I always wanted to return to the village after moving away and is really great to see most of my old friends again.

该句后一个分句与前一个分句时态和人称不一致, 应把 is 改为 was。

2. Tom asks Marx if she knows the man is speaking to her.

句法成分多余或缺少。可以在 is 前加 who 或去掉 is。

3. And whether you pay the cost of sending a postcard, the librarian will write to you.

whether 改为 if。whether 引导名词性从句时, 作 “是否” 解, 有时可换用 if, 这里是条件状语从句, 只能用 if。

4. He lives in Beijing, where is the capital of China

在这个非限制性定语从句中, 引导词要作主语, 所以应把关系副词 where 改为关系代词 which。

5. He wrote to me immediately as soon as he got

there.

该句错在连词重复使用。immediately 在这里是连词，与 as soon as 同义，引导后面的从句，所以应去掉其中一个连词。

五、见有特殊疑问句，查是否患有疑问词使用不当病。

1. —How much was the price of your car?

—I bought the car at a cheap price only 2, 000 dollars.

英语中问价格 (price)，常以 what 提问，以 high 或 low 回答。所以该句中 How much 应改为 What，cheap 改为 low。只有在叙述某物的价值时，才用 cheap 或 expensive。如：The car is cheap.

2. China's population is more than any other countries' in the world.

问 population 也不用 how much/many，而要用 what，回答时用 large 或 big, little。所以文中的 more 应改为 larger；另外，address, weight, phone number 等，也要用 what 提问。

六、见有名词和代词，查是否患有数、格、指代不一致病。

1. Different people speak different language.

这里是名词的单复数不一致，应该把 language 改为 languages。

2. Some people read the books or watch television. While others have sports.

句中 books 前多一定冠词 the。books 在该句中为泛指，而不是特指哪些书。

3. What a lovely weather we are having today!

去掉 a，weather 是不可数名词，前面不加冠词 a。

七、见有并列主语，从句作主语，不定代词、集合名词、非谓语动词作主语，时间、距离、金钱作主语，together with 等引导的成分修饰主语等，查是否患有主谓不一致病。

1. Playing football not only makes us grow tall and strong but also give us a sense of fair play and team spirit (NMET 1998)

but also 后面的分句的主语是动名词 playing football，承前省略了，所以 give 改为 gives，与前面一个分句的谓语 makes 一致。

2. She as well as her brothers are fond of studying English.

are 改为 is，使主谓保持一致。with, together

with, as well as, but, besides, including 等起连接作用的词引导的部分只对主语起修饰作用，不视为主语。

3. About 2, 000 dollars have been spent in buying new dress for his beautiful wife this year.

have 改为 has，“about 2, 000 dollar”作为“一笔钱”常视为一个整体，谓语用单数。

八、见有短语、词组，查是否患有固定结构中副词、介词或冠词使用不当病。

1. Suddenly I caught a sight of my English teacher in the crowd.

去掉 a，“看见”的固定短语是“catch sight of”。

2. When he came back, he found someone had broken in his house.

把 in 改为 into，“break into”是固定搭配，为“破门而入”之意。

九、见有特殊动词，查是否患有非谓语动词或虚拟语气使用不当病。

1. He made me to post a letter for him.

去掉 to。在 make, have, feel, let 及感官动词后的复合宾语中，用不带 to 的不定式作宾语补足语；(但变成被动语态后，主语补足语要用带 to 的不定式)

2. Don't forget taking your umbrella when you leave here.

taking 改为 to take。forget, remember, regret 等词后跟动名词时，动名词所表示的动作先于谓语动作；后跟不定式，表示“要去做……”。

3. I suggested to go there with him after work.

to go 改为 going。suggest 及在中学课本中常见的 advise, finish, mind, enjoy, require, practise, consider, miss, avoid, admit, delay, imagine, risk, keep, escape, resist 等动词，要接动名词作宾语。

4. He ordered that the work must be started at once.

去掉 must，或改为 should。order 及 demand, require, request, insist, propose, advise, suggest 等动词后的宾语从句，常用虚拟语气“should + 原形动词”作谓语，should 可以省略。

十、见有非谓语动词作状语，查是否患有逻辑主语或逻辑宾语使用不当病。

1. If it heated, water can be changed into steam.

显然句中的条件状语是从一个 If 引导的从句简化而来，这种“连词 + 非谓语动词”结构中非

谓动词的逻辑主语是句子主语。所以这里 it 是多余的, 应去掉。又如: When hearing the news, he burst into tears. hearing 前也不再加 he。

2. The box is too heavy for the little boy to carry it.

该句型中不定式“to carry”逻辑上的宾语就是句子的主语, 所以句中代词 it 重复, 应去掉。

请根据上述方法完成下列一组短文改错。

(1)

I can't swim because I have a strong fear of water.

Look back at my childhood experience, I think

1. _____

that three reason might explain the fear. The first

2. _____

reason is that I was not allowed to go near the water

3. _____

when I was a child, for my mother had unreasonable

4. _____

fear of it. So, even as a child I was taught see the

5. _____

water as something danger. Second, my eyes

6. _____

became bad ones when I was five. If I took off my

7. _____

glasses in the water, I couldn't see anything, but this

8. _____

increased my fear. The worst part of your experience

9. _____

is that as a child often I see a neighbor drown. Since

10. _____

then I have been more frightened.

(2)

A strange thing was happened in our garden the

1. _____

other day. I went out play with my dog for

2. _____

a few minute, and noticed the dog barking (吠)

3. _____

at a big tree. Before I realized that it meant, it

4. _____

started to dig a hole at the base of the tree.

5. _____

Suddenly a large rat rushed out the hole, ran across
6. _____

the garden and disappearing into some waste ground
7. _____

behind the garden. Surprising at this unexpected
8. _____

incident, the poor dog was too slowly to react. It ran
9. _____

to the fence, but without some result. 10. _____

Keys:

- (1) 1. Look→Looking 2. reason→reasons
3. ✓ 4. 在 unreasonable 前加 an
5. 在 see 前加 to 6. danger→dangerous
7. 去掉 ones 8. but→and 9. your→my
10. see→saw

- (2) 1. was happened→happened 2. play→to play
3. minute → minutes 4. that→what
5. ✓ 6. out→out of 7. disappearing→disappeared
8. Surprising→Surprised
9. slowly→slow 10. some→any, 或去掉 some

第五节 短文改错“七大忌”

“短文改错”是一道将英语的基本词汇和语法知识溶于一篇短文中, 以确保短文的正确表达为前提, 以短文所示内容为线索, 对考生的词法、句法及情节理解等实际运用能力进行综合考查的大题。纵观近几年考生的答题情况, 许多考生试卷的其他部分答得很好, 而“短文改错”却得不到高分, 究其原因, 并不是词汇与语法知识不巩固所致, 而往往是由于做题的盲目性导致的。现将做该题时考生须“忌讳”的情况总结如下:

一忌“鼠目寸光”

许多考生改错时, 眼中往往只有行而无句子, 从而导致因没有顾及句意和结构的完整性而判断失误。“行”是计算错误数的单位, 而不是判断错误的单位。改错必须以句子为单位, 因为一行不一定是一个完整的句子, 其语言意义及语法结构也不一定完整, 如果一味机械地按行来判断, 很可能会因断章取义或错误地理解语法结构而判断失误。如 2002 年的第 85 题:

good. I was so tired that I fell asleep at the moment my
85. _____
head touched the pillow.

“the moment”可以引导时间状语从句, 作此

用法时，其前不能再用介词。但如果不以整句为单位判断，就发现不了后面的从句，因此也就无法将所学的知识应用出来。

二忌“自以为是”

这也是许多考生失分的原因之一。他们做题时不是逐一排查，审完全句整行，而是认定哪处不对就改哪处，而所改之处往往又是模棱两可无充分把握的，从而漏过了本应一目了然、最有把握发现并改对的错误。如2001年的第79题：

that I get a good education. They did not want me to do 79. _____

如果当做到该行时就以 education 是不可数名词为依据而认定去掉不定冠词 a，那么你就很难发现下一句中很明显的时态错误。

“自以为是”的第二种表现是：当遇到暂时找不出错误的某一行时，不是先跳过该题，通过做完其余部分来检验自己的判断，而是当即认为此行无错并打上对(√)号。这样做，一旦该行判断失误，其后果是在余下的行中拼命找错，把本来对的改成错的。如1999年“短文改错”中的第1题：

Now I can't watch much television but a few years ago 1. _____

有的考生没有先看全文的习惯，因此无法发现此行中 much 所造成的逻辑错误而认定该行没有错并打上了对(√)号，从而把第9题的无错行改错。

三忌“先入为主”

在做短文改错题时，考生常会遇到这种情况，即正确地找出了行中的错误，却没有改对。这是因为他们在确定错误后，缺乏一种此处可能存在二种甚至三种改法可能性的自觉意识，因此也就不可能有进一步思考怎么改才最恰当的意识，所以，往往是脑子里先想到怎么改就怎么改了，从而导致知错改错。如2001年的第83题：

not seem to get much time to talk about together. It looks 83. _____

考生对于行中的 about 处存在的错误是不难确定的，但是介词后面无宾语这一错误的改法有两种可能性，一是补上宾语，二是去掉介词。只有有了这种自觉思考，才能根据句意进行推敲而得出正确的结论。本题的正确改法应是去掉 about。

四忌“喧宾夺主”

所谓的“喧宾夺主”是指考生在答题时，错把自己当成了作者，而不注意保持句子或短文的原意、原语气，肆意增词、减词或改词，从而漏过了真正的错误。切记短文改错的前提是确保短文的正

确表达，因此只要原文中的用词没有语法、词法错误，没有导致情节上不一致，就应保留该词。如2002年的第83题：

Evening came down. We spent the night in a hotel at the top 83. _____

正确的改法是把 down 去掉，而不是把 in 改成 at，或将 at 改成 on。

五忌“粗心大意”

短文改错题中所设置的错误通常都是中国学生在使用英语过程中常犯的错误，所以此题对相当一部分考生来说存在一定的难度，因此在改错的各个环节中都应该细心，尤其要注意的是最后的书写过程，千万不可因忽视了大小写或将单词拼写错而导致到手的分数失去。如1999年的短文改错中的第89小题：

demands very little effort. Unfortunate, there are 89. _____

此处应用 unfortunate 的副词形式作状语修饰其后的全句，但有些考生在抄写答案时要么忘了大写首字母，要么将 unfortunately 拼错而失分。

六忌“贪小失大”

在做“短文改错”时，有时会遇到有两行无法确定错误的情况，此时有些考生为得1分而在找不出错误的行中拼命找错，从而导致因为耗时过多，使接下去的“书面表达”时间不够，那样损失就大了。因此要把握住以下两个原则：一是限时原则，不可在某一或某几行耗时过多，务必要给“书面表达”留下充足的时间；二是宁勾（打对号）勿勉强原则。实在无法确定错误的两行甚至三行，宁可都打上对(√)号，也不勉强、无把握地改。

七忌“有法不依”

在较好地掌握基本的词汇与语法知识的前提下，做“短文改错”还是有不少方法和经验可以利用的，因此答题时，要善于将平时练就的方法与技巧运用出来：如加减词往往是介词、冠词或代词等，而不会是名词、动词等实词；动词的时态及形式为常考内容；“逢连（词）必停”，检查其是否符合文意、句意及逻辑等。无论在改错过程中还是在检查核对时，这些经验与方法均有一定的作用，可以帮助你避免无谓失分。

请根据上述方法完成下列一组短文改错。

(1)

Here are two types of cars may some day take

1. _____

place of today's big cars. If everyone drives such
 2. _____
 cars in the future, there will be fewer pollution in
 3. _____
 the air. There will also be more space for parking
 4. _____
 cars in cities, and the street will be less crowded.
 5. _____
 Three such cars can be fit in the space now needed
 6. _____
 by one car of the usually size. The little cars will cost
 7. _____
 much less to own and drive. Drive will be safer, too,
 8. _____
 though these little cars can go only 65 kilometers per
 9. _____
 hour. But it will not be of any use for long trips.
 10. _____

(2)

My brother Tom was very selfish when he was a
 little boy.
 He did not want share things with other people. For
 1. _____
 example, when he bought a chocolate cake, he put
 2. _____
 in a secret place where I couldn't find. Then he
 3. _____
 ate it all, by himself. He never helped other.
 4. _____
 He said he is busy. That is, a game of 5. _____
 tennis making him very busy. He did not care
 6. _____
 if something he did made people angry. For
 7. _____
 instance. on one night he played strong and
 8. _____
 loudly music till four o'clock in the morning. But
 9. _____
 he is difference now. He often helps grandma with
 10. _____
 housework, helps mom with cooking and helps his
 classmates with their lessons.

Keys:

- (1) 1. cars 后加 that/which
 2. place 前加 the
 3. fewer→less 4. ✓
 5. street→ streets 6. 去掉 be
 7. usually→ usual 8. Drive→Driving
 9. though→as/because 10. it→they
 (2) 1. 在 share 前加 to 2. them→it
 3. where→which 或 that 或去掉 where
 4. other→others 5. 第一个 is→was
 6. making→made 7. ✓ 8. 去掉 on
 9. loudly→loud 10. difference→different
 ent

第六节 短文改错试题特点及 常见解题技巧

短文改错题通常出现在 NMET 试卷的第二卷中,通常是 150 词左右的短文,属于主观试题客观考查的综合性高层次试题。成为 NMET 试题中重要题型之一。所给的短文语言地道,浅显易懂。其主要考查学生对英语的词法、句法等综合运用的能力,阅读理解能力及逻辑推理、判断的思维能力,考查学生在用词搭配、习惯用语和语篇整体思维等方面的水平,测定他们综合准确、熟练地运用语言的能力。从高考结果来看,它仍是历年高考 NMET 试卷失分率较高的题型。为减少同学们在应试中的盲目性,提高正确率,同学们在解短文改错题时,在通读全文,弄清文章主旨及体裁特点的基础上,应注意以下常见解题技巧。

1. 注意词法句法的考查。包括:①同义词、近义词、反义词、易混词;②词性;③名词的可数与不可数,单复数及所有格;④代词的格;⑤定语从句中先行词、关系代词、关系副词的错用,名词性从句中连词的误用;⑥比较范围的错误等;⑦非谓语动词误用等。如:

① We should remember what we all learnt our own language when we were children. (误把连接词 that 用成连接代词 what, 故将 what 改为 that。 NMET 1995)

② She found a wallet laying on the ground. (用错动词的现在分词, 应把 laying 改为 lying。 NMET 1995)

③ He invented the steam engine which made the Industrial Revolution possibly (宾语补足语应该用形容词, 因此把 possibly 改为 possible。 NMET



1995)

④ He is taller than any boy in his class. (比较范围的错误, 应在 any 后加 other, 把被比较的对象排除在外。NMET 1995)

⑤ He said he would be published if he did not do it. (publish 与 punish 为形近易混词, 应把 published 改为 punished。NMET 1995)

⑥ She had some difficulties in working out the problem. (此句型中 difficulty 为不可数名词, 应用单数形式。NMET 1995)

⑦ Unfortunate, there are too many people among my family. (形容词和副词使用错误, 句中的形容词 Unfortunate 应改为副词 Unfortunately。NMET 1999)

⑧ "Happy birthday, Peter, and many happy return of the day!" (名词单复数使用错误, 句中的 return 应改为 returns。2000 春北京安徽题)

⑨ Thanks very much of inviting me to your birthday party on Sunday. (介词使用错误, on 应改为 for。2000 春北京安徽题)

⑩ Play football not only makes us grow up tall and strong but also give us a sense of fair play and team spirit. (非谓语动词误用, 此题应用动名词作主语。句中的 Play 应改为 Playing。NMET 1998)

2. 注意一致性。一致性方面的错误, 主要包括主谓一致, 时态一致, 指代一致, 并列成分对称等。如:

① He as well as his father are here. (谓语动词与主语的数不一致, 应把 are 改为 is。)

② He said he goes to the library yesterday. (时态不一致, 把 goes 改为 went。)

③ Mrs. Mr Black and his daughter would go to Canada. (his 与前面名词的数不一致, 把 his 改为 their。)

④ Now my picture and the prize is hanging in the library. (谓语动词与主语的数不一致。句中的 is 应改为 are。NMET 2000)

⑤ Playing football not only makes us grow up tall and strong but also give us a sense of fair play and team spirit. (主谓不一致, 句中的 give 应改为 gives。NMET 1998)

⑥ I'd like very much to come but I had an examination on Monday morning. (时态不一致, but 之后的动词 "had" 应改为现在时 have。2000 春北京安徽题)

⑦ I'll spend the whole weekend reading and pre-

pare for it. (并列成分不对称, 动词 prepare 应改为 preparing。2000 春北京安徽题)

3. 查找多词、少词。句中多或少了主语、谓语、冠词、介词、副词等。如:

① This river is much more longer than that one. (多了副词 more, 故去 more。NMET 1995)

② From this answer we shall know the something new. (不定代词 something 前面不加冠词, 故去掉 the。NMET 1995)

③ He invented the steam engine made the Industrial Revolution possible. (先行词后面的定语从句中缺少了作主语的关系代词 which 或 that。)

④ Then I began to pay more attention my pronunciation. (attention 后缺少介词 to。NMET 1995)

⑤ I'll spend all the whole weekend reading and preparing for it. (all 和 whole 表示的意思相同。应去掉重复用词 all。2000 春北京安徽题)

⑥ Suddenly, I caught a sight of my English teacher in the crowd. (固定短语动词 catch sight of 中多一冠词 a, 必须去掉。NMET 2000)

⑦ Each player must obey captain, who is the leader of the team. (名词 captain 前面少定冠词 the。NMET 1998)

⑧ I'd like very much come but I have an examination on Monday morning. (come 前缺动词不定式符号 to。2000 北京安徽题)

4. 兼顾逻辑。指按文章的逻辑意义, 判断句与句、段与段之间使用的承接词是转折型、并列型还是因果型, 以及受空间、时间限定的词语的使用。如:

① This was a lie, and his teacher did not know. (按前后逻辑意义, 两句之间是转折关系。故将 and 改为 but。)

② There was no wind, so the sun was shining brightly. ("there was no wind" 不是 "the sun was shining" 的原因, 故把 so 改为 and。)

③ It looks as if they treat me as a visitor and a guest. (此处表达 "或者", 将 and 改用 or 才符合逻辑关系。NMET 2001)

④ It's a very important exam but I can't afford to fail it. (按前后逻辑意义 but 应改为表递进意义的并列连词 and 或因果关系的连词 so。2000 春北京安徽题)

⑤ She said that she and my classmates all wished me success, but it didn't matter that I would win or not. (将 that 改用 whether 才符合逻辑关系 (if 常不

与 or not 连用)。NMET 2000)

5. 判定无误。在经过以上步骤后, 若实在找不出什么错误则判定该句正确。

分析上述讲解完成下列练习, 说一说各属什么错误。

(1)

Ethan Canine is a master of two jobs, all of which take special skills. 1. _____
 First, Ethan is a doctor. He helps people who have been broken 2. _____
 bones, bad cuts, or the other kinds of wounds. When he gets a day 3. _____
 off from his work as a doctor, Ethan turns to his another job. 4. _____
 He writes stories. His first book of stories won prize for the 5. _____
 best book by a first-time author. Do the job sometimes get 6. _____
 in the way of each other? "Not at all," Ethan says. "In fact, being 7. _____
 a doctor help my writing. I get to know all kinds of people. 8. _____
 Instead, I can't hide myself in my room and write down ideas 9. _____
 for the rest of my life. I also need to be able to help ill people." 10. _____

(2)

Scientists around the world have been studying the warm 1. _____
 of waters in the Pacific Ocean being known as EL Nino. The 2. _____
 appearance of EL Nino is knowing to affect weather around 3. _____
 world. Now scientists still do not completely understand 4. _____
 them. Yet they find they can use it to tell the future in 5. _____
 different area in the world. The scientists write about 6. _____
 their recent work in the magazine Nature. Their computer 7. _____
 program can hardly tell when an EL Nino will appear. They 8. _____
 suggest that this could provide for an effective early

warning 9. _____
 system and could prevent much of the disasters from happening. 10. _____

Keys:

- (1) 1. all→both 2. have been→have
 3. the other→other 4. another→second (other 可接受) 5. prize→a prize
 6. job→jobs 7. ✓ 8. help→helps
 9. Instead→Besides (Also 可接受)
 10. ill→sick
 (2) 1. warm→warmth 2. 去掉 being
 3. knowing→known 4. world 前加 the
 5. them→it 6. area→areas 7. ✓
 8. 去掉 hardly 9. for→with
 10. much→many

第七节 短文改错解题指要与技巧

短文改错 (proof-reading) 是全国统一高考 (NMET) 第二卷中的一种试题, 本题的宗旨是测试考生发现、判断、纠正文章中错误的能力, 从某种意义上说, 它是单句改错、单项填空、阅读理解和书面表达的综合, 是全面考查学生的英语基础知识和灵活运用语言能力的测试题。

一、短文改错中常见的错误形式

1. 缺词: 漏掉的词往往是冠词、介词、连词等虚词, 这又与前后词的搭配有关, 见到名词, 应考虑是否缺了冠词; 见到动词, 可注意后面是否少了应与之搭配的介词或其他词; 见到某些搭配, 如 in front of as soon as, 应考虑是否完整。不是固定搭配的, 要注意英语行文习惯或逻辑上的搭配。(请看下表)

命题角度	考点	解题思路
名词	冠词	名词前是否缺冠词
不及物动词	介词	不及物动词是否缺介词
不定式	小品词 to	不定式中是否缺少了不该省的 to
被动语态	助动词	被动语态中是否缺少了助动词 be
母语迁移	词类用法	将形容词、副词或介词视作动词使句子缺少谓语动词
固定搭配	惯用法	惯用法是否漏了不可缺少的词

2. 多词: 多余的词, 往往是结构词。如冠词、