

普通高中新课程

高考 总复习

指导用书

一轮 + 二轮复习

英语



- > 深入把握课标，详解复习规律，名师助你立志凌绝顶
- > 依据课程标准，深度解析考纲，专家点睛破浪展雄风

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一轮 + 二轮复习

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英语

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责任编辑 仇小燕
助理编辑 张荣荣
复 审 彭琼梅
终 审 刘立平
装帧设计 陶雅娜
印装监制 赵 群

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编写说明

《普通高中新课程高考总复习指导用书系列 一轮+二轮复习·英语》是由山西省教育科学研究院和山西教育出版社,根据新课程理念联合精心打造的学生复习辅助资料。

时光飞逝,不觉间高中新课程实验已经进行了两年,2008年入学的高中学生进入了高中学习的关键一年——高中三年级。如何复习、如何应考已经成为高中学校广大师生共同关心的话题。为帮助大家做好英语学科的复习工作,卓有成效地迎接高考的检验,我们编写了这本高考总复习指导用书。以下是对本书编写的基本思路和框架结构所做的简要介绍和使用说明,希望能对老师们和同学们在使用本书进行复习时有所帮助。

一、两轮复习合二为一的整体编写思路

在课程改革之前,高中学校进行高中英语总复习时,习惯于把复习阶段划分为一轮、二轮、三轮等,而不同的地区或学校又各有自己的划分方式。一般情况下,人们把教材复习称之为第一轮,即所谓过教材,主要是针对词汇和课文。随后,在第二轮复习中安排的是语法专项复习,对包括初中所学的语法项目在内,分别进行梳理和巩固。接下来较为普遍的做法就是按照高考试卷题型进行诸如语言知识运用、阅读、写作等方面语言技能的专项训练,也有人把这一段称之为第三轮复习。不管人们怎样划分这几轮复习阶段,最后剩下必然就是综合训练阶段了。根据各地区或学校不同进度,学生们应该有一两个月的时间,做做高考真题或模拟试题,并给自己留有一定自我支配的时间进行个性化的复习。

然而,在这一轮普通高中新课程实验中,我们的复习思路需要随着课程改革的实践发生一定的变化。就英语学科而言,首先需要关注的是教材的变化。人教版高中实验教材采用了功能、结构、话题及“任务型”活动相结合的编写模式,每一单元都以话题为核心,以结构和功能为主线,组织和安排听、说、读、写的活动,通过任务型活动和完成项目(Project)实现教学目标。

上述的教材编写模式符合《高中英语课程标准(实验)》所提出的培养学生综合语言运用能力的课程目标,体现了语言教学的发展趋势和教材设计的整体性。因此,我们在复习阶段也必须遵循这种编排体系,不能够再把教材割裂开来,硬要人为地划分所谓一轮和二轮复习。基于这样一种理念,本书在编写中坚持了“一轮和二轮”复习合二为一,同时又兼顾语言技能专项训练的整体设计思路,这是大家在使用本书时首先需要明确的一点。

二、夯实知识基础 加强技能训练

为了能使同学们能够在有限的复习时段内较为全面地梳理、巩固所学语言知识体系,本书每一复习单元都安排了语言功能、词汇句型、语法基础、语言能力训练四大板块。各板块都有自身的独特功能和作用。

1. 语言功能板块围绕语言的交际功能,介绍相关文化背景,归纳用法规则,突出语用情境,重在提高语用能力。

2. 词汇句型板块按照词、语、句的排列顺序,由词汇基础、词组短语、常用句型三个部分组合而成。词汇基础部分聚焦高频词汇,紧扣常用意义,适度辨析词意,重在搭配运用。词组短语部分依据最新词汇教学研究成果,强化词串/词块在形成语言能力中的重要作用,集中展现单元中各类词组、短语及惯用表达方式,通过英汉、汉英互译以及配伍等练习形式帮助大家复习巩固。常用句型部分则突出惯用句型,归纳用法特点,对提升学习者的语用能力大有裨益。

3. 语法基础板块由高考真题体验和语法归纳讲解组成。这一板块从近年高考全国卷和分省卷中选编了与本复习单元中语法内容有关联的典型试题,让同学们先经历探究、思考的答题过程,随后可以参阅答案解析进行自我评估,进而再通过语法归纳部分加深对相关语法项目的系统理解。这种典型试题引领、重点突出、难点分散的语法复习方法,既增强了复习的针对性,又适度减少了语法复习过程中容易产生的枯燥感,有利于提高复习效率。

另外需要加以说明的一点是本书中关于语法内容的复习安排。鉴于高中教材中的语法项目仅仅局限于高中阶段教学内容,而语法项目中还有一部分内容是初中阶段就学过,但高中阶段再没有作为教学目标专门列出。为了保证高中总复习语法体系的基础性和完整性,本书根据《高中英语课程标准(实验)》中所列语法项目表内容对语法内容进行了重新安排。一般来说,1、3这样的奇数单元安排的是高中语法项目,2、4这样的偶数单元安排的是课标中规定而高中教材中没有涉及的语法项目;这大概也可以看作是本书编排的另一特色吧。

4. 语言能力训练板块是复习中必不可少的内容。考虑到复习阶段的时间安排与提高复习效率之间的关系,本书编写未采用在每一单元中均附一套完整测试题的传统做法,而是把语言技能训练的主要形式分散在不同单元中予以安排。例如,奇数单元可能安排有10道单项填空题和两篇阅读理解,而偶数单元则安排有10道单项填空题、一篇完形填空,以及一篇书面表达。这样的编写设计既保证了能力训练形式的多样性,又简便易行,容易奏效。

三、突出学习策略 培养读写能力

阅读能力与写作能力在综合语言运用能力中的重要性众所周知,而课程改革以来的高考试卷中对阅读和写作的考查力度也逐渐增强。鉴于以上因素,本书编写中把阅读策略和写作技能培养各自安排为一个系列,贯穿于全书的复习之中。例如,在阅读部分中,就按照高考阅读理解的题型特点及解题思路、主旨大意、事实细节、词义猜测、推理判断、意图态度、如何提高阅读速度、如何理解长难句等内容,分别在八个复习模块中予以呈现。而写作技能培养则同样是结合高考题例把对记叙文、说明文、议论文、应用文、图表类作文等方面的写作指导分散在各个复习模块之中。这一设计思想也是本书整体性复习思路的重要体现。

四、综合测试 面向未来

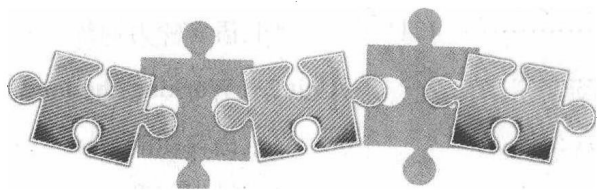
为了能使同学们在复习教材的同时提升实际语言运用能力,本书在每一模块复习结束时安排了一份综合测试题供大家练习用。这份试卷的题型设计综合借鉴了高中课改以来全国以及分省命题试卷中的一些新的题型,其中也包括部分典型高考真题,旨在帮助大家英语学科高考改革有一定的感性认识,并能适当做一些适应性准备。

五、使用方法建议

综合本书的上述设计思想和编写特点,大家在进行复习时可以根据各自学校和学生的实际情况灵活使用。教师既可以选择部分重点内容,利用一个课时在课堂上集体复习,也可以安排一个课时让同学自己复习,还可以布置部分内容让同学们课下自学或练习。本书编者建议,以班级为单位的课堂复习时间控制在两课时内为好。

对于我省高中课改第一届高三年级的总复习和高考准备,我们力尽所能进行了上述这样一些新的设计和探索,希望能对全省毕业年级的同学们起到一定的帮助作用。但是由于编者的能力和水平所限,以及时间及精力等方面客观因素影响,本书中一定还会存在这样和那样的一些问题。因此,它最后是否能实现我们的设计目标,还有待广大高中教师和同学们在教学实践中进行检验。我们诚挚地欢迎大家在使用的过程中能随时提出宝贵意见和建议。

最后我们预祝老师们工作顺利!同学们学业成功!



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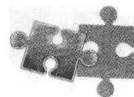
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必修 1

Unit 1 Friendship

建议复习学时	2 学时(90 分钟)
自主复习学时	___ 学时



一、语言功能

围绕语言的交际功能,介绍相关文化背景,归纳用法规则,突出语用情境,重在提高语用能力。

I. 功能项目: Agreement and disagreement

1. Expressing agreement

I agree completely.

I am with you.

Yes, I think so.

So do I.

Me, too.

Exactly.

No problem.

Sure. / Certainly. / Of course.

All right. / OK.

You are right/correct.

Good idea.

I think that's a good idea.

I think it's great.

2. Expressing disagreement

I don't think so.

Neither do I.

That's not right.

I don't know about that.

Sorry, but I disagree.

Yes, but ...

I'm afraid not.

No way.

Of course not.

I'm sorry, but I don't agree.

I disagree.

I know what you mean, but don't you think ...?

I see your point, but I think ...

You are right, but I think ...

II. 补全对话

A: What do you think of Miss Wang's advice?

B: 1. _____ Lisa shouldn't finish this friendship. However, 2. _____ Lisa should ignore her classmates. 3. _____ she should tell the teacher and the teacher should handle it.

C: 4. _____ she should ask the teacher for help. She is too old for that. She needs to solve the problem herself.

- A. I think
B. I don't agree that
C. I agree with her that
D. I'm sorry, but I don't think that

Keys: 1—4 CBAD



二、词汇句型

按词、语、句的顺序,由词汇基础、词组短语和常用句型三个部分组成而成。

I. 词汇基础

1. upset

adj. (1) (肠胃)不适的

(2) 心烦的,苦恼的(+ about/at/over)

be upset about/at/over...

He was horribly upset over her illness.

他为她的病而忧心忡忡。

vt. (1) 弄翻,打翻;倾覆;打乱,搅乱

(2) 使心烦意乱

The generals plotted to upset the government.

将军们策划推翻政府。

Rain upset our plans for a picnic.

下雨打乱了我们的野餐计划。

2. ignore

vt. 不理睬;忽视(指视而不见,听而不闻或故意不

予理睬)

completely/totally ignore sb. / sth.

ignore the fact that...

Either she didn't see me wave or she deliberately ignored me.

要么她没看见我招手,要么就是故意不理我。

同根词汇

ignorance *n.* 无知

ignorant *adj.* 不了解的;无知的;愚昧的

No driver can pretend to be ignorant of speed limits. 没有哪个司机能够假装不知道速度限制。

3. calm

adj. (1) 镇静的,沉着的

(2) 无风(浪)的;平静的

You must try to be calm.

你必须设法冷静下来。

The high wind passed and the sea was calm again. 大风过后,大海又风平浪静。

v. (1) 使镇定;使平静

(2) 镇定下来;平静下来(calm down)

We calmed the old lady down.

我们使老太太平静下来。

Calm down, sir. What's the trouble?

冷静点,先生。出了什么事?

4. concern

vt. (使)担忧;涉及;关系到

The fact that she spends so much time on her own really concerns me.

她很多时间都是一个人独处,这让我很担忧。

The article concerns a man who was wrongly imprisoned.

这篇文章写的是一个被冤枉入狱的人。

as far as sb. / sth. be concerned 在……看来,就……而言

be concerned about 关心,挂念,担心

be concerned in 和……有牵连

be concerned with 关于

n. 担心;关注;(利害)关系

His main concern is to be able to provide for his family. 他主要关心的是要能够养活他一家人。

show concern for 对……表示关心

as concerns 关于

of great concern 关系重大

同根词汇

concerning *adj.* 关于

5. join

join in 参加;加入

Will you please join us in our out-of-class activity? 请你参加我们的课外活动,好吗?

She joined in playing games with them.

她与他们一块儿做游戏。

辨析:

take part in 参加(活动、体育运动等)。

participate in 参加(积极参与一群人正在做的事,比 join in 更正式)。

join in 参加(某种活动);加入进来(如加入讨论、游戏等。)

join 加入,成为……的一员(如参军、入党、入团等。)

attend 参加,出席(如会议、聚会等。)

【即学即练】选词填空。

join join in take part in attend

(1) Will you _____ the lecture on science?

(2) Would you like to _____ us _____ playing football?

(3) After _____ the League, he often helps others.

(4) She _____ the music competition.

(5) We _____ a country club that year.

(6) We're going to visit the flower show tomorrow. Will you _____ us?

(7) The boy _____ the English Evening and had a good time.

(8) He didn't _____ school yesterday because of his illness.

Keys: (1) attend (2) join... in

(3) joining (4) took part in

(5) joined (6) join

(7) attended (8) attend

6. settle

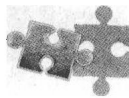
v. 安放;安顿;定居;解决(问题等)

He settled his child in a corner of the compartment. 他把孩子安顿在车厢的一个角落里。

The family has settled in Canada.

这家人已定居加拿大。

She cannot settle to work. 她安不下心来工作。



7. suffer

v. 遭受; 经历受苦; 患病(+ from)

I cannot suffer such rudeness.

我不能容忍这种粗鲁的举止。

He suffered from poverty all his life.

他一生受贫穷之苦。

My father suffers from high blood pressure.

我父亲有高血压。

They suffered a great deal in those days.

那时他们吃了不少苦。

巩固练习 单项选择。

- () 1. It is wise to have some money _____ for old age.
A. put away B. put up
C. hide away D. stay awake
- () 2. When I saw Jane, I stopped and smiled, but she _____ me and walked on.
A. refused B. ignored
C. missed D. avoided
- () 3. I know it doesn't feel good _____, but your hairstyle is really too strange.
A. to be ignored B. be ignored
C. to ignore D. to be ignoring
- () 4. —Why do you look worried?
—There are so many problems _____.
A. remaining to settle
B. remained settling
C. remaining to be settled
D. remained to be settled
- () 5. The family settled _____ a small Nevada town where they opened a store.
A. in B. on
C. over D. down

Keys: 1—5 ABACA

◎解析

2. “当我看到珍妮时,我停下来并微笑着,但她却忽视了我并继续走着。”通过上下文可以看出选“忽视”词义最恰当。

3. “我知道被忽视感觉很不好,但是你的发型真的太奇怪了。”It doesn't feel good to do sth. 此句型表示“(情况、事件等使人)不觉得很好”。通过句意可以看出需要使用被动语态。



巩固练习 根据句意或括弧中的汉语提示完成下列句子。

1. He _____ (受了好多苦) when he was a child.
2. Do you often _____ (遭受头痛的折磨吗)?
3. _____, sir. What's the trouble?
4. They are _____ about a new problem which they must solve at once.
5. The couple _____ (定居在香港) last year.

Keys: 1. suffered a lot (of pain)

2. suffer from a headache

3. Calm down

4. concerned

5. settled in Hong Kong

II. 词组短语

Part 1. 根据汉语提示补全短语。

1. add _____ (合计)
2. clam _____ (使平静下来; 使镇定下来)
3. have got _____ (不得不; 必须)
4. be concerned _____ (关心; 挂念)
5. go _____ (经历; 经受)
6. set _____ (记下; 放下; 登记)
7. a series _____ (一连串; 一系列; 一套)
8. grow/be crazy _____ (对……十分狂热; 对……十分痴迷)
9. _____ purpose (故意)
10. _____ order to (为了……)
11. _____ dusk (在黄昏时刻)
12. face _____ face (面对面地)
13. _____ longer/ _____ ... any longer (不再……)
14. suffer _____ (遭受; 患病)
15. get/be tired _____ (对……厌倦)
16. pack sth. _____ (将东西装箱打包)
17. get along _____ (与……相处; 进展)
18. fall _____ love (相爱; 爱上)
19. join _____ (参加; 加入)
20. because _____ (因为; 由于)
21. come _____ (走近; 上来; 提出)
22. _____ present (现在; 目前)
23. make use _____ (利用; 使用)

24. such _____ (例如……;像这种的)

25. play a part _____ (扮演一个角色;
参与)

Keys: 1. up 2. down 3. to
4. about 5. through 6. down
7. of 8. about 9. on
10. in 11. at 12. to
13. no, not 14. from 15. of
16. up 17. with 18. in
19. in 20. of 21. up
22. at 23. of 24. as
25. in

Part 2. 根据汉语意思写出英语表达。

1. 直到……才;不到……不 _____
2. 照顾;看管;爱护 _____
3. 负担……的费用 _____
4. (过去)本该做某事 _____
5. 恰巧;碰巧;偶然(做某事) _____
6. 这是某人第……次做某事。 _____
7. 做某事是没有乐趣的。 _____
8. 记日记 _____
9. 一个又一个 _____
10. 此刻;那时 _____
11. 相互;彼此 _____
12. 没问题;没什么 _____
13. 不行;没门儿 _____
14. 做某事有麻烦 _____
15. 不止一个;许多 _____
16. 比以前任何时候都 _____
17. 即使;纵然;尽管 _____
18. 与……不一样 _____
19. 以……为基础;以……为根据 _____
20. 例如 _____
21. 再三考虑 _____
22. 众所周知 _____
23. 坚持;稍等 _____
24. 信不信由你 _____
25. 注意;专心;留心 _____

Keys: 1. not... until 2. take care of
3. pay for 4. should have done sth.
5. happen to do sth.

6. It, This, That, is the... time that sb. has done sth. / It, This, That was the time that sb. had done sth.

7. It is no pleasure doing sth.

8. keep a diary 9. one after another

10. at the moment

11. each other/one another

12. no problem 13. no way

14. have trouble in doing sth.

15. more than one 16. than ever before

17. even if 18. be different from

19. base on/upon 20. for example

21. with a second thought

22. as we know/as is known to all/as we all know

23. hold on 24. believe it or not

25. pay attention to

III. 常用句型

1. happen to do ... when ...

[原句展示] I happened to be upstairs at dusk when the window was open.

[点拨] 句中的 happen to do ... when ... 为常用句式,意为“……时候恰好发生……事情”。如:

She happened to be out when we called.

我们打电话时她恰巧不在。

2. It be the first (second / third ...) time (that) ...

[原句展示] ...; it was the first time in a year and a half that I'd seen the night face to face ...

[点拨] It be the first (second / third ...) time ... (that) ... 是一个固定句型,意为“是第一(二 / 三……)次……”。该句型中的 that 从句用完成时态。如果主句谓语是一般现在时,后面从句用现在完成时态;如果主句是一般过去时,后面从句则用过去完成时态,该结构中的 that 可以省去。如:

It is the first time I have been here.

这是我第一次来这里。

[比较] It is high time (time / about time) (that) + 主语 + did + 其他。该句型中 that 从句常用过去时,译为“是(正是)……的时候”。如:

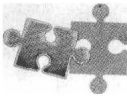
It is high time that we went home.

是(正是)回家的时候了。

3. It be + no + 名词 + doing ...

[原句展示] It's no pleasure looking through these any longer because nature is one thing that really must be experienced.

[点拨] It be + no + 名词 + doing ... 是一个常用句型。可以把 It 看作形式主语,doing ... 是真正的主



语。常见的句型有: It be (no) fun / use / good ... doing ... 如:

It is no good doing what you dislike.

做你不喜欢做的事情没有什么益处。

巩固练习 汉译英。

1. 当门铃响时我碰巧在洗澡。

2. 这是我第一次来这个美丽的山村。

3. 做错事后悔是没有用的。

Keys: 1. I happened to be taking a bath when the doorbell rang.

2. It is the first time that I have been to this beautiful mountain village.

3. It is no use regretting after you make mistakes.



三、语法基础

从近年高考全国卷和分省卷中选编与本复习单元语法内容相关的典型试题,让同学们先经历探究、思考的答题过程,随后可参阅答案解析自我评估,进而通过语法归纳讲解部分加深相关语法项目的系统理解。

直接引语和间接引语

I. 高考试题体验

() 1. The boy wanted to ride his bicycle in the street, but his mother told him _____.

(1995 年高考 全国卷)

- A. not to B. not to do
C. not do it D. do not to

() 2. Mrs Smith warned her daughter _____ after drinking. (1992 年高考 全国卷)

- A. never to drive B. to never drive
C. never driving D. never drive

() 3. He asked _____ for the violin. (1992 年高考 全国卷)

- A. did I pay how much
B. I paid how much
C. how much did I pay
D. how much I paid

() 4. Someone is ringing the doorbell. Go and see _____. (2000 年高考 全国卷)

- A. who is he B. who he is
C. who is it D. who it is

() 5. I wonder why Jenny _____ us recently. We should have heard from her by now.

(2002 年高考 全国卷)

- A. hasn't written B. doesn't write
C. won't write D. hadn't written

() 6. The reporter said that the UFO _____ east to west when he saw it.

(2000 年高考 全国卷)

- A. was travelling B. travelled
C. had been traveling D. was to travel

() 7. When Jack arrived, he learned Mary _____ for almost an hour. (1992 年高考 全国卷)

- A. had gone B. had set off
C. had left D. had been away

Keys: 1—5 AADDA 6—7 AD

◎解析

1. tell sb. (not) to do sth. 是祈使句直接引语变间接引语时的常用句式。谓语动词要求用及物动词,常见的用于此句式的谓语动词有 tell, warn, ask 等。to 后面省去了相同的不定式部分。

2. warn 要求用不定式作宾补,故可排除 C 和 D。never 是否定词,应放在不定式符号 to 前面。

以上两题考查“不定式作宾补”的句式。

3. 宾语从句要求使用陈述句语序,而非一般疑问句语序。

4. A、C 不符合宾语从句的语序,可排除。英语中常用 it 代替不明身份的或心目中的人。

5. 如果主句是祈使句或主句的谓语动词是现在时或将来时,宾语从句谓语动词可根据句意的需要而用任何一种时态。本题 recently 暗示从句中应用现在完成时态,故答案为 A。

6. 本题的句意是:记者说当他看见飞碟时,它正从东向西飞过。从句要用过去进行时态,答案为 A。当主句谓语动词是过去时,从句谓语动词一般用过去的某种时态(如一般过去时,过去进行时,过去完成时等)。但如果宾语从句表达的是客观事实、真理、自然现象等时,从句谓语通常用一般现在时。如:

The teacher said that the sun rises in the east and sets in the west.

7. 宾语从句的动作先于 learned 的动作,故宾语从句谓语动词要用过去完成时态,后面又有表示一段时间的状语,从而判定答案为 D。

II. 语法归纳讲解

想要做对以上的考题,就要了解直接引语和间接引语之间的逻辑关系。即直接引语变成间接引语的六个变化:

1. 时态的变化

如果主句是过去时,间接引语部分要变成相应的过去时态。即:一般现在时变为一般过去时;一般将来时变为过去将来时;现在进行时变为过去进行时;现在完成时变为过去完成时;一般过去时变为过去完成时(若直接引语为过去完成时,变为间接引语时,可以不变);情态动词 can, may 等分别变为 could, might 等。

"It will rain soon," he said.

→He said that it would rain soon.

"I haven't read that book," he said.

→He said that he hadn't read that book.

注意:(1)若直接引语为客观真理,则变为间接引语时时态不变。如:

The teacher said, "The earth turns around the sun."

→The teacher said that the earth turns around the sun.

(2)有时直接引语有特定的过去时间状语,变为间接引语时时态可不变。如:

He said, "My son was born in 1995."

→He said that his son was born in 1995.

2. 时间状语的变化

直接引语变间接引语时,有些时间状语也要作相应的改动:

now 现在→then 那时,当时

today 今天→that day 那天

tonight 今晚→that night 那天晚上

this week (month, year) 本周(本月,今年)→

that week (month, year) 上周(上个月,去年)

yesterday 昨天→the day before 前一天

the day before yesterday 前天→two days before 前两天

last week (month, year) 上周(上个月,去年)→

the week (month, year) before 前一周(前一个月,前一年)

two days (years) ago 两天(年)前→two days (years) before 两天(年)前

tomorrow 明天→the next day 第二天

next week (month, year) 下周(下个月,明年)

→the next week (month, year) 第二个星期(月,年)

He said, "She left yesterday."

→He said that she had left the day before.

She said, "I'll tell you tomorrow."

→She said that she would tell me the next day.

注意:以上变化有时应视情况而定,若在当时转述,没有必要作变化。

3. 代词的变化

在直接引语变为间接引语时,有些代词也要作相应的变化,如指示代词 this 和 these 通常变为 that 和 those。有时人称代词也要根据情况作适当调整。如:

"I like these better than she does," he said to me. →He told me that he liked those better than she did.

注意:若场所和地点不发生改变, this 和 that 也可以不变。

4. 地点状语的变化

主要涉及的地点状语是 here, 它在间接引语中通常要变为 there。如:

"I live here now," he said.

→He said that he lived there then.

注意:若在当地转述,则 here 也可不改为 there。

5. 动词的变化

直接引语变为间接引语时,有个别动词也可能需要改变,如直接引语变为间接引语时, come 改为 go, bring 改为 take 等。如:

"He will come here today," she said.

→She said that he would go there that day.

注意:若地点和场所未发生改变, come 和 bring 等也可不变。

6. 语序的变化

(1) 引用部分是陈述句

如果直接引语部分是陈述句,一般语序不发生变化。将直接引语变为由 that 引导的宾语从句跟在引述词之后。that 一般可以省略。如:

Tom said, "I want to be a doctor."

→Tom said (that) he wanted to be a doctor.

(2) 直接引语为一般疑问句

如果直接引语部分是一般疑问句,将引述语变为由 whether/if 引导的宾语从句跟在引述词之后。如:

He asked, "Is Tom going to England?"

→He asked if/whether Tom was going to England.

注意:间接引语用陈述句语序。

(3) 引用部分是特殊疑问句



如果直接引语部分是特殊疑问句的形式,就直接把特殊疑问词引导的句子跟在引述词之后。如:

He asked, "When did the train leave?"

→He asked when the train left.

注意:间接引语用陈述句语序。



四、语言能力训练

精选、精编,全面覆盖知识点,设置训练题,在训练中巩固,在巩固中提高。

I. 单项选择

- () 1. —A good book is a good friend. You can get the help you need from it.
—You said it. _____.
A. I agree B. I disagree
C. All right D. That's a good idea
- () 2. Try to _____ the children down. They're too excited.
A. put B. calm
C. pull D. push
- () 3. Have you _____ your things, Bob? The train is leaving at 2:30 this afternoon, so we don't have too much time.
A. added up B. hidden away
C. set down D. packed up
- () 4. —What's the matter with you, Sandy?
—I'm _____ a bad cold. I think I am dying.
A. recovering from B. suffering from
C. catching up with D. getting into
- () 5. The driver _____ the traffic lights and nearly caused a traffic accident.
A. ignored B. checked
C. disliked D. obeyed
- () 6. She devoted herself _____ to her research and it earned her a good reputation in her field. (2007 年高考 湖北卷)
A. strongly B. extremely
C. entirely D. freely
- () 7. The shoes are _____ than I expected.
A. far expensive
B. far too expensive
C. far much expensive
D. far more expensive
- () 8. As soon as the children _____ themselves in their seats in the theatre, the curtain

went up.

- A. sat B. settled
C. took D. put

- () 9. The field research will take Joan and Paul about five months; it will be a long time _____ we meet them again.

(2007 年高考 安徽卷)

- A. after B. before
C. since D. when

- () 10. —Who called just now, Sam?
—It's Terry. She asked _____.
A. that Alice was in
B. if was Alice in
C. if Alice was in
D. whether was Alice in

II. 阅读理解

A

When family and friends ask me what I like most about living in Beijing, it's hard not to automatically (自动地) answer, "The cost of living!" And, ungenerous as I am, it is hard to argue with 10-yuan-taxi ride, 5-yuan bowl of noodles, and all the other things that are almost unbelievably inexpensive to someone coming from the US or the UK.

But what I appreciate even more than the cost of living is the experience of eating in Beijing. Specifically, I love to spend a morning wandering through the hutong (胡同) markets, picking out the ingredients for my next meal. Seeing the vegetables laid out in rows and piles, the sides of meat hanging in the shade, and the fish drifting lazily in their tanks, I feel so much more connected to my food than I do when browsing supermarket aisles (过道) filled with sterilized (消毒的), plastic-wrapped packages of goods.

It seems to me that the cities are exactly where such things are needed most. Surrounded by steel and concrete, it is easier for us to forget our ties to the land. Maybe this is so important to me because I grew up on the farm—a place where our connection to the earth and our dependency upon it were inescapable. Maybe I just love Beijing's markets because I'm homesick, and they remind me of home and the way of life I left behind. I don't know. I just know

that it feels more appetizing and satisfying to eat food I've bought from the hutong sellers.

You could argue that the hutong food is far less healthy than the food in a supermarket, and I wouldn't disagree. But I don't care. The street market produce may have its risks, but it also has soul, and until I can raise my own. I'll take the hutong meats and vegetables, dirt, germs (细菌), and all.

- () 1. Judging from what the writer says about the price of Beijing taxi rides, we know that he _____.
A. is not a man to argue about prices
B. must have tried in vain to lower it
C. doesn't think it worth arguing about
D. considers it reasonably expensive
- () 2. The writer enjoys the food he buys from the hutong markets because it is _____.
A. tasty B. natural
C. healthy D. cheap
- () 3. In the writer's opinion, farmers' markets are most needed in cities because they can let urban residents _____.
A. enjoy a rich supply of food
B. suffer less homesickness
C. feel connected to the earth
D. think of the hardworking farmers
- () 4. The main idea the writer wants to express in the last paragraph is "_____".
A. Some people may not agree with me
B. I agree the hutong food isn't so healthy
C. The hutong food I buy is healthy enough for me
D. I'll go on eating the hutong food anyway

B

"The polar bear and Inuit culture are provably already doomed (判决, 注定要遭厄运) by the amount of pollution in the atmosphere," a leading scientist said yesterday.

Prof. Stephen Schneider, a climatologist from Stanford University, who first made his name in the 1970s by predicting a new ice age, was referring to the latest predictions by the Nasa Space Agency that the world faces an extra 0.6°C of warming as a re-

sult of fuel emissions (散发) already in the atmosphere.

This is in addition to the 0.7°C rise over the past century and the result of Earth's slow response to warming caused by greenhouse gases trapping heat that might otherwise spread into space.

Prof. Schneider said that birds were migrating (迁移) earlier and flowers blooming earlier. "This is not theoretical," he said. "Nature is responding to an 0.7°C warming. It seems completely obvious that there is a threat to the viability (生存能力) of many species on the earth. They have to move; as they did before. But then they did not have factories, free-ways and urban settlements to cross."

Prof. Schneider said the next stage of warming was likely to affect small islands, polar bears, mountain top ecosystems and unique and valuable cultures such as the Inuit. Margaret Beckett, the Environment secretary, agreed that most of the climate change expected over the next few decades was inevitable (不可避免的).

She told the conference: "We have to act now to limit the scale of the warming in the future and avoid even worse effects."

Dennis Tripe, the conference chairman and a former member of the United States Environmental Protection Agency, said that rising demand for energy was driving global warming.

- () 5. Who thinks that the world faces an extra 0.6°C of warming?
A. Stephen Schneider.
B. Dennis Tripe.
C. Margaret Beckett.
D. Nasa Space Agency.
- () 6. Stephen Schneider believes that the warming will affect the following EXCEPT _____.
A. some small islands
B. mountain top ecosystems
C. the population of Inuit
D. some animals
- () 7. Which of the following isn't mentioned in the passage?
A. The temperature on the earth rose in