

全国名牌大学附中

卢元曾容主编

张亚萍 编

# 名师为你家教

## 高中毕业班 英语

Ming Shi Wei Ni Jia Jiao

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北京大学附中 复旦大学附中 华东师大二附中  
北京师大附中 东北师大附中 南京师大附中  
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上海外国语大学附属浦东外国语学校 湖北大学附中

东方出版中心

# 全国名牌大学附中名师为你家教

·高中毕业班英语·

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张亚萍 编

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## 内 容 提 要

目前,请富有教学经验的教师作家教已成为风气,但聘请名师毕竟不易。为此,我们推出《全国名牌大学附中名师为你家教》这套丛书,本书是其中的一种。本书依据现行教学大纲及教材,为高三学生及有关教师、家长(包括家教老师)提供高质量的家教用书,讲解高中毕业班英语的基本知识和解题技能,能使學生掌握正确、有效的学习方法,并提供复习、应考指导。全书分100天、100讲,每天(讲)均设有:1.“学习要点”。极为精要地概括这一部分的学习和应考内容;2.“家教点窍”。从家教的角度,对上述内容作“点窍”性质的阐述,有知识的介绍,重点、难点的分析,学习、复习方法的指点;3.“典型例题”。选择最典型、最能体现学习、应考目标的例题作讲解和评析;4.“强化训练”。精选最典型、最能训练学习、应考能力的一批习题,题型灵活多样,既有坡度,又有一定的难度。若干天后设“阶段测试”,最后几天设“综合训练”(相当于模拟考试),书末并附有全部习题答案、提示或简要解题过程。本书体现了名校名师的教学经验和卓有成效的训练、复习方法,利教便学,精要实用,特别便于学生、家长及教师(包括家教老师)使用。一册在手,等于请了一位名师担任家教。

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# 编写说明

望子成龙,望女成凤,当前家教成风,“家教热”持续升温。据抽样调查,某校高三学生85%以上请家教,初三学生90%以上请家教。有些学生语、数、英三门学科都请家教,有些学生则连其他一些学科也请家教。学生的双休日几乎成了“家教日”,就连平时也要安排若干时间由家教老师补课。更有甚者,家教还扩展到非毕业班,如小学三、四年级,初中一、二年级,高中一、二年级,都有不少学生请家教。

面对如此火爆的家教现象,我们亦喜亦忧。喜的是:经历了“十年动乱”的中国人民,终于认识到“科教兴国”的意义,对子女的教育越来越多地倾注巨大的热情;忧的是:目前的家教存在诸多问题:1. 缺少优秀的教师。有些家教老师水平不高,缺乏经验,敷衍了事,既辜负了家长们的拳拳之心,又浪费了莘莘学子的宝贵时光;2. 缺少合适的教材。家教需要在教科书之外另找辅助教材,老师们忙于日常教务,只能匆忙应付,复印一些习题资料应急,费时费力,又难保证质量;3. 缺少科学的安排。一年或半年的家教,应当统盘考虑,全面而科学地设计每星期的复习内容,但教师们限于个人的精力,难于精心编拟教学进度,影响了家教的效率。

为了解决家教中普遍存在的“三缺少”问题,我们邀请复旦大学附中卢元、曾容两位特级教师担任主编,组织全国十余所名校的教师,编写了这套《全国名牌大学附中(附小)名师为你家教》丛书,包括13种书:高中毕业班语、数、英、理、化共5种,初中毕业班语、数、英、理、化共5种,小学毕业班语、数、英共3种。整套书有如下四个特点:

1. 目的性明确。充分体现“名师”的经验,体现了我国一大批名牌大学附中(附小)长期积累的指导毕业生复习应考的“看家本领”,使家教立足于高起点,获得高效率。编写时,力求紧扣教学大纲和考试要求,梳理应考内容,指导应考方法,训练应考能力,家教的目的性十分明确。

2. 覆盖面完整。各册书分别包括各年段、各学科毕业考试及升学考试所需的全部知识及能力,但并不平施力量,做到:内容全面,突出重点,明确难点,详略得当。

3. 系统性突出。每册书的框架,由主编会同作者精心设计,科学编排,根据各学科内在的知识结构,根据学生接受知识的客观规律,分成100天,100讲。每天(讲)之间,衔接紧密,排列恰当,由浅入深,由简至繁。若干天(讲)后,设“阶段测试”;最后几天(讲),设“综合训练”,做到系统复习,科学训练。

4. 可操作性强。编写本书的作者,都有丰富的家教经验。各册书中,每天(讲)的内容相对完整,便于家教老师据此作两课时左右的讲解及训练。各册书对重点部分作必要反复,对难点部分作必要分解,对能力部分(如语文的写作能力,数理化的解题能力等)作交叉训练,对非重点内容点到为止。每天(讲)均设“学习要点”、“家教点窍”、“典型例题”、“强化训练”等栏目,以“强化训练”为主体。这样的编排充分体现了家教应有的程序,有很强的可操作性。

上述几条,形成了本书独特的优点:

可供教师作为方便实用的家教用书;

可供学生作为无师自通的自习用书;

可供家长作为指导子女的辅导用书。

真可谓“一书在手,家教不愁”。

最后要说明一点:目前全国小学有5年、6年两种学制,因此小学毕业班三册书中,前50天(讲)主要供5年制学生使用,后50天(讲)主要供6年制学生使用。前后两部分内容会有某些交叉,但因为知识和能力需要反复训练才能掌握,所以这样编排也有利于复习巩固。

欢迎广大读者多提宝贵意见,以使本书日臻完善。

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# 第 一 阶 段

## 第 1 天 分词作状语容易犯的错误

### [学习要点]

- 一、分词作状语包括现在分词和过去分词。
- 二、分词作状语有原因状语、时间状语、结果状语、条件状语、伴随状语等。
- 三、分词作状语要注意分词短语与主句主语的一致性。

### [家教点窍]

- 一、现在分词与过去分词作状语的区别。
- 二、现在分词一般表示主动的或正在进行的动作；过去分词一般表示被动的或已经完成的动作。
- 三、分词短语的主语与主句主语一致时，分词短语中的主语一般省略；不一致时，保留分词短语中的主语。这一语法现象常称为独立主格结构。

### [典型例题]

错句分析。

**例 1** Looking out of the window, a beautiful scenery spread before us.

**评析** 这个句子属于分词短语与主句主语不一致，主句的主语是 scenery，分词短语的主语是 we，这两个主语不一致，分词短语中的主语不能省略，应在分词短语前加上 we，或把这个分词短语转换成状语从句：When we looked out of the window, a beautiful scenery spread before us.

**例 2** Seeing from a distance, the place looks like a park.

**评析** 这个句子不应用现在分词短语，因为它所表达的是被动意思，主语 place 应是被人们从远处看，所以应改为过去分词 Seen.

**例 3** Being moved by his inspiring speech, they decided to work even harder.

**评析** 这个句子初一看似乎不错，但是 being 在这里用得不妥当，being moved 表示正在被感动，一般不这么说，应改为：Moved by the inspiring speech, they decided to work even harder. 犯这类错误的同学不少，应引起注意。

**例 4** With the child led the way, we had no trouble in finding his home.

**评析** 这个句子应用现在分词，因为小孩带路是主动的动作，所以应改为：with the child leading the way, we had no trouble in finding his home.

另外：现在分词作结果状语与不定式稍有区别，现在分词表示意料之中的结果，不定式表示出人意料的结果。例如：

1. He dropped his glasses only finding they were broken.
2. He hurried home only to find the guests gone.

## [强化训练]

### 一、用分词短语将复合句变为简单句。

1. If time permits, I will drop in on her.
2. As he was ill, he had to lie in bed.
3. After we finished our work, we went home.
4. The keys had been lost, so she couldn't enter the room.
5. The hare couldn't move because it had been trapped.
6. Since there was nobody to turn to, he had to do it on his own.
7. Before I went to bed, I got everything ready.
8. When she heard the result, she burst into tears.
9. As it was cold, they put off the picnic till the next week.
10. If the problem is worked in another way, it will be easier.

### 二、将下列分词短语转化成状语从句。

1. There being no buses, they had no choice but to walk home.
2. Spring coming, it is getting warmer and warmer.
3. Weather permitting, we will go to the park to have a picnic.
4. Not having seen her before, he didn't know it was his own daughter.
5. Given more time, they would do it better.
6. He couldn't concentrate on his study with his mother standing by.
7. Struck by her beauty, they took her away.
8. Awarded the title of model teacher, he was more strict with himself.
9. Night falling, they hurried home.
10. He graduated with honors, English being his best subject.

### 三、改错(每句错一处)。

1. Hearing at night, the voice sounded terrifying.
2. Being Sunday, they had no lessons.
3. Having made a large fortune from his invention, his life is no longer simple.
4. Caught sight of her friends, she ran over at once.
5. When seeing the national flag being raised, tears came to my eyes.
6. To be burdened with a family, he looked old and serious.
7. After having read the book for several times, he got a thorough idea of it.
8. All these programs are designed to incorporate sightseeing and vocationing, provided the tourists with an opportunity to learn about Chinese customs.
9. Judged From his accent, he is a native of Beijing.
10. Seeing the million-pound note, the shop assistant stood there dumbfounding.
11. Placing at the rear of the craft, the other propeller steers the craft.
12. China is a developing country, belonged to the third world.

### 四、情景对话。

A: Hello, Professor Lee. My name is Susan. I know you are looking for a language assis-

tant.

B: Yes, (1)\_\_\_\_\_. Are you interested in the job?

A: I think so. (2)\_\_\_\_\_ more about the work.

B: If you decide to take the job, I'll explain everything to you.

A: (3)\_\_\_\_\_?

B: We need someone ten hours a week, Monday through Friday

A: I'll fill out an application for the job right now. When (4)\_\_\_\_\_?

B: We'll let you know in a week. Until then, bye.

A: (5)\_\_\_\_\_. Bye.

## 第2天 感观动词带宾补的注意事项

### [学习要点]

一、感观动词常用的有 see, feel, listen to, watch, notice.

二、“感观动词 + 宾语 + 不定式”的结构中, 不定式不带 to。

三、感观动词在转为被动语态时, 不定式要带 to。

### [家教点窍]

一、感观动词 watch 不能变为被动语态, 一般用 notice 代替。

二、感观动词常用分词作宾语补语, 要注意区分现在分词和过去分词作宾语补语的区别。一般来说, 宾语与宾补之间是主动关系用现在分词、是被动关系就用过去分词。

三、感观动词用不定式作宾补时, 一般表示曾经做过某事。如: I heard her make that promise many times.

### [典型例题]

错句分析。

例1 I have never heard the song being sung in German.

评析 在这一句子里不能用 being, 因为这个双宾语结构中, 过去分词强调结果, 不是正在进行。类似的句子还有: When I heard my name called, I knew it my turn to recite./He felt himself misunderstood.

例2 He was often seen to be leading the blind across the road.

评析 这一句子错在不能用 to be leading, 因为把这个句子转换成主动语态应是 People often saw him leading/lead the blind across the road. 因此, 应改为 He was often seen leading 或 to lead the blind across the road.

### [强化训练]

一、用动词的适当形式填写。

1. After dinner he would stand there watching the children \_\_\_\_\_ (play) with the toys.

2. The poem has never been heard \_\_\_\_\_ (recite) in Italian.
3. When night fell, I felt the wind \_\_\_\_\_ (blow) harder and harder.
4. We noticed the experiment \_\_\_\_\_ (conduct), so we demanded a conclusion from them.
5. Seeing him \_\_\_\_\_ (seat) in the corner, I signed to him to come out.
6. All of a sudden he felt somebody \_\_\_\_\_ (tap) him on the shoulder.
7. To his delight, he saw all his dirty clothes \_\_\_\_\_ (wash).
8. Both children and adults like listening to him \_\_\_\_\_ (tell) stories.
9. She felt herself terribly \_\_\_\_\_ (wrong) because of her objection to that arrangement.
10. Walking in that lonely village, she heard somebody \_\_\_\_\_ (cry) for help.

二、改正错句(每句错一处)。

1. He is often listened to read aloud in the morning.
2. Noticing the car sticking in the snowdrift ten feet high, they hurried to the rescue.
3. Have you ever heard Li Pin making an inspiring speech?
4. The street was quite noisy. I heard the drivers blaring their horns and cyclists ring their bells.
5. When the earthquake occurred, we felt the house shaken.
6. He was watched driving in direction of Nanjing.
7. The old woman was heard saying that she had an appreciation of this kind of books.
8. She doubted whethere there had been anyone inside because she had noticed the door lock.
9. He felt the gift being touched, so he was sure that someone must have entered the room.
10. I was wandering in the street when I heard somebody call me.

三、选择填空。

1. I'll walk \_\_\_\_\_ the corner with you.  
(A) until (B) at (C) as for (D) as far as
2. The two girls look exactly \_\_\_\_\_.  
(A) same (B) alike (C) like (D) same ones
3. We found \_\_\_\_\_.  
(A) the work hard for doing (B) hard to do the work  
(C) it hard for doing the work (D) the work hard to do
4. I didn't meet Mary White at the party. \_\_\_\_\_ by the time I arrived.  
(A) She was left (B) She's left (C) She'd left (D) She must leave
5. John is a good student, \_\_\_\_\_ his best subject.  
(A) as English (B) English (C) English being (D) being English
6. I wish you'd consider \_\_\_\_\_ to Miami with us during the holidays.  
(A) going (B) to go (C) to going (D) that you'll go

7. Professor Carl gave Henry one of the best \_\_\_\_\_ I've ever heard.  
 (A) advice (B) pieces of advices  
 (C) advices (D) pieces of advice
8. \_\_\_\_\_ the girls in town, Betty is the friendliest.  
 (A) From all (B) All from (C) Of all (D) All of
9. You'll have to practise \_\_\_\_\_ times before you can do it.  
 (A) many more (B) more many  
 (C) more often (D) more several
10. Some of this food came from Japan. How about \_\_\_\_\_?  
 (A) the rest (B) another (C) the others (D) others
11. He used to be very shy but he has grown \_\_\_\_\_ it.  
 (A) without (B) away (C) out of (D) over
12. The instructions ask that we \_\_\_\_\_ a red pen.  
 (A) do not use (B) use not (C) not use (D) didn't use
13. Professor Green was absent and we had the afternoon \_\_\_\_\_.  
 (A) off (B) out (C) on (D) about
14. I have got a chair \_\_\_\_\_.  
 (A) to sit (B) for sitting on (C) to sit on (D) for sitting
15. Today the arranged marriage is out of date. The young want to choose their partners \_\_\_\_\_.  
 (A) only (B) alone (C) free (D) on their own

### 第3天 so/such 辨析及 look, fear, concentrate 的短语搭配

#### [学习要点]

- 一、so/such 引导结果状语时用法不同,要弄清区别。
- 二、掌握 look, fear, concentrate 等在中学课本中出现过的短语及类似的短语。

#### [家教点窍]

- 一、so/such 引导结果状语时一般有三点区别。

1. 修饰可数名词单数:

so 形容词 a/an + 名词 that...

such a/an 形容词 + 名词 that...

2. 只修饰形容词或副词用 so, 一般不用 such.

so 形容词/副词 + that...

3. 修饰名词复数和不可数名词一般用 such.

such 形容词 + 名词复数或不可数名词 that...

(1) 但是名词前面如果出现表示“多多少少”的形容词, 只能用 so.

例如:



many  
 few  
 so little } + 名词 that...  
 much

(2) little 如果表示“小”，仍旧用 such。如：He is such a little boy that we all like him.

二、look 的常用短语有：

1. look up to 尊敬
2. look up...in 查找
3. look sb. up and down 上下打量
4. look up at 仰望
5. look back to/upon 回顾
6. look down upon 看不起
7. look upon... as 看作
8. look forward to 期待
9. look through 浏览, 看穿
10. take a new look 呈现新面貌

三、fear 常用短语有：

1. in fear 害怕地
2. (be) in fear of 害怕
3. for fear of/that... 担心, 生怕

四、concentrate 常用短语有：

1. concentrate on... 专心
2. concentrate one's mind on 专心……

类似的短语有：

1. fix one's mind upon...
2. focus on...
3. focus one's mind on...
4. put one's heart into...
5. be absorbed in...

### [典型例题]

错句分析。

**例 1** They are so diligent students that they often work till late into the night.

**评析** 这一句中 so 应改为 such, 因为它修饰的是复数名词。

**例 2** It was such a fine weather that they decided to go boating.

**评析** 这一句应去掉 a, 因为 weather 是不可数名词。

**例 3** He looked to me up and down before he made any answers.

**评析** 这一句应去掉 to, 因为 look sb. up and down 上下打量某人是习惯用语。

**例 4** They talked in a whisper for fear that the baby was waken up.

**评析** for fear that 所引导的从句中一般用虚拟结构 should + 原形动词, 所以这句应改为: They talked in a whisper for fear that the baby(should) be waken up.

### [强化训练]

#### 一、汉译英。

1. 看到这一景象, 她害怕地闭上了眼睛。(in fear)
2. 如果你不清楚这个词义, 可以查阅字典。(look up...in)
3. 如果早餐营养均衡, 就可以提高听课效率。(concentrate on)
4. 他犯了这么多错误, 所以考试不及格。(so...that)
5. 他悄悄地溜进教室, 生怕受到训斥。(for fear of)
6. 在过去的几年里上海的面貌焕然一新。(take on a new look)
7. 他养成了晚饭后浏览晚报的习惯。(look through)
8. 他的英语取得了这么大的进步, 所以老师表扬了他。(such...that)
9. 这位科学家全神贯注地做实验, 经常废寝忘食。(be absorbed in)
10. 这小孩害怕被一个人留在家里。(fear)

#### 二、选择填空。

1. The man's income is twice \_\_\_\_\_ the woman.  
(A) much as (B) as (C) that of (D) of
2. Mrs Baker was told that her illness was incurable, but she never \_\_\_\_\_.  
(A) gave away (B) gave up (C) gave out (D) gave off
3. \_\_\_\_\_ she thought would be a simple diary turned into a long novel  
(A) What (B) As (C) That (D) Though
4. Would you like to come with me?  
I'd \_\_\_\_\_, but I am afraid I will not be free.  
(A) think so (B) like (C) love to (D) pleased
5. I spoke with the manager, and the problem \_\_\_\_\_.  
(A) was solving (B) solved (C) was to solve (D) was solved
6. We \_\_\_\_\_ here for help for the past two years now.  
(A) are (B) have been coming  
(C) are coming (D) come
7. I can't \_\_\_\_\_ the thought of driving all the way back to the store to change the present.  
(A) have (B) imagine (C) suggest (D) stand
8. The nurses \_\_\_\_\_ clearing up the operating room after the doctors left.  
(A) began to (B) set out to (C) worked at (D) set about
9. If I \_\_\_\_\_ use any reference books, they are right at hand.  
(A) need (B) needed (C) need to (D) will need
10. Make sure we have enough food, for we mustn't \_\_\_\_\_.  
(A) run out (B) go out (C) be short (D) use up