

2009 广东 高考总复习

# 高效备考

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2. 典例 规律 变式

3. 考题 真题 新题



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主编: 何珏彤 何沛

广州出版社

2009 广东高考总复习

# 高效备考

英 语

主 编: 何珏彤 何 沛

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同学们,你们即将开始紧张而富有奋斗意义的高三之旅,此刻,你们或许有点紧张,或许有点茫然。但毫无疑问的是,激情与梦想,压力与动力,将会成为你们高三阶段200多个奋斗日的记忆标签。

就即将展开的高三英语复习,我们要提醒同学们注意:高三复习的过程不应是对已学知识的简单重复,而是一个再学习、再认识,提高理解能力和运用能力的过程。这正是同学们巩固基础,强化薄弱环节,提升英语能力的时机。但高三复习时间紧,任务重,如何做到复习的高效性呢?

**一、紧扣考纲。**在备考过程中,同学们首先要在老师的指导下充分研究《考试说明》、广东新课标高考试题,深刻领悟《考试说明》的精神实质,这是“磨刀不误砍柴工”,因为考纲是高考命题的依据。

**二、充分了解自己。**复习前列出自己的强项与弱项(如:有的同学语法基础扎实,但阅读能力不够;有些同学单词记得牢,但写句能力欠佳),如此,才能制定贴身的学习计划,明确重点突破的方向。

**三、立足课堂,保证效率。**课堂是获取知识的重要途径,每位教师在高考复习指导前都经过了充分细致的准备,无论是重点、难点把握,还是解题技巧等方面,均会在课堂上渗透出来。因此,上课认真听讲,做好笔记,紧跟着老师的思路去思考,及时和老师沟通、向老师请教,坚持翻阅笔记“温故知新”,无疑是明智的。如果课堂不认真听讲,指望课后去弥补,其结果只能是事倍功半。

**四、牢固树立“词汇为中心”的复习策略。**广东新课标英语高考,更加注重词汇的积累与应用。整套英语高考卷除了听力部分的6个文段外,还有完形填空、语法填空、阅读理解、信息匹配和读写任务一共7个篇章,攻克这些篇章的利器就是足够的词汇积累,我们甚至可以说,得3500词汇者,得英语高考。

**五、注重学习方法。**可采用重复、联想和归纳复习法。所谓重复,不只是简单地反反复复背单词,还要做到词不离句,句不离篇。对语法不要过分钻牛角尖,注重基础语法则可。而联想法则是由点及面,培养发散思维和知识迁移的能力,这在单词记忆、语法学习方面尤为重要。归纳是学习英语十分重要的方法,养成归纳的习惯不但可以将所学的东西条理化,增强学习英语的兴趣和信心,而且还可以提高思维能力。

**六、要持之以恒。**英语学习是一个积累的过程,绝非一朝一夕可以见效,不要因为短期受挫而灰心失望。高三复习是一项庞大的工程,讲究系统性和长期性。尤其是听与写的能力提高要靠持之以恒的练习。要提高听力水平,可坚持每天听5到10分钟,精听与泛听相结合:有的段落要反复听,有的则只需听懂大意。写作能力是不能单靠练习其他题型来提高的。要坚持每天写几句,由少到多,由简单到复杂,渐渐地接近高考的要求。初练时可使用常用词和常见句型,有一定基础后,再争取使用新颖词汇和复杂结构。

为了帮助同学们全面巩固基础,快捷有效地弥补弱项,更好地理解新课标高考对英语学科的能力要求,我们组织编写了《高效备考(英语)》。它是数位经历过首届广东新课标高考的优秀教师的心血结晶。编者老师们2008年依然奋斗在高考第一线,在深刻了解广东新课标高考的基础上,他们对备考工作进行了更加有效的策略调整和内容处理,使得高三复习备考更加高效,同学们可以结合老师备考计划,有针对性地使用。

对于高三复习,同学们要有必胜的信念。只要我们记住“一分耕耘,一分收获”,并且坚持不懈,我们都可以成功走过2009年高考。

何沛



### 基础知识梳理

#### 必修①

##### Unit 1 Friendship

|      |   |
|------|---|
| 提纲挈领 | 1 |
| 知识精讲 | 1 |
| 巩固提升 | 5 |
| 专项突破 | 5 |
| 题型专练 | 8 |

##### Unit 2 English around the world

|      |    |
|------|----|
| 提纲挈领 | 9  |
| 知识精讲 | 9  |
| 巩固提升 | 13 |
| 专项突破 | 13 |
| 题型专练 | 14 |

##### Unit 3 Travel journal

|      |    |
|------|----|
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| 知识精讲 | 16 |
| 巩固提升 | 20 |
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### 单元要点索引

#### 必修

##### Unit 1

|                        |   |
|------------------------|---|
| add                    | 1 |
| concern                | 2 |
| cheat                  | 2 |
| reason                 | 2 |
| share                  | 2 |
| suffer                 | 3 |
| advice                 | 3 |
| go through             | 3 |
| set down               | 3 |
| join in                | 4 |
| in order to            | 4 |
| 强调句                    | 4 |
| it be ... time that 句型 | 4 |
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| 写作:如何写好简单句(1)          | 7 |

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|                             |    |
|-----------------------------|----|
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| rule                        | 10 |
| present                     | 10 |
| command                     | 10 |
| request                     | 10 |
| recognize                   | 11 |
| because of                  | 11 |
| a number of 与 the number of | 11 |
| even if                     | 11 |
| come up to                  | 12 |
| in some ways                | 12 |
| for example 及其他表列举词(组)      | 12 |

believe it or not there is no such thing

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|                               |    |
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| familiar                      | 18 |
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| put up                        | 18 |
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| ruin   | 25 |
| injure | 25 |

|                      |    |
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# 必修 1

## Unit 1 Friendship



### 提纲挈领

#### 必背词汇

add, advice, communicate, cheat, crazy, dare, editor, entirely, feeling, habit, ignore, list, nature, point, power, reason, share, situation, suffer, trust, upset

#### 重点词组

according to, add up, a series of, be concerned about, calm down, face to face, fall in love, get along with, go through, have got to, hide away, in order to, on purpose, set down

#### 词汇拓展

- |  |   |
|--|---|
| 1. advice <i>n.</i> 忠告, 建议<br>_____ <i>vt.</i> 建议, 劝告                            | _____ <i>n.</i> 无知<br>_____ <i>adj.</i> 无知的   |
| 2. communicate <i>vt. &amp; vi.</i> 交际, 沟通<br>_____ <i>n.</i> 交际, 交往, 沟通         | 8. nature <i>n.</i> 自然<br>_____ <i>adj.</i> 自然的<br>_____ <i>adv.</i> 自然地                  |
| 3. concern <i>vt.</i> 关系到, 涉及<br>_____ <i>adj.</i> 关心的, 有关的                      | 9. power <i>n.</i> 能力, 力量, 权力<br>_____ <i>adj.</i> 强大的, 有力的<br>_____ <i>adv.</i> 强大地, 强烈地 |
| 4. crazy <i>adj.</i> 疯狂的, 狂热的<br>_____ <i>adv.</i> 发狂地<br>_____ <i>n.</i> 发狂, 狂热 | 10. suffer <i>vi.</i> 遭受, 经历<br>_____ <i>n.</i> 苦难; <i>adj.</i> 受苦的                       |
| 5. editor <i>n.</i> 编辑<br>_____ <i>vt.</i> 编辑, 校订<br>_____ <i>n.</i> 版本, 版       | 11. upset <i>vt. &amp; vi.</i> 使不安, 使心烦<br>_____ 过去式<br>_____ 过去分词<br>_____ 现在分词          |
| 6. entirely <i>adv.</i> 完全地, 整个地<br>_____ <i>adj.</i> 全部的, 完整的                   |   |
| 7. ignore <i>vt.</i> 忽视  |   |

#### 单词表外的常考词汇

- |                        |                    |
|------------------------|--------------------|
| 1. 与某人分享, 共用某物 _____   | 5. 患病 _____        |
| 2. 在考试中作弊 _____        | 6. 建议某人做某事 _____   |
| 3. 对……狂热的, 热衷于…… _____ | 7. 与某人沟通, 交流 _____ |
| 4. 记下, 写下, 登记 _____    | 8. 参加 _____        |

### 知识精讲

#### 关键词汇

##### 1. add *vt. & vi.* 增加, 补充

[例句] If you **add** two and five, you have seven.

二加五得七。

“And try not to be late,” the teacher **added**.

老师补充道: “尽量别迟到了。”

[搭配] add A to B 将 A 加上 B

add up 将……加起来

add up to 总计, 合计到

*eg* She **added** some salt **to** the soup and it tasted much better. 她往汤里加了点盐, 汤的味道就好多了。

**Add up** all the money I owe you.

把我应付你的钱都加起来。

The number of the students **adds up to** 100.

学生的数目总计 100。

[联想] addition *n.* 附加 (物)

additional *adj.* 追加的, 附加的

[运用] 翻译。

① 你女儿为我们的参观旅程增添了快乐。

② 请把所有的数字加起来, 看看有多少。

#### Keys

① Your daughter adds to the enjoyment of our visit.

- ② Please have all the figures added up to see how much they add up to.

**2. concern** *vt.* (使) 担忧, 涉及, 关系到

*n.* 担心, 关注, (利害) 关系

[例句] The story **concerns** an evil magician.  
 这是个有关邪恶的魔法师的故事。

[搭配] be concerned about / for 关心, 挂念  
 as far as I'm concerned 就我个人来说  
 concern for / about / over sth / sb 担心某事 / 某人  
 concern that ... 担心, 担忧……

*eg* Both the parents and her friends are all **concerned about** her safety.

她的家人和朋友都为她的安全担忧。

**As far as I'm concerned**, I'm quite satisfied with your performance.

就我个人而言, 我对你们的表演非常满意。

We have the **concern** that they are not receiving enough help.

我们最担忧的是他们一直没有得到足够的帮助。

[联想] concerning *prep.* 关于……, 就……来说

*eg* **Concerning** your letter, I am pleased to inform you that your plans are quite acceptable to us.

关于你的来信, 我很高兴地通知你, 我们觉得你的计划是可以接受的。

[运用] 翻译。

- ① 医生非常担心那个病人的健康。

- ② 就我个人来说, 我非常赞成你的观点。

**Keys**

- ① The doctor are very concerned about the health of that patient. ② As far as I'm concerned, I do agree with you. (do 在这里表示强调)

**3. cheat** *vt.* 欺骗, 骗取, 作弊

*n.* 骗子, 作弊者

[例句] Don't you think it is wrong to **cheat** in the exam?  
 难道你不觉得考试作弊是错的吗?

I think he is just a **cheat**.

我认为他不过是一个骗子而已。

[搭配] cheat sb (out) of sth 从某人那里诈骗 / 骗取某物

*eg* He **cheated** me (out) of money. 他骗了我的钱。

[运用] 翻译。

- ① 他被骗取了合法的遗产。

He \_\_\_\_\_ out of his rightful inheritance.

- ② 拓展翻译: *v.* + sb + of + sth

抢走某人某物: \_\_\_\_\_

指控某人某事: \_\_\_\_\_

通知某人某事: \_\_\_\_\_

使某人想起某事: \_\_\_\_\_

警告某人某事: \_\_\_\_\_

治愈某人某种疾病: \_\_\_\_\_

使某人摆脱某事: \_\_\_\_\_

**Keys**

- ① was cheated

- ② rob sb of sth

accuse sb of sth (见 M5U5)

inform sb of sth

remind sb of sth (见 M5U3)

warn sb of sth

cure sb of sth (见 M5U1)

rid sb of sth (= sb get rid of sth, 此处 rid 为名词)

**4. reason** *n.* 理由, 原因

[用法] reason 后面接 for + 名词, 意为“……的理由”, 其后接定语从句时, 根据其在定语从句中所充当的成分可用 why / for which 或 that 引导。

*eg* She didn't give a **reason** for her decision.

她对自己的决定未作任何解释。

We don't believe the **reason** that he gave for his being late. 我们不相信他所给出的迟到的理由。(that 在从句中作 gave 的宾语)

Do you know the **reason** why / for which he was late? 你知道他迟到的原因吗?(why / for which 在从句中作状语)

[拓展] reason 还可以作动词用, 意思是“推论, 说服”。

reason sb into doing sth 说服某人做某事

= talk / persuade sb into doing sth

reason sb out of doing sth 说服某人不做某事

= talk / persuade sb out of doing sth

[辨析] **reason, cause & excuse**

(1) reason 表示“理由”, 用来对某种现象或结果给予合乎逻辑的解释(而不是简单直接地说明起因), 多与 for 搭配。

(2) cause 表示“原因”, 指造成某一事实或现象的直接原因, 多与 of 连用。常常和 effect 一起使用, 表示“因果”。

(3) excuse 表示“理由, 借口”, 为免受指责和推卸责任而找的借口。

*eg* We have many **reasons for** attending the meeting.

我们有许多理由应该去参加这个会议。

The major **cause of** these accidents is that drivers went too fast.

这些事故的主要原因在于司机开车太快了。

Do you have any **excuse for** coming so late?

你来得那么晚, 有什么理由吗?

[联想] reasonable *adj.* 讲理的, 合乎情理的

unreasonable *adj.* 不讲理的, 不合情理的

reasonably *adv.* 合乎情理地

[运用] 根据汉语意思完成句子。

- ① 你完成那篇关于一战原因的论文了吗?

Have you finished your essay on the \_\_\_\_\_ of the First World War?

- ② 关于如此多的人患上这种疾病的原因目前还不明确。

The \_\_\_\_\_ so many people caught the disease is still not clear.

**Keys**

- ① cause ② reason why

**5. share** *vt.* 分享, 分担, 共用; *n.* 一份, 股份

[例句] Let's **share** the last cake; you have half and I'll have

half. 让咱们分了最后这块蛋糕,你一半我一半。  
He gave me his **share of** the cake.  
他把他的那份蛋糕给我了。

[搭配] share (in) sth with / among / between sb 与某人分享 / 共用某物

eg He **shared** the expenses **with** me.  
他和我共同分担开支。

[例题] Let Harry play with your toys as well, Clare — you must learn to \_\_\_\_\_.

A. support B. care C. spare D. share

解析: 其中 support 表示“支持”, care 表示“关心”, spare 表示“抽出(时间)”, 均与题意不符。

答案: D

6. **suffer** *vt. & vi.* 遭受, 受到, 经历; 受痛苦, 受损失, 受折磨, 受惩罚

[用法] (1) suffer 用作及物动词, 意为“遭受, 受到”; 常见词组有: suffer the loss (受到损失), suffer the punishment (受处罚), suffer the hardship (受苦难), suffer the insult (受侮辱)。

(2) suffer 用作不及物动词, 意为“受痛苦, 受损失, 受折磨, 受惩罚”, 常与 from 连用。

[例句] The family **suffered** many hardships during the war.  
在战争中, 那家人吃尽了苦头。  
He **suffered from** a heart disease.  
他患了心脏病。

[联想] suffering *n.* [U] 作不可数名词时意为“痛苦”; [C] 作可数名词时意为“苦难”, 常用复数。

[运用] 翻译。

① 如果我们不对土地保护足够关注, 将来某个时候我们会挨饿的。

② 她饱受头痛折磨。

Keys

- ① If we don't pay enough attention to the protection of land, we will suffer hunger sometime in the future.  
② She suffers a lot from headache.

7. **advice** *n.* 忠告, 建议

[例句] If you take my **advice** you'll see a doctor.  
如果你听从我的建议, 就去看病。

[搭配] give / offer sb some advice on ... 就……(方面) 给某人提出建议

ask sb for advice 征求某人的意见

follow / take sb's advice 接受某人的建议

eg The professor **gave** us **some advice** on how to learn a foreign language. 那位教授就如何学习外语给我们提了一些建议。

Let's **ask for** our teacher's **advice** on this project.

咱们就这份报告去征求一下老师的意见吧。

If you **follow** his **advice** and work hard, I believe you'll pass the exam. 如果你听从他的建议并努力学习, 我相信你一定可以通过考试。

[联想] advise *vt.* 建议

advisable *adj.* 可取的, 明智的

adviser *n.* 顾问(美 advisor)

[辨析] **advise, advice, suggest & suggestion**

(1) advice 是名词, 与动词 advise 只相差一个字母。

advice 是不可数名词, 不能说 an advice, 只能用 a piece of advice 来表示。

(2) advise 是动词, 表示“建议”时, 后面可跟名词、代词、动名词、不定式复合结构及 that 从句。要注意的是, 接 that 从句时, 从句谓语动词必须用虚拟语气, 即 (should +) 动词原形。

eg I **advised** that he (should) buy the book.  
我建议他买这本书。

(3) suggest 是及物动词, 常作“建议”解, 后面可跟名词、动名词及从句。同 advise 一样, suggest 接从句时, 从句谓语动词必须用虚拟语气, 即 (should +) 动词原形。另外, 我们可以说 advise sb to do sth 而不能说 suggest sb to do sth. suggest 表示“暗示, 表明”时, 从句谓语不用虚拟语气。

eg They **suggested** that he (should) study medicine.  
他们建议他去学医。

(4) suggestion 是可数名词, 同 suggest 一样, 表“建议”时, 后面的从句谓语都要用虚拟语气。

[运用] 翻译。

① 我建议他去法国旅游。

I advised him \_\_\_\_\_ to France for a visit.  
= I advised he \_\_\_\_\_ to France for a visit.

② 证据表明窃贼是他的一名邻居。

The evidence suggested that the thief \_\_\_\_\_ one of his neighbours.

Keys

- ① to go; (should) go ② was

核心短语

1. **go through** 经历, 通过; 自习检查; 完成 (with)

[例句] The policeman **went through** the thief's pockets.  
警察搜查了小偷的衣袋。

It took us a whole week to **go through** the great forest.  
我们花了整整一星期才穿过这个大森林。

[联想] go up 上升, 上涨 (= rise)

go down 下降 (= become lower); 下沉 (= sink)

go over 查看; 复习 (= repeat); 改变立场

go on a trip / tour / journey 去旅行

go on doing sth 继续做(同一件事)

go on to do sth (做完一件事后) 接着做(另一事)

go on with one's work 继续工作

[运用] 用适当的词组完成句子。

① The price of cigarettes is \_\_\_\_\_.

② He said nothing but just \_\_\_\_\_ working.

③ \_\_\_\_\_ your work before you hand it in.

④ The country \_\_\_\_\_ too many wars.

Keys

① going up / going down ② went on

③ Go over ④ has gone through

2. **set down** 放下, 记下, 登记 (= write / get / put down)

[例句] You had better **set** your idea **down** before you forget it.  
你最好在未忘记以前把你的想法写下来。

[联想] set about (doing) sth 开始着手做某事

set out to do sth 开始做某事; 着手进行(计划)

set off 动身 (= set out) (vi.); 引爆 (vt.)

set up 成立, 开办, 竖起

[运用] 用适当的词组完成句子。

- ① She wanted to \_\_\_\_\_ her feelings \_\_\_\_\_ on paper.
- ② She \_\_\_\_\_ to break the world record.
- ③ We will \_\_\_\_\_ for London after ten.
- ④ A gang of boys \_\_\_\_\_ fireworks in the street when I past there.

Keys

- ① set; down
- ② set out
- ③ set off
- ④ were setting off

### 3. join in 参加 (某项活动或比赛)

[例句] Everyone **joined in** the game. 每个人都参加了游戏。

[联想] join sb (in sth) 和某人一起…… (活动)

[辨析] **attend, join, join in, take part in & present**

(1) attend 是正式用语, 通常表示参加会议、仪式、婚礼、典礼、上课、上学、听报告等, 强调的是发生这一动作的本身, 而不强调参加者在活动中起的作用。如: attend school / the meeting / speech ...

(2) join 表示参加某党派、组织或团体, 成为其成员之一, 如入党、参军、入团等。如: join the Party / army / sb ...

(3) join in 表示参加小规模的比赛或活动, 如球赛、游戏等。常用于日常口语。

(4) take part in 表示参加会议或群众性的活动等, 强调参与性, 含参加该项活动并在活动中发挥作用之意。

(5) present 为形容词, 要表示“出席 (会议或仪式)”要用 be present。

[运用] 用合适的“参加”完成句子。

- ① He'll \_\_\_\_\_ an important meeting tomorrow.
- ② His wish is to \_\_\_\_\_ the army after graduation.
- ③ All of them \_\_\_\_\_ the English speech competition.
- ④ Millions of workers \_\_\_\_\_ the strike.
- ⑤ Were they \_\_\_\_\_ at the meeting yesterday?

Keys

- ① attend
- ② join
- ③ joined in
- ④ took part in
- ⑤ present

### 4. in order to 为了……, 以便……

[例句] I got up early this morning **in order to** catch the first bus. 我今天早上早起是为了赶上早班车。

**In order to** get a high mark, we study hard.

为了得到高分, 我们努力学习。

[辨析] **in order to, in order that, so as to & so that**

(1) in order to 和 so as to 后接动词原形, 否定式分别是: in order not to 和 so as not to。

(2) so that 和 in order that 引导的目的状语从句中常常有 can, could, may, might 等情态动词。

(3) so that 引导结果状语从句时, 一般没有情态动词, 且它的前面一般有逗号与主句隔开。

(4) 当 so that, in order that 引导的目的状语从句的主语与主句主语相同时, 可用 so as to, in order to 替换。

**注意:** in order to / in order that 可放在句首, 而 so as to / so that 不能放在句首。

[运用] 用适当的词组完成句子。

- ① I bought some beef and vegetables \_\_\_\_\_

make a soup for dinner.

- ② Having walked for the whole day, we were \_\_\_\_\_ tired \_\_\_\_\_ we could do nothing but sleep.

- ③ Having walked for a whole day, we were tired, \_\_\_\_\_ we could do nothing but sleep.

Keys

- ① in order to / so as to
- ② so; that
- ③ so that

## 重点句型

1. I wonder if **it's** because I haven't been able to be outdoors for so long **that** I've grown so crazy about everything to do with nature. 我不知道这是不是因为长久无法出门的缘故, 我变得对一切与大自然有关的事物都无比狂热。

[归纳] 强调句型: It is / was + 被强调部分 + that / who + 句子剩余部分

(1) 强调句型的时态只有两种: 一般现在时和一般过去时。原句谓语动词是过去的某种时态, 转变成强调句型时, 用 it was ... that ...; 若是现在和将来的某种时态时, 用 it is ... that ...。

(2) 当被强调部分是人时还可以用 who。

(3) 强调句型的特殊疑问句结构为: Wh-疑问词 + is / was it that ...?

[提示] 强调句型可用于强调除谓语动词外的所有句子成分, 包括状语 (时间、地点、方式等)、主语、宾语等。

强调谓语用: 助动词 (do / does / did) + 动词原形。

**eg** We went shopping with Peter yesterday.

我们昨天和彼得一起去购物了。

→ We did go shopping with Peter yesterday.

(强调句) 我们昨天确实和彼得一起购物去了。

[注意] (1) 强调句型只起强调句子某成分 (谓语除外) 的作用。因此, 把 it is / was ... that ... 结构拿掉, 仍然为一个完整句。比较:

It was at that moment that I felt puzzled. (强调句)

It was that moment when I felt puzzled. (定语从句)

(2) 被强调部分如果是主语, who / that 后的谓语动词应和该主语在人称和数上保持一致。

**eg** It is I who am leaving for you. 正是我要去找你。

[运用] 用强调句改写句子。

- ① I planned to meet him in the park. (强调地点)

- ② She is good at singing. (强调“她”的强项)

- ③ I'm looking for you. (强调主语)

Keys

- ① It was in the park that I planned to meet him.

- ② It is singing that she is good at.

- ③ It is I that / who am looking for you.

2. ... **it was the first time** in a year and a half **that** I'd seen the night face to face. 这是我一年半以来第一次目睹夜色。

[归纳] It be ... time that 句型中, 从句应用完成时态, 若主句用现在时, 从句用现在完成时; 主句用过去时,

从句用过去完成时。

It is the ... time that ... have / has done ...

It was the ... time that ... had done ...

[拓展] 关于 time 的若干句式:

(1) It's time for sth / It's time for sb to do ... 该是……的时候了。

(2) It's (high) time that sb did / should do sth 该是……的时候了, that 从句用虚拟语气, 常用过去时; 用 should do 时 should 不能省略。

(3) This is the time when sb does / (should) do sth = The time has come when sb does / should do sth 该是……的时候了。when 从句用陈述语气或 (should +) 动词原形。

(4) every / each / any / next / the first / the last time + 从句, “每当”, “当第一次 / 上次……的时候”。

(5) by the time + 从句, 到……为止, 主句用完成

时态。

[运用] 用所给动词的适当形式填空。

- ① By the time he was twelve, Edison \_\_\_\_\_ (build) a chemistry lab for himself.
- ② It's time that we \_\_\_\_\_ (devote) ourselves to our country.
- ③ Every time I \_\_\_\_\_ (see) him, I will find him to be different.
- ④ The time has come when you \_\_\_\_\_ (get) prepared for the exam.

Keys

- ① had built
- ② devoted / (should) devote
- ③ see
- ④ gets / (should) get

巩固提升

基础知识演练

I. 用所给词的适当形式填空。

1. You failed because you're \_\_\_\_\_. Be \_\_\_\_\_ next time. (care)
2. We \_\_\_\_\_ that this article is full of crazy \_\_\_\_\_. (think)
3. They \_\_\_\_\_ the coldness at once and soon they lost all \_\_\_\_\_ in their feet. (feel)
4. Berlin is the capital of \_\_\_\_\_, where people mostly speak \_\_\_\_\_. (German)
5. A teacher must be able to \_\_\_\_\_ with students, because \_\_\_\_\_ is necessary between them. (communicate)
6. It's only \_\_\_\_\_ (nature) for parents to worry about their child's health.
7. Wild creatures live \_\_\_\_\_ (main) outdoors.
8. As far as I'm \_\_\_\_\_ (concern), the issue is over and done with.
9. Nurses often come to our community to give us \_\_\_\_\_ (advise) on health.
10. She worked as a script \_\_\_\_\_ (edit) for years.

II. 根据汉语意思完成句子。

1. 他的所作所为增加了我们的困难。  
What he did \_\_\_\_\_ our difficulties.
2. 她很担心她儿子的未来。  
She \_\_\_\_\_ very \_\_\_\_\_ her son's future.

3. 根据圣经所述, 上帝在六天里创造了世界。

\_\_\_\_\_ the Bible, God created the world in six days.

4. 为了增进对彼此的了解, 父母和孩子们应该面对面地谈话。

\_\_\_\_\_ know each other more, parents and children should talk \_\_\_\_\_.

5. 医生指出他应多喝水, 但他不理。

The doctor \_\_\_\_\_ that he should drink more water, but he just \_\_\_\_\_ it.

单元综合回扣

阅读下面短文, 按照句子结构的语法性和上下文连贯的要求, 在空格处填入一个适当的词或使用括号中词语的适当形式填空。(建议完成时间: 10 分钟)

Anne lived in Amsterdam in the Netherlands during World War II. It was because her family was Jewish 1 they had to hide. It was years 2 they were discovered. During that time, the only friend 3 Anne could talk to was her diary. She didn't set 4 a series of facts in her diary, but instead, she took 5 as her friend. Sometimes, Anne would stay awake 6 purpose 7 (see) the moon light. Although they 8 (concern) about whether they would be discovered, they managed to calm down and go 9 this experience together. What 10 experience.

(答对率: \_\_\_\_\_ % 完成时间: \_\_\_\_\_ 分钟)

专项突破

语法突破

直接引语和间接引语

一、直接引语和间接引语的定义

1. 直接引语: 当我们引用别人的话语时, 如果引用的是原话, 被引用的部分就叫做直接引语。

2. 间接引语: 当我们要引用别人的话语时, 可以用自己的话把意思转述出来, 转述的别人说的部分叫做间接引语。

二、直接引语改为间接引语的方法

1. 陈述句的直接引语变间接引语

(直接) 主语 + 动词 + “陈述句” →

(间接) 主语 + 动词 + (that) + 陈述句

Mary said to her, "I want this book." →  
 Mary told her (that) she wanted that book.

**要点:** (1) 直接引语换成间接引语之后不能再用引号。  
 (2) 连词 that 常可以省。

(3) 直接引语的动词如果是 say to, 那么间接引语就改为 tell。

2. 疑问句的直接引语变间接引语

(直接) 主语 + 动词 + "疑问句" →

(间接) 主语 + 动词 + if / whether ... (一般疑问句)

主语 + 动词 + whether ... or ... (选择疑问句)

主语 + 动词 + what / who / which / whose / when ... (特殊疑问句)

I asked him, "Are you a student?" →

I asked him if he was a student.

I asked him, "Will you stay at home or go to a flim tonight." →

I asked him whether he would stay at home or go to a flim that night.

He asked me, "What did you buy?" →

He asked me what I had bought.

**要点:** (1) 一般疑问句用 if 或 whether 引导间接问句。

(2) 特殊疑问句把特殊疑问词放在间接问句之前。

(3) 间接问句用陈述句语序。

3. 祈使句的直接引语变间接引语

(直接) 主语 + 动词 + "祈使句" →

(间接) 主语 + 动词 + sb + to do / not to do

The doctor advised him, "Don't drink too much." →

The doctor advised him not to drink too much.

I asked Tom, "Please close the door." →

I asked Tom to close the door.

**要点:** (1) 动词可因其内容作出变换: 表示“命令”: tell, order, command; 表示“请求”: ask, beg, request; 表示“忠告”: advise; 表“建议”: suggest, insist.

(2) 直接引语如果是否定句, 改为间接引语时, 则在 to 之前加 not。

三、直接引语改为间接引语的注意事项

直接引语变间接引语实际上是变为带宾语从句的复合句型, 间接引语的部分即为宾语从句。

1. 人称代词要作相应变化。

下面有一句顺口溜: 一随主, 二随宾, 第三人称不更新。“一随主”是指在直接引语变间接引语时, 引号中的主语是第一人称或被第一人称所修饰, 从句中的人称要按照主句中主语的人称变化。如:

She said, "My brother wants to go with me." →

She said her brother wanted to go with her.

“二随宾”是指直接引语变间接引语时, 若引号中的主语、宾语是第二人称或被第二人称所修饰, 从句中的人称要跟引号外的宾语一致。如果引号外没有宾语, 也可以用第一人称。如:

He said to Kate, "How is your sister now?" →

He asked Kate how her sister was then.

“第三人称不更新”是指在直接引语变间接引语时, 如果引号中的主语、宾语是第三人称或被第三人称所修饰, 从句中的人称一般不需要变化。如:

Mr Smith said, "Jack is a good worker." →

Mr Smith said Jack was a good worker.

2. 限定词、时间、地点副词以及部分动词要作改变。

| 直接引语                 | 间接引语                            |
|----------------------|---------------------------------|
| this                 | that                            |
| these                | those                           |
| now                  | then                            |
| today                | that day                        |
| tomorrow             | the next day/the following day  |
| yesterday            | the day before/the previous day |
| next year/week/month | the next year/week/month        |
| last year/night/week | the year/night/week before      |
| ago                  | before                          |
| here                 | there                           |
| come                 | go                              |
| ago                  | before                          |

3. 要注意间接引语的时态。

(1) 如果直接引语前的动词是一般现在时, 间接引语的时态不变。

(2) 如果直接引语前的动词为一般过去时, 间接引语动词的时态则要作出相应的改变。

| 直接引语  | 间接引语  |
|-------|-------|
| 一般现在时 | 一般过去时 |
| 现在进行时 | 过去进行时 |
| 现在完成时 | 过去完成时 |
| 一般过去时 | 过去完成时 |
| 过去完成时 | 过去完成时 |
| 一般将来时 | 过去将来时 |

(3) 直接引语变间接引语时态有时不变。

① 直接引语是客观规律或真理, 时态不变。如:

The teacher said, "The earth is round." →

The teacher said that the earth is round.

② 直接引语中有明确表示过去的时间状语, 时态不变。如:

Wei Fang said, "I was born in 1970." →

Wei Fang said she was born in 1970.

③ 直接引语是过去时态的特殊疑问句, 时态不变。如:

The man asked, "When did the train leave?" →

The man asked when the train left.

④ 如果是当天转述别人的话, 间接引语时态也可不变。如:

She said, "My sister will be back tomorrow evening." →

She said her sister will be back tomorrow evening.

⑤ 直接引语中若含有 must, had better, need 和情态动词的过去式 should, would 等, 变为间接引语时, 保留其原来形式。如:

He said, "You must be hungry." →

He said that I must be hungry.

⑥ 如果直接引语中的谓语动词表示一种反复出现或习惯性动作, 在变为间接引语时, 一般现在时不改为一般过去时。如:

The girl said, "I get up at six every morning." →

The girl said that she gets up at six every morning.

⑦ 如果直接引语中含有 since, when, while 引导的表示过去时间的状语从句, 在变为间接引语时, 只改变主句中的谓语动词, 从句的一般过去时则不变。如:

He said to me, "I have taught English since I came here." →

He told me that he had taught English since he came here.





## ● 活学活用

把下列句子由直接引语变为间接引语。

- He said, "I am very busy now."  
He said \_\_\_\_\_ very busy \_\_\_\_\_.
- "My bike has been stolen," he said. "I shall have to telephone the police."  
He said \_\_\_\_\_ bike \_\_\_\_\_ been stolen and that \_\_\_\_\_ to telephone the police.
- The teacher said, "Have you all understood me?"  
The teacher asked \_\_\_\_\_ all understood \_\_\_\_\_.
- She said, "Where are you going, Xiao Li?"  
She \_\_\_\_\_ Xiao Li where \_\_\_\_\_ going.
- The teacher said to the students, "Open your books, please."  
The teacher \_\_\_\_\_ the students \_\_\_\_\_ the books.
- The teacher said to him, "Don't be late next time, John!"  
The teacher \_\_\_\_\_ John \_\_\_\_\_ late \_\_\_\_\_ next time.
- The worker said, "I joined the Party in 1949."  
The worker said \_\_\_\_\_ the Party in 1949.
- The teacher said, "The earth goes around the sun."  
The teacher said that the earth \_\_\_\_\_ around the sun.
- "Why not join us?" said General Howe.  
General Howe \_\_\_\_\_ me \_\_\_\_\_.
- She explained, "I have taken your book by mistake."  
She explained that \_\_\_\_\_ book by mistake.



## 写作突破

### 如何写好简单句(1)

句子是一个语言单位,它由词按照语法规律构成,表示一个完整独立意思。根据谓语动词的差异,英语句子可以分为五大基本句型。基本句型是英语句子扩展的依据,我们将在第一模块中重点依次复习这几个句型。

#### 基本句型 1: S + vi.

即,主谓结构,谓语为不及物动词。常用来表示主语的动作,主语可有修饰语(定语),谓语可有修饰语(状语)。如:

Time flies. 时光飞逝。

Great (定语) changes have taken place in my hometown (状语) in the past ten years (状语).

She sat there alone, reading a novel. (副词 alone 和分词短语 reading a novel 作伴随状语)

注意: "There + be (stand, live, exist, lie... 不及物动词) + S ..." 也是属于此种基本句型。如:

At the top of the hill there stands an old temple.

#### 基本句型 2: S + vt. + O (宾)

即,主谓宾结构,谓语为及物动词。宾语的形式主要包括: ①不定式; ②wh- + 不定式; ③动名词; ④宾语从句。如:

He pretends to sleep. (不定式作宾语)

He knows how to answer the question. (wh- + 不定式作宾语)

He avoided being asked such a question. (动名词作宾语)

I don't think (that) he is right. (从句作宾语)

#### 基本句型 3: S + lv. (系动词) + P

即,主系表结构,用以说明主语的特征、类属、状态、身份等。

常用系动词有:

① 五“感官”: feel, smell, taste, sound, look

② 五“变化”: become, get, grow, turn, go

③ 五“是”: be, remain, seem, appear, prove

其他较常见的系动词: come, fall, keep, stay

表语可由名词、代词、形容词、副词、介词、介词短语、分词等充当。

Today is Monday. (名词)

The car is mine. (代词)

The flowers smell sweet. (形容词)

Class is over. (副词)

The kid looks like his father. (介词短语)

My friend becomes excited. (分词)

注意: 本句型的几个特例:

1. It + be + adj. / n. (表语) + to do ... / that ...

这是一个常见的由“it”充当形式主语的句型,真正的主语是“to do ... / that ...”。如:

It is your duty to take care of your mother.

It is a fact that they can't pass the exam.

2. It + be + adj. (表语) + of + sb + to do ... = Sb be + adj. + to do ...

此句型常用的形容词为: kind, brave, clever, careful, careless, foolish, stupid, silly, wise, honest, nice, rude, right, polite, wrong, etc. 这类表示人物性格特征、行为表现的形容词。如:

It is kind of you to say so. = You are kind to say so.

3. It + be + adj. (表语) + for + sb + to do ... = To do ... + be + adj. + for + sb

此句型常用的形容词为: easy, hard, heavy, necessary, impossible, possible, important, difficult, etc. 这类表示事物性质的形容词。如:

It is easy for us to finish the project in two days.

= To finish the project in two days is easy for us.

## ● 活学活用

翻译。

1. 我收到了笔友从澳大利亚寄来的信。

2. 几个月以后,李明变得和以前一样健康。

3. 我的爷爷早晨起得很早。