

英语学科核心知识手册



目 录

第一章 英语语法专业术语（中英对照版）	1
第一节 词类 Part of speech.....	1
第二节 时态 tense.....	2
第三节 语态 voice.....	2
第四节 从句 clause.....	2
第五节 语气 mood.....	3
第六节 句子 sentence.....	3
第七节 句子成分 members of sentences.....	3
第八节 语音 pronunciation.....	4
第九节 一致 agreement.....	4
第二章 语法.....	4
第一节 语法概况.....	4
第二节 语法重点详解.....	5
第一部分：动词.....	5
第二部分 状语从句.....	10
第三部分 宾语从句.....	12
第四部分 定语从句.....	13
第三章 语音学 phonetics.....	14
第一节 定冠词的特殊读音.....	14
第二节 连读.....	14
第三节 同化.....	15
第四节 重音.....	16
第五节 语调.....	16
第四章 课程标准高频考点英文版.....	17

第一章 英语语法专业术语（中英对照版）

第一节 词类 Part of speech

一、名词 noun

专有名词 proper noun

普通名词 common noun

可数名词 countable noun

不可数名词 uncountable noun

抽象名词 abstract noun

具体名词 concrete noun

物质名词 material noun

集体名词 collective noun

个体名词 individual noun

单数形式 singular form

复数形式 plural form

二、冠词 article

不定冠词 indefinite article

定冠词 definite article

零冠词 zero article

三、代词 pronoun

人称代词 personal pronoun

物主代词 possessive pronoun

反身代词 reflexive pronoun

指示代词 demonstrative pronoun

疑问代词 interrogative pronoun

不定代词 indefinite pronoun

四、数词 numeral

基数词 cardinal numeral

序数词 ordinal numeral

五、形容词 adjective

原级 positive

比较级 comparative

最高级 superlative

六、副词 adverb

七、介词 preposition

八、连词 conjunction

九、动词 verb

及物动词 transitive verb

不及物动词 intransitive verb

系动词 link verb

助动词 auxiliary verb

情态动词 modal verb

非谓语动词 non-predicate verb

现在分词 present participle

过去分词 past participle

动名词 gerund

动词不定式 infinitive

第二节 时态 tense

一般现在时 present simple tense

一般过去时 past simple tense

一般将来时 future simple tense

过去进行时 past continuous tense

现在进行时 present continuous tense

将来进行时 future continuous tense

过去完成时 past perfect tense

现在完成时 present perfect tense

将来完成时 future perfect tense

过去将来时 past future tense

第三节 语态 voice

主动语态 active voice

被动语态 passive voice

第四节 从句 clause

一、定语从句 attributive clause

定语从句 attributive clause

非限制性定语从句 non-restrictive attributive clause

二、名词性从句 nominal clause

主语从句 subjective clause

宾语从句 objective clause

表语从句 predicative clause

同位语从句 appositive clause

三、状语从句 adverbial clause

时间状语从句 adverbial clause of time

地点状语从句 adverbial clause of place

方式状语从句 adverbial clause of manner

让步状语从句 adverbial clause of concession

原因状语从句 adverbial clause of cause

结果状语从句 adverbial clause of result

目的状语从句 adverbial clause of purpose

条件状语从句 adverbial clause of condition

比较状语从句 adverbial clause of comparison

第五节 语气 mood

陈述语气 indicative mood

祈使语气 imperative mood

虚拟语气 subjunctive mood

第六节 句子 sentence

简单句 simple sentence

并列句 compound sentence

复合句 complex sentence

陈述句 declarative sentence

一般疑问句 general question

特殊疑问句 special question

肯定句 positive sentence

否定句 negative sentence

祈使句 imperative sentence

省略句 elliptical sentence

强调句 emphatic sentence

倒装句 inverted sentence

全部倒装 full inversion

部分倒装 partial inversion

第七节 句子成分 members of sentences

主语 subject

谓语 predicate
宾语 object
双宾语 dual object
直接宾语 direct object
间接宾语 indirect object
定语 attribute
状语 adverbial
补语 complement
主语补足语 subject complement
宾语补足语 object complement

第八节 语音 pronunciation

语调 tone
升调 rising tone
降调 falling tone
降升调 falling-rising tone

第九节 一致 agreement

主谓一致 subject-predicate agreement
语法一致 grammatical agreement
概念一致 notional agreement

第二章 语法

第一节 语法概况

- 一、词类：名冠代形数、动副介连感。
1. 形容词、副词的比较级和最高级
 2. 动词详解：
 - (1) 动词的分类：实义动词、连系动词、助动词、情态动词
 - (2) 动词的时态
 - (3) 动词的语态
- 二、句子种类：陈述句、疑问句、祈使句、感叹句
- 三、There be 结构
- 四、状语从句

- 五、宾语从句
- 六、定语从句

第二节 语法重点详解

第一部分：动词

一、动词概论

(一) 概念

动词表示动作中状态的词叫做动词。

(二) 分类

根据其在句中的功能，动词可分为四类，分别是：实义动词、系动词、助动词、情态动词。

二、系动词

系动词亦称联系动词 (Link Verb)，作为系动词，它本身有词义，但不能单独用作谓语，后边必须跟表语 (亦称补语)，构成系表结构说明主语的状况、性质、特征等情况。说明：有些系动词又是实义动词，该动词表达实义时，有词义，可单独作谓语。例如：

He fell ill yesterday. 他昨天病了。(fell 是系动词，后跟补足语，说明主语情况。)

He fell off the ladder. 他从梯子上摔下来。fell 是实义动词，单独作谓语。

1. 状态系动词

用来表示主语状态，只有 be 一词。例如：

He is a teacher. 他是一名教师。(is 与补足语一起说明主语的身份。)

2. 持续系动词

用来表示主语继续或保持一种状况或态度，主要有 keep, rest, remain, stay, stand。例如：

He always kept silent at meeting. 他开会时总保持沉默。

This matter rests a mystery. 此事仍是一个谜。

3. 表像系动词

用来表示“看起来像”这一概念，主要有 seem, appear。例如：

He seems (to be) very sad. 他看起来很伤心。

4. 感官系动词

感官系动词主要有 feel, smell, sound, taste, look。例如：

This kind of cloth feels very soft. 这种布手感很软。

This flower smells very sweet. 这朵花闻起来很香。

5. 变化系动词

这些系动词表示主语变成什么样，变化系动词主要有 become, grow, turn, get, go。例如：

He became mad after that. 自那之后，他疯了。

She grew rich within a short time. 她没多长时间就富了。

6. 终止系动词

表示主语已终止动作，主要有 prove, turn out, 表达"证实", "变成"之意。例如：

The rumor proved false. 这谣言证实有假。

The search proved difficult. 搜查证实很难。

His plan turned out a success. 他的计划终于成功了。（turn out 表终止性结果）

三、情态动词

（一）情态动词与实意动词

He needn't do that.

He doesn't need to do it.

（二）情态动词的用法

1. can/could

表示能力: She can speak French and English.

表示推测：“可能”

It can be his wallet. 那有可能是他的钱包。

He can't be at home now. 他现在不可能在家。

表许可：礼貌

Can (Could) I use your car? 我可以用你的车吗？

2. may/might

（1）表示许可。

—May I smoke here?

—You'd better not. / Of course you can.

（2）表示可能性的推测

He may be at home.

（3）may 用于祈使句表示祝愿

May you succeed.

May you live happily!

（4）“may as well 或 might(just)as well ”

There is nothing to do, so I may as well go to bed.

May well

3. 必须，应该：must 主观看法；have to 客观需要

（1）Mustn't 表示“禁止，不许”，don't have to 表示“不必”。在回答带有 must 的问句时，否定回答常用 needn't 或 don't have to.

（2）must 表推测“一定、准是”。

4. shall/should

shall:

- (1) 表示征求对方意见或请求指示, “要不要”、“...好吗”
- (2) 表示命令、警告、允诺、威胁、命令、规定、必然性等

He shall be sorry for it one day. (警告)

I tell you, you shall do as I say. (命令)

He shall be warned. (威胁)

- (3) 表示强制, 用于法令、条约、规章中, 意为“必须, 应该”

The person whoever steal the money shall be punished. (应该)

should:

- (1) 表示劝告或建议, 意为“应该”
- (2) 表示推测, 用在肯定句中, 意为“想必, 大概, “或许”
- (3) 用在 if 引导的条件句中, 相当于“万一”的意思
- (4) 表示意外或惊讶, 意为“竟会”

If things should change suddenly, please let me know.

I'm sorry that this should happen.

5. will/would

- (1) 表示意愿或决心。will 指现在, would 指过去

He is the man who will go his own way.

- (2) 表示请求、建议等和 you 连用, would 比用 will 委婉、客气。

Would you come to my birthday party?

- (3) 表示倾向性, 意为“很可能, 大概”

These things will happen.

- (4) 表示习惯;

We would play/used to play football on Sundays.

She will sit there for hours doing nothing.

Fish will die out of water.鱼离开水就不能活。

6. should/ought to

- (1) should 与 ought to 表示“应该”时的区别:
- (2) should 表示主观看法
- (3) ought to 表示客观上的应该

eg. You should help them with their work.

eg. You are his father. You ought to get him to receive good education.

- (三) 情态动词的其他用法

1. must 表示命令与责备

2. can 表示能力

3. may 用于疑问句表示允许

4. should 表示“竟然”; 表示劝告和建议, 作“应该”讲;

5. shall 的用法: 用于第二、三人称的陈述句, 表示说话人给对方的命令、警告、允诺或

威胁; 此外, 当颁布法律、规定时也用 shall; 用于第一、三人称的疑问句中, 表示征求对方的意见。

(四) 含 may, must, need 的问答

1. —May I take the book out?
—Yes, you may (can).
—No, you mustn't (can't).
2. —Must I call him now?
—Yes, you must.
—No, you needn't (don't have to).
3. —Need I wash my own shoes?
—Yes, you must.
—No, you needn't (don't have to).

四、动词的时态

(一) 一般现在时的用法

1. 经常性或习惯性的动作, 常与表示频度的时间状语连用。

时间状语: every..., sometimes, at..., on Sunday。例如:

I leave home for school at 7 every morning. 每天早上我七点离开家。

2. 客观真理, 客观存在, 科学事实。例如:

The earth moves around the sun. 地球绕太阳转动。

Shanghai lies in the east of China. 上海位于中国东部。

3. 表示格言或警句。例如:

Pride goes before a fall. 骄者必败。

注意: 此用法如果出现在宾语从句中, 即使主句是过去时, 从句谓语也要用一般现在时。

例: Columbus proved that the earth is round. 哥伦布证实了地球是圆的。

4. 现在时刻的状态、能力、性格、个性。例如:

I don't want so much. 我不要那么多。

Ann writes good English but does not speak well. 安英语写得不错, 讲的可不行。

比较:

Now I put the sugar in the cup. 把糖放入杯子。

I am doing my homework now. 我正在做功课。

第一句用一般现在时, 用于操作演示或指导说明的示范性动作, 表示言行的瞬间动作。

第二句中的 now 是进行时的标志, 表示正在进行的动作的客观状况, 所以后句用一般现在时。

(二) 一般过去时的用法

1. 在确定的过去时间里所发生的动作或存在的状态。例如: 时间状语有: yesterday, last week, an hour ago, the other day, in 1982 等。例如:

Where did you go just now? 刚才你上哪儿去了?

2. 表示在过去一段时间内，经常性或习惯性的动作。例如：

When I was a child, I often played football in the street. 我是个孩子时，常在马路上踢足球。

Whenever the Browns went during their visit, they were given a warm welcome. 那时，布朗一家无论什么时候去，都受到热烈欢迎。

(三) 一般将来时的用法

1. 一般构成：助动词+动词原形 will

Will people use money in 100 years?

2. 注意：

①shall 用于第一人称，常被 will 所代替。will 在陈述句中用于各人称，在征求意见时常用于第二人称。例如：

Which paragraph shall I read first? 我先读哪一段呢？

Will you be at home at seven this evening? 今晚七点回家好吗？

②be going to +不定式，表示将来。

a. 主语的意图，即将做某事。例如：What are you going to do tomorrow? 明天打算作什么呢？

b. 计划，安排要发生的事。例如：The play is going to be produced next month. 这出戏下月开播。

c. 有迹象要发生的事。例如：Look at the dark clouds, there is going to be a storm. 看那乌云，快要下雨了。

(四) 现在进行时的用法

1. 表示现在（指说话人说话时）正在发生的事情。例如：

We are waiting for you. 我们正在等你。

2. 习惯进行：表示长期的或重复性的动作，说话时动作未必正在进行。例如：

Mr. Green is writing another novel.他在写另一部小说。（说话时并未在写，只处于写作的状态。）

(五) 现在完成时的用法

现在完成时用来表示之前已发生或完成的动作或状态，其结果的影响现在还存在；也可表示持续到现在的动作或状态。其构成：have (has) +过去分词。

I have finished the work by now.

(六) 过去完成时的用法

1. 概念：表示过去的过去

---|-----|-----|----> 其构成是 had +过去分词构成。

那时以前 那时现在

2. 过去完成时的时间状语 before, by, until, when, after, once, as soon as。例如:

He said that he had learned some English before. 他说过他以前学过一些英语。

By the time he was twelve, Edison had began to make a living by himself. 到了十二岁那年, 爱迪生开始自己谋生。

Tom was disappointed that most of the guests had left when he arrived at the party. 汤姆失望了, 因为他到达晚会时, 大部分客人已经走了。

(七) 时态与时间状语

时态 时间状语

一般现在时 every..., sometimes, at..., on Sunday 等

一般过去时 yesterday, last week, an hour ago, the other day, in 1982, just now 等

一般将来时 next..., tomorrow, in+一段时间, before+时间点等

现在进行时 right now, while, now, these days at the moment 等

现在完成时 for, since, so far, ever, never, just, yet, till/until, up to now, in past years, always, recently 等

过去完成时 before, by+过去的时间, until, when, after, once 等

五、动词的语态

语态有两种: 主动语态和被动语态。主语是动作的发出者时为主动语态; 主语是动作的接受者时为被动语态。

注意:

1. 主动语态与被动语态的比较:

The teacher made me go out of the classroom. 老师逼我走出教室。

--> I was made to go out of the classroom (by the teacher).

We saw him play football on the playground. 我们看见他在草场踢球。

--> He was seen to play football on the playground.

2. 情态动词+ be +过去分词, 构成被动语态。例如:

Coal can be used to produce electricity for agriculture and industry. 煤可以产生工农业需要的电。

第二部分 状语从句

在复合句中, 修饰主句中的动词、形容词或副词等的从句叫状语从句。

状语从句根据它表达的意思可分为时间、地点、原因、目的、结果、让步、比较(或方式)和条件等类。

一、时间状语从句

时间状语从句常用 when, as, while, before, after, since, till, until, as soon as 等连词来引导。例如:

It was raining hard when got to school yesterday.

While he was doing his homework, the telephone rang.
 As he walked along the lake, he sang happily.
 He had learned a little Chinese before he came to China.
 After he finished middle school, he went to work in a factory.

“一...就...”

as soon as

the moment

the minute

the instance

immediately, directly, instantly

No sooner+过去完成时...than+一般过去时	No sooner 用于句首时应该用部分倒装
hardly/scarcely+过去完成时....when...+一般过去时	Hardly/when 用于句首时应该用部分倒装

I had no sooner got home than it began to rain.

As soon as I got home, it began to rain.

The minute I got home, it began to rain.

注意：如果 hardly, scarcely 或 no sooner 置于句首，句子必须用倒装结构。

例如：

Hardly/Scarcely had I got home when it began to rain.

No sooner had I got home than it began to rain.

二、条件状语从句

连接词主要有 if, unless, in case, so /as long as, as/ so far as, on condition that, supposing 等。

Let's go out for a walk unless you are too tired. 如果不太累，我们去散散步。

If you are not too tired, let's go out for a walk.

I can tell you the truth on condition that you promise to keep a secret.

三、让步状语从句

通常由 even though, although 引导

Although it's raining, they are still working in the field. 虽然在下雨，但他们仍在地里干活。

He is very old, but he still works very hard. 虽然他很老了，但仍然努力地工作。

Though the sore be healed, yet a scar may remain. 伤口虽愈合，但伤疤留下了。（谚语）

as 引导的让步状语从句必须要使用倒装。

① Patient though/as he is, he was unwilling to wait 3 hours.

他虽然有耐心，但也不愿意等三个小时。

②Hard as/though she tried, she fail to pass the exam.

她虽然很努力，但是还是没有考过。

四、原因状语从句

由 because, since, as, for 等连词引导：

because 用来回答 why 提出的问题，在这几个连词中，它表示原因的语气最强，可用于句首和句中。

since 表示关系上的自然结果，语气比 because 要弱，一般译成“既然”，往往放在句首。
=now that

as 表示十分明显的原因，语气较弱，常译成“由于”。

for 是对某种情况加以推断或解释，对前一分句进行附加说明，只能放于句中

I didn't go, because I was afraid. 我不去是因为我怕。

Since /As the weather is so bad, we have to delay our journey. 天气那么糟，旅行推迟了。

He is absent today, because / for he is ill. 他今天缺席，因为他病了。

He must be ill, for he is absent today. 他一定病了，所以今天缺席。

其它连词引导的原因状语从句 seeing (that), considering (that), in that 都有“鉴于某个事实、原因是”的意思。

鉴于他病情严重，我们派人去请医生了。

Seeing that he was badly ill, we sent for the doctor.

五、目的状语从句

表示目的状语的从句可以由 that, so that, in order that, lest, for fear that, in case 等词引导。

例如：

You must speak louder so that /in order that you can be heard by all.

He wrote the name down for fear that (lest) he should forget it.

Better take more clothes in case the weather is cold.

注意：lest, in case, for fear that 所引导的状语从句中，动词可以用虚拟语气，形式为 should+动词原形；也可不用虚拟语气，用动词的一般现在时或一般过去时。

六、结果状语从句

结果状语从句常由 so...that 或 such...that 引导。so...that 与 such...that 之间可以转换。

例如：

The boy is so young that he can't go to school. 这男孩年龄太小，不能上学。

He is such a young boy that he can't go to school.

第三部分 宾语从句

在句子中起宾语作用的从句叫做宾语从句。

一、引导词

1. 从句为陈述句，常选择引导词 **that**，**that** 引导宾语从句无意义，不充当句子成分常省略。例句：He told us (that) they would help us through the whole work.

2. 从句为一般疑问句，常选择引导词 **if** 或 **whether**，表示“是否”。在 **whether ... or not** 结构中不能用 **if** 替换。例句：I don't know if there will be a bus any more.

3. 从句为特殊疑问句，常选择 **what, when, where, which, who, how** 等的疑问代词、副词作引导词。例句：He didn't tell me when we should meet again.

第四部分 定语从句

定语从句在句中做定语，修饰一个名词或代词，被修饰的名词词组或代词即先行词。定语从句通常出现在先行词之后，由关系词（关系代词或关系副词）引出。

关系代词有：**who, whom, whose, that, which, as, than** 等。

关系副词有：**when, where, why** 等。

注：初中阶段只研究由简单的关系代词引导的定语从句。

一、关系代词引导的定语从句

关系代词所代替的先行词是人或物的名词或代词，并在句中充当主语、宾语、定语等成分。关系代词在定语从句中作主语时，从句谓语动词的人称和数要和先行词保持一致。关系代词在句中作宾语时常可省略。

1. **That** 在从句中作主语或宾语，指物或指人

I love movies that are funny.

That's the man (that) you are looking for.

2. **which** 在从句中作主语或宾语，指物

The book which is on the table is mine.

The story (which) he told was very interesting.

3. **who, whom** 在从句中分别作主语和宾语，指人

I love singers who write their own music.

The person to whom you just spoke is Mr.Li.

4. **whose**

表示“...的”，用来指人或物，只用作定语，**whose=of whom**(指人)/**which**(指物)+名词= **the+名词+of whom/which**。例如：

They rushed over to help the man whose car(the car of whom) had broken down.

那人车坏了，大家都跑过去帮忙。

二、关系副词引导的定语从句

当关系词在定语从句中充当状语时，要用关系副词。其中表示时间的用 **when**；表地点的用 **where**；表原因的用 **why**。关系副词 **when, where, why** 的含义相当于“介词+ **which**”结构，

因此常常和"介词+ which"结构交替使用。例如：

There are occasions when (on which) one must yield.

任何人都有不得不屈服的时候。

Beijing is the place where (in which) I was born.

北京是我的出生地。

Is this the reason why (for which) he refused our offer?

这就是他拒绝我们帮助他的理由吗？

三、判断关系代词与关系副词

① This is the mountain village where I visited last year. 错

② I will never forget the days when I spent in the countryside. 错

③ This is the mountain village (which) I visited last year. 对

④ I'll never forget the days (which) I spent in the countryside. 对

习惯上总把表地点或时间的名词与关系副词 where, when 联系在一起混淆考生, 考生需正确判断从句中的谓语动词的及物与否, 以上两题便错在关系词的误用上。

This is the mountain village where I stayed last year.

这是我去年呆过的山村。

I'll never forget the days when I worked together with you.

我永远不会忘记与你共事的日子。

第三章 语音学 phonetics

语音学 (phonetics) 是对发音特征的研究。

第一节 定冠词的特殊读音

the 在辅音前 [ðə]

the 在元音前 [ði]

重音 [ði:]

the dignity and the honor

第二节 连读

连读：同属一个意群的相邻两词，前一个单词的尾音，与后一个单词的首音，紧密连接在一起而形成的读音。

连读发音规则：

1. 辅音（尾）+元音（首）

在同一个意群里，如果相邻两词中的前一个词是以辅音结尾，后一个词是以元音开头，这就要将辅音和元音拼起来连读。

e.g. read it /dit/

look at it

I'll be back in half an hour

(2) r/re (尾) + 元音 (首)

如果前一个词是以-r 或-re 结尾，后一个词是以元音开头，这时的-r 或-re 不但要发/r/, 而且还要和后面的元音拼起来连读。

e.g. a pair of shoes

here and there

far away

There is a football under it.

→r 或 re 发/r/, 与后面的单词产生连读。

(3) 辅音 (尾) + 半元音 (首)

英语语音中的/j/和/w/是半元音，如果前一个是以辅音结尾，后一个词是以半元音，特别是j/开头，此时也要连读。

e.g. Thank you /kju:/

Would you /dju:/

Nice to meet you.

(4) 元音 (尾) + 元音 (首) → “双元音”

如果前一个词以元音结尾，后一个词以元音开头，这两个音也要连读。

e.g. Don't worry about it. /riə/

I am Chinese.

She wants to study English.

第三节 同化

人们在说话的时候往往会不自觉地让一个音受相邻音的影响，使它们变得与其相同或相似；或者两个音互相影响，变为第三个音。这两种现象被称为音的同化。同化可以发生在同一个词、复合词内或者句子相邻词之间。

1. 顺同化：受到前面发音影响而发生同化。

work [wɜ:k] + -ed [d] ---- worked [wɜ:kt] ([d]受前面辅音[k]的影响而产生清音化现象)

2. 逆同化：受到后面发音影响而发生同化。in bed [im'bed] ([n]受后面双唇音的影响变为[m])

3. 相互同化：前后两个音的相互影响而同化。

(1) 辅音[d]与[j]相邻时，被同化为[dʒ]:

Could you do me a favor? Would you....?

(2) 辅音[t]与[j]相邻时，被同化为[tʃ]

Nice to meet you. I'll let you know. Is that your car?

(3) 辅音[s]与[j]相邻时, 被同化为[ʃ]

God bless you.

Can you dress yourself?

第四节 重音

实词重读 虚词不重读。

实词: 名词、代词、形容词、数词、动词、副词

虚词: 冠词、介词、连词、感叹词。

1. 名词一般都重读。

There is a **book** on the **desk**.

My **sister** put up a **picture** on the **wall**.

注意:

(1) 一些含义较广, 本身没有很确切内容的名词, 如 thing, person, place...

(2) 指一大类人或事物的名词, 如 man, woman, fellow, time, ship, 前面有修饰语

缩小其范围时

'**That's** a **'nice** thing. Vs '**That's** a **' nice** 'picture.

He's the **'right** man for the **'job**.

2. 指示代词常重读。

3. 形容词(包括分词做形容词)一般都会重读。

4. 数词一般都应重读。

The streets are **wide**, **clean** and **beautiful**.

His **first daughter** is fifteen.

5. 动词: 实义动词都要重读 (be, have 除外)。

助动词、情态动词不重读。

助动词、情态动词与 not 构成的缩略式要重读。

I **don't** want to **go** there.

---Are you a 'student? ----'**Yes**, I '**am**.

第五节 语调

即说话的腔调, 就是一句话里声调高低抑扬轻重的配置和变化。主要有升调、降调、以及平调。

降调:

1. 用于语陈述句

I have already read that book. ↘

The street is very beautiful. ↘

It's my great honour to be here to show my lesson. ↘

2. 用于特殊疑问句

What has happened to him?

Which country do you like best?

3. 用于祈使句

Go back to your seat!

Please contact me if necessary.

4. 用于感叹句

What a wonderful world!

How clever Tom is!

升调:

1. 用于一般疑问句

Do you mind if I sit here?

Can you have a try?

2. 用于置于句首的状语短语或状语从句

After dinner, I read a magazine and made telephone calls.

While you were writing letters, I was reading a book.

3. 用于并列句的第一个分句, 表示句子还未说完

My fever is gone, but I still have a cough.

平调:

用于直接引语后, 表示话是谁说的

"We are going to America," she said brightly.

第四章 课程标准高频考点英文版

1. The overall language ability required in the 2001 National English Curriculum includes the following aspects **language knowledge, language skills, learning strategies, affects and cultural understanding.**

2001 年国家英语课程标准中规定的语言运用能力包括语言知识、语言技能、学习策略、情感态度和文化意识。

2. Designing principles for the National English Curriculum 课程标准的设计理念

(1) Aim for educating all students, and emphasize quality-oriented education.

面向全体学生, 注重素质教育

The English curriculum aims education for all students and stresses quality-oriented education. The new standards particularly show concerns over students' affective needs as well as other learning needs in order to stimulate their interests in learning, help them experience the sense of success, and gain self-confidence in learning. Its overall objective is to develop students' comprehensive abilities in using the language and to improve their cultural quality, to develop

their practical skills, as well as to cultivate their creative spirit.

(2) Promote learner-centeredness, and respect individual differences.

突出学生主体，尊重个体差异。

Students' overall development is the motivation and goal of the English curriculum. Therefore, its objective, the teaching process, the assessment procedures as well as the development of teaching resources should all reflect the principle of learner-centered approach. Classroom teaching should become a process during which students are guided by the teachers in constructing knowledge, developing skills, being active in thinking, demonstrating personal characters, developing intelligence and broadening their views and visions. Teaching should take full consideration of students' individual differences in learning process and their learning styles and teaching should be flexible in using teaching methods, resources and ways of assessment so as to make teaching beneficial to all kinds of students.

(3) Develop competence-based objectives, and allow flexibility and adaptability.

整体设计目标，体现灵活开放。

The overall aim of the curriculum or nine-year compulsory education is to develop students' comprehensive abilities in language use. Such abilities are grounded in the development of language skills, language knowledge, affects, cultural awareness and learning strategies. The English curriculum for nine-year compulsory education together with the related senior high school English curriculum divides the English teaching objectives into nine levels. Each level is described in terms of what students can do with the language. It is thus designed to reflect the progressive nature of students' language development during the process of school education so as to ensure the integrity, flexibility and openness of the curriculum.

(4) Pay close attention to the learning process, and advocate experiential learning and participation. 强调学习过程，倡导体验参与。

Modern foreign language teaching emphasizes the learning process and advocates the use of different teaching approaches and methods for the purpose of facilitating students' language development.

During the process of learning English in nine-year compulsory education, students should be encouraged to discover rules of the language, master gradually language knowledge and skills, constantly monitor the affective demands, develop effective learning strategies and autonomous learning abilities by means of experiencing, practicing, participating, exploring and cooperating under the teacher's guidance.

(5) Attach particular importance to formative assessment, and give special attention to the development of competence. 注重过程评价，强调能力发展。

The assessment for the nine-year compulsory education should be geared to stimulating students' interests and cultivating their autonomy in learning. The system should include both formative and summative assessment with formative assessment playing a primary role, paying special attention to students' language performance and achievements during the learning process.

Assessment should be made facilitative to developing students' interests and self-confidence in learning. Summative assessment should focus on assessing students' overall language ability and the ability to use the language. Assessment should function positively for students to develop language abilities and healthy personalities; for teachers to improve their teaching qualities and for the development and improvement of the English curriculum.

(6) Optimize learning resources, and maximize opportunities for learning and using the language.

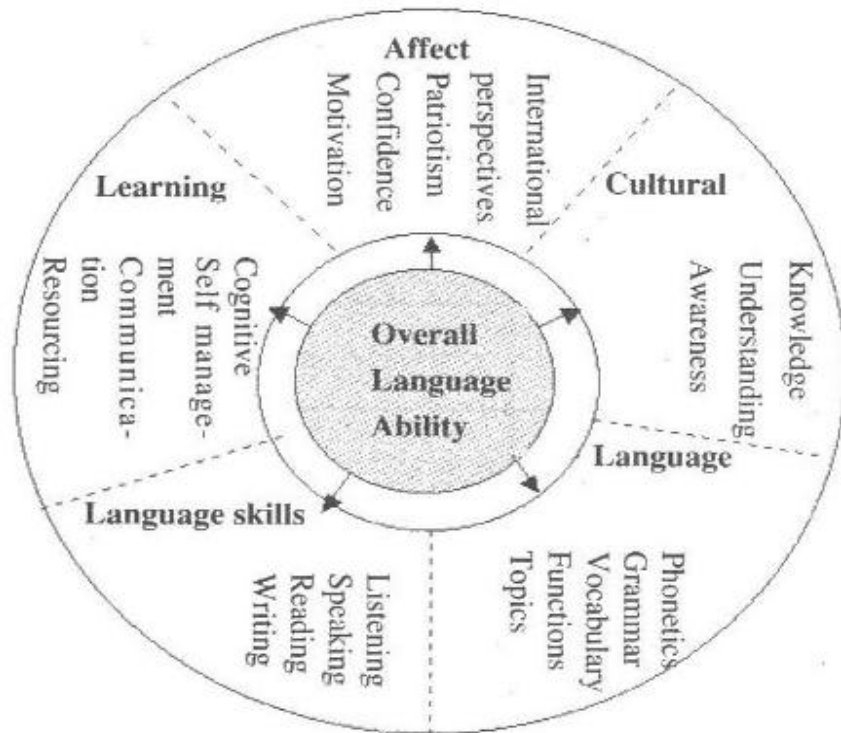
开发课程资源，拓展学用渠道。

English curriculum requires that teachers should properly utilize and develop teaching resources so as to provide rich and healthy resources that are practical, lively, updated for students' learning.

Teachers should make full use of various resources such as videos, television programs, books, magazines and the Internet so as to expand the opportunities for students to learn and use the language. Also teachers should encourage students to take part in exploring and utilizing resources for learning.

3. Design of the National English Curriculum 国家课程标准的分级标准

The design of the new National English Curriculum unifies both primary and secondary school English into one continuum of development and divides English language teaching and learning into nine competence-based levels. Overall performance objectives for each level are given in addition to detailed descriptions of abilities regarding language knowledge, language skills, affects, learning strategies and cross-cultural awareness for relevant levels.



4. Challenges facing English language teachers 当今英语老师面临的挑战

The following are some of the perceived difficulties and problems identified by some English teachers:

- (1) Teachers' ideas and methods are out of date;
- (2) Inappropriate textbooks;
- (3) Wrong expectation from the public;
- (4) Lack of interest on the part of the learners
- (5) Teaching for the purpose of testing
- (6) Teachers' lack of training
- (7) Too many students in one class
- (8) Students' high scores vs. Low abilities
- (9) One's own language proficiency as an important source of confidence
- (10) Already over-loaded work and responsibilities
- (11) Lack of support and encouragement from the school principals and colleagues
- (12) Lack of professional training on theories and practice of education and on ELT

5. Some quick tips for teachers to deal with changes and challenges in the process of curriculum reform:

应对挑战的建议措施

- (1) Have an open mind towards different kinds of ideas on teaching;
- (2) Be willing to try out new ideas and find out if they work or not. If not, why not. Be

prepared to share with colleagues your difficulties of successes.

(3) Try to find opportunities to attend training, seminars on language teaching and observation of teaching. You can always learn a lot from others.

(4) Use the resources available to help you with teaching and self-learning. There are a lot of resources on the Internet nowadays for teaching and for brushing up your own English. There are also a lot of books discussing about the new curriculum.

(5) Reflect on your own teaching and beliefs about teaching. If at all possible, keep a teaching diary to record the questions that arise from your teaching and your own understandings about teaching. You will find these notes subconsciously focusing your attention on solving problems on a day-to-day basis and you will find yourself changing in the process of teaching and reflecting.

