



华图教师
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乘华图翅膀 圆教师梦想

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第 19 晚 英语

——真心话？都是假的！

虚拟语气

一、if 非真实条件句中的虚拟语气

If he finished homework now, he could go out to play. (与现在事实相反)

If he had finished homework last night, he could have gone out to play. (与过去事实相反)

Too much work remained. If he were to finish his homework tomorrow, he could go out to play. (与将来事实相反)

虚拟语气在 if 非真实条件句中的规则变化

	从句	主句
与现在事实相反	did/ would (should/could/might) do	would (should/could/might) do
与过去事实相反	had done	would (should/could/might) have done
与将来事实相反	did/were to do/should do	would (should/could/might) do

二、if 非真实条件句的倒装

虚拟条件句的从句部分含有 were, should 或 had 时,可省略 if, 再把 were, should 或 had 移到句首进行倒装。

Were they here now, they could help us.

= If they were here now, they could help us.

他们现在在的话, 就会帮助我们了。

Had you come earlier, you would have met him.

= If you had come earlier, you would have met him.

你来得早一点, 就碰到他了。

三、错综时间条件句

If it had rained last night, (过去) it would be very cold today. (现在)

如果昨天下过雨, 今天就会很冷了。(从句与过去事实相反, 主句与现在事实相反。)

四、含蓄条件句

用 with, without, but for, otherwise, or, under, if only 等来替代条件状语从句。

Without water, there would be no life on the earth.

若是地球上无水，就无生命。

But for the meeting, I would have gone home at that time.

要不是开会，那时我早就回家了。

五、名词性从句中的虚拟语气

1. It is ordered that the prisoner (should) be punished. 主语从句
2. The judge ordered that the prisoner (should) be punished. 宾语从句
3. My idea is that we (should) think it over before accepting it. 表语从句
4. The idea that we (should) think it over before accepting is really important. 同位语从句

表达“坚持”“命令”“建议”“要求”等词。

一坚持(insist)

二命令(order, command)

四建议(advise, suggest, propose, recommend)

四要求(demand, require, request, ask)

注意：无论主句谓语动词为何种时态，从句的谓语动词都用：“should + do”。should 可以省略

注意：wish /if only/as if/as though 后面的从句

表示与现在事实相反的愿望——从句动词用一般过去时(did/were)；

表示与过去事实相反的愿望——从句动词用过去完成时(had done)；

表示将来不太可能实现的愿望——从句动词用 would/could+动词原形。

经典例题

1. I didn't know her telephone number, otherwise I _____ her.

A. had called

B. would have called

C. must had called

D. would call

2. She'd rather we _____ until everything is clear.

- A. didn't say anything
B. don't say anything
C. didn't say something
D. don't say something
3. If I had had enough money, I _____ the jacket.
A. have bought
B. would bought
C. could have bought
D. could not have bought
4. It's essential that these application forms _____ back as early as possible.
A. be sent
B. will be sent
C. are sent
D. must be sent
5. It is strongly suggested that measures _____ students to cheat in the exams.
A. be taken to prevent
B. be taken to forbid
C. are taken to prevent
D. are taken to forbid
6. We _____ pleasant journey but for the rain.
A. would have
B. will have
C. had had
D. would have had
7. If it _____ for his invitation the other day, I should not be here now.
A. had not been
B. should not be
C. were not to be
D. should not have been
8. _____ it to clear up tomorrow, the tourists would climb to the top of the mountain to wait for the sun to rise.
A. If
B. Were
C. Should
D. Because
9. The accident which left 15 people on board dead _____ if both the angry female passenger and the bus driver had kept calm.
A. should have avoided
B. should be avoided
C. could have avoided
D. could have been avoided
10. Her tired face suggested that he _____ really tired after the long walk.
A. has been
B. was
C. be
D. should be

第 20 晚 英语

——失之毫厘，差之千里

冠词

一、不定冠词

不定冠词有 a, an 两种形式，当紧跟着冠词的第一个音素为辅音音素时用 a；当紧跟着冠词的第一个音素为元音音素时用 an。

(一) 表示“一个”的含义

这时不定冠词 a/an 意为 one，指某人或某物，意为 a certain。

A Mr. Ling is waiting for you.

(二) 表示“又一、再一”的含义

不定冠词放在序数词前不是表示“第……”，而是意为“再一”。

I'd like to have a third cup of tea.

(三) 含有不定冠词的常考短语

have a cold 得了感冒

have a word with 与……谈话

as a rule 通常，照例

make a living 谋生

二、定冠词

定冠词 the 与指示代词 this, that 同源，有“那（这）个”的意思，但意义较弱，可以和一个名词连用，来表示某个或某些特定的人或事物。

1. 特指双方都明白的人或物

Take the medicine.

2. 上文提到过的人或事

He bought a house. I've been to the house.

3. 指世上独一无二的事物

例如：the sun, the sky, the moon, the earth 等。

【注意】当这些名词前有描述性定语时，可用不定冠词表示泛指。

A new moon is hanging in the sky.

They are trying to make a new world.

4. 用在序数词和形容词最高级，或 only, very, same 等前面

Where do you live? I live on the second floor.

5. 用在姓氏的复数名词之前，表示一家人或夫妇例如：the Greens

6.与单数名词连用表示一类事物；或与形容词或分词连用，表示一类人例如：the fox 狐狸；the rich 富人。

7.用在某些由普通名词构成的国家名称、机关团体、阶级等专有名词前

the People's Republic of China 中华人民共和国

the Summer Palace 颐和园

the Pearl River 珠江

8.“动词+sb.+介词+the+身体某一部分”结构中的 the 不可用物主代词代替

take sb. by the arm 抓某人的胳膊

hit sb. on the head 打某人的脑袋。

10.用在表示具体度量单位的名词前，表示“每一”

by the hour/day/week/ month/kilo 表示“按.....计量”。

We got paid by the month.

【注意】对于 size/ weight/ time/ volume 这类抽象名词跟 by 连用时不加定冠词。

Meat is sold by weight. 肉按重量出售。

11.用于表示方位的名词之前

in the east, in the northwest, on the right。

【注意】当 left 和 right 前加 turn，表示“向左转”“向右转”时，不加定冠词，如 turn left, turn right。

三、零冠词

零冠词，即不用定冠词的情况，其用途比较广泛，不仅用于物质名词、抽象名词和专有名词前，而且经常用在集体名词和名词化的各种词类之前，变化也比较多。

1.国名、人名前通常不用定冠词例如：England, Mary。

2.泛指复数名词，表示一类人或事物时，可不用定冠词例如：They are teachers.

3.抽象名词表示一般概念时，通常不加冠词

Failure is the mother of success.

4.物质名词表示一般概念时，通常不加冠词

Man cannot live without water.

5.在一些表示时间的名词之前，不加冠词

具体来说，在季节、月份、节日、假日、日期、星期等表示时间的词语前，通常不加冠词。

6.在称呼或表示官衔、职位的名词前一般不加冠词

The guards took the American to General Lee.

7.在三餐、球类运动和娱乐运动的名称前，不加冠词例如

8.当两个或两个以上名词并用时，常省去冠词

I can't write without pen or pencil.

9.有些个体名词不用冠词

school, college, prison, market, hospital, bed, table, class, town, church, court 等个体名词，直接置于介词后，表示该名词的深层含义。

go to hospital 去医院看病

go to the hospital 去医院

in school 在上学

in the school 在学校

in hospital 住院

in the hospital 在医院

经典例题

1. Because _____ unemployment is very high at present, it's not easy for a fresh graduate to find _____ satisfying job as he wishes.

A. the; /

B. /; a

C. the; a

D. an; the

2. These two swimming pools are of _____ size. But another two are twice _____ size of them.

A. the; the

B. a; the

C. a; a

D. the; a

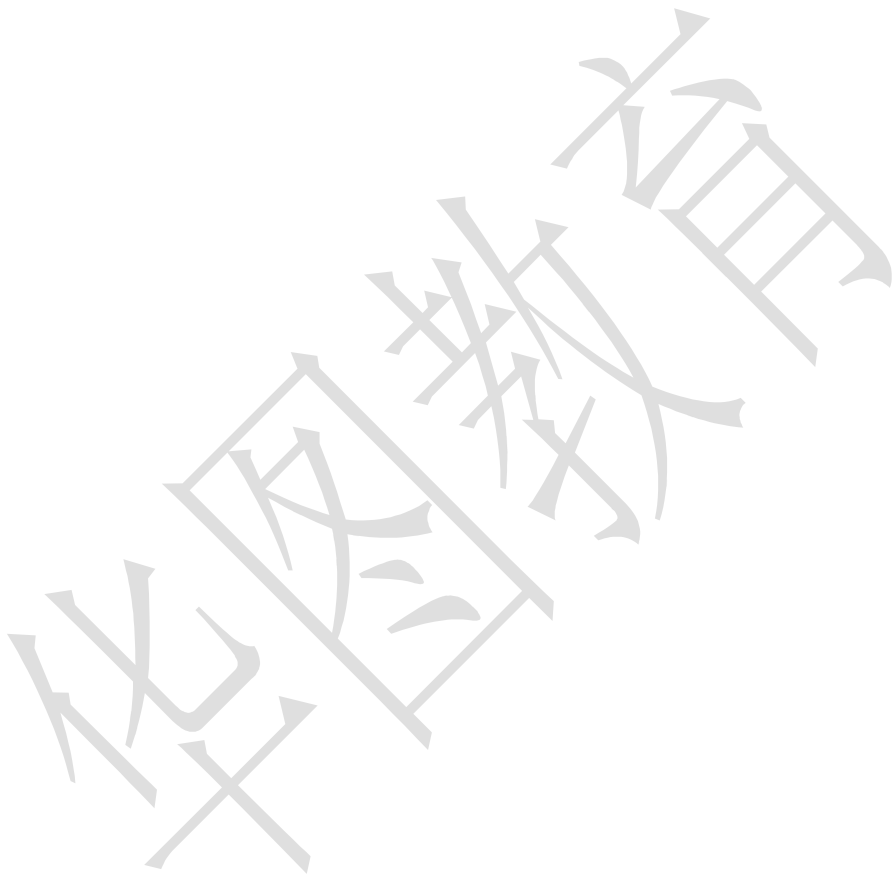
3.对英语初学者讲解冠词的用法是教学的重要内容，下面例句分别代表冠词的不同用法，请简要概述每一例的用法规则。

(a) The Smiths are going to another city next month.

(b) There is a cup standing on his table.

(c) Is this the picture you are looking for?

- (d) I can't see the moon now.
- (e) She is the best English teacher in my life.
- (f) Would like a second cup of tea?



第 21 晚 英语

——教学有法，但无定法

英语教学法

一、直接法

直接法（Direct Method）于 19 世纪末在欧洲产生。针对翻译法不能培养学生听说能力的缺点，直接法的主要特点是：直接学习、直接理解和直接应用，不允许使用母语，用动作和图画等直观手段解释词义和句子。

（一）主要特点

1. 根据幼儿语言学习的理论，直接法主张听说领先，以口语教学为主，即直接法主张口语是第一位的，书面语是第二位的，重视语音、语调和口语教学。
2. 以句子为教学的基本单位，整句学、整句用，不孤立地教授单词和语音规则。
3. 强调控制及模仿练习，让儿童靠直觉感知、靠直觉模仿，进行机械操练和记忆背诵，以求养成一种语言习惯。
4. 教学过程中完全用外语进行教学，把外语声音形式同客观表象直接联系，不经过母语这一“中介”，不依赖母语翻译，丢掉“心译”过程。
5. 为了帮助理解，教师广泛采用各种直观手段，如实物、图画、动作、手势、表情和游戏等来解释词义和句子，使词形、词音和它代表的词义直接联系起来，培养儿童把外语与客观事物直接建立起联系和直接用外语思维的能力。

（二）优点

1. 采用直观教具，广泛运用接近实际生活的教学方式，有助于培养用外语思维的能力；
2. 强调直接学习和直接应用，注重语言实践练习，学生学习积极性高，学习兴趣浓厚；
3. 重视口语和语音教学，有效地培养学生的语言运用能力。

（三）缺点

1. 排斥母语，使学生对一些抽象和复杂的概念难以理解；
2. 没有明晰的语法解释，导致学生说出的话语法错误较多；
3. 直接法完全照搬儿童习得母语的办法，只偏重经验和感性认识，对儿童在外语学习

中的自觉性和监控性的重视不够。

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二、听说法

听说法认为外语学习是习惯的形成，采取模仿、机械练习和记忆的方法强化学生的反应；课堂上让学生做大量的句型操练，不考虑意思和语境。听说法是以句型为纲，以句型操练为中心，着重培养儿童听说能力的外语教学法。

（一）主要特点

1. 听说领先，以语言的听说能力训练为主，兼顾读写。
2. 注重反复实践，特别是句型操练，强调外语学习要靠大量的反复操练，通过模仿、记忆、重复、交谈等实践练习，形成自动化的习惯。
3. 以句型为中心，认为句型是从无数句子中归纳出来的一定数量的句子模式，是表情达意的基本单位，也是外语教学的中心。在外语教学中，教材的安排、知识的传授、技能的操练主要通过句型来进行。
4. 排斥或限制母语。
5. 对比语言结构，确定教学难点。
6. 及时纠正错误，培养正确的语言习惯。

（二）优点

1. 强调外语教学的实践性，重视听说训练。培养学生敢于大胆主动地使用所学语言进行交谈，口语能力较强。
2. 建立了一套培养语言习惯的练习体系。
3. 句型操练对初学者帮助很大，有利于培养规范的语言习惯。
4. 广泛利用对比方法，在对比分析母语与所学外语的基础上找出学习外语的难点，并在教学中有针对性地加以解决。
5. 广泛利用现代化教学技术手段。

（三）缺点

1. 强调机械性练习，否认了意识的能动作用和智力在外语学习中的作用，忽视掌握语言基础知识和活用语言能力的培养，不利于学生实践掌握外语。
2. 重语言、结构形式，轻语言内容、意义。听说法以句型为纲，语言材料的选择与安排多半从语言结构形式出发，忽视内容和意义。学生即使可以熟练背诵句型，仍然缺乏在

特定情境中进行交际活动的能力。

华图教育

三、视听法

视听法（Audio-Visual Method）是在直接法和听说法的基础上，利用视听手段形成的一种外语教学法。它是指在教学中综合利用图片、幻灯片等电化教具、视听手段，创造情景，学习外语。由于利用视听手段创造情景是其主要特色，所以该方法又叫情景法。

（一）主要特点

1. 将语言和情景紧密结合，以情景为中心，充分利用视听手段，让儿童一面听声音，一面看图像，做出模仿反应，形成自动化习惯。
2. 强调对语言的整体结构感知，掌握句子结构的整体意义，采用整体教学。如：要求儿童听一段内容完整的对话，掌握它的语音、语调和节奏等整体结构，然后再进行个别音素的训练。
3. 教学顺序是“对话—句子—单词—单音”，教学过程分为感知、理解、练习和活用四个步骤。
4. 排除母语的中介，通过实物、图片、手势等直观手段直接教外语，使情景的意义与所学的外语建立联系。
5. 坚持口语领先和句子本位的原则，日常生活情景对话是教学的中心，入门阶段常常要经过约 60 小时不见文字的听说阶段，以使儿童掌握正确的语音、语调和口语语感；
6. 广泛使用现代化技术设备，使儿童充分运用视觉感官和听觉器官进行学习。

（二）优点

1. 继承和发扬直接法和听说法的长处；
2. 外语与视觉形象相结合；
3. 语言交际活动实现于特定的情境之中；
4. 在情境中感知语音和词汇、语法和知识结构；
5. 视听觉结合优于单纯听觉和视觉。

（三）缺点

1. 过分强调整体结构；
2. 人为地隔断口语和书面语之间的联系；
3. 过分强调视觉直观的作用；

4. 过分重视语言形式、忽视言语交际活动。

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四、交际法

交际法（Communicative Approach），初创时称作功能法（Functional Approach）或意念法（Notional Approach）。交际学派认为，语言教学的目的是培养学生使用目的语进行交际的能力，语言教学的内容不仅要包括语言结构，还要包括表达各种意念和功能的常用语句。交际法重视培养学生的语言能力，采用真实、地道的语言材料，主张句型加情景来学习语言，鼓励学生多多接触和使用外语。

（一）主要特点

1. 交际法认为以前的教学法忽视学生交际能力的培养，因此主张让教学过程交际化，把言语交际作为外语教学的全部出发点，让学生在真实的情景和真实的交际过程中使用语言，以培养学生的交际能力。

2. 交际法的教材内容选取的是真实、自然的言语，而且是根据功能、意念等要素来选择的，而不是根据语言形式。

3. 教学中为不同小组确定不同的目标。教学活动的练习形式多样，采用二人、三人、小组和全体的相互交流形式。

（二）优点

1. 培养学生掌握交际能力；
2. 从学生实际需要出发，确定学习目标；
3. 教学过程交际化；
4. 促进外语教学的蓬勃发展。

（三）缺点

1. 如何科学地、系统地统计语言功能项目
2. 如何协调语言功能项目与语言结构之间的关系
3. 如何保证外语教学中的真实语言材料和真实情境
4. 难以达标在真实情景中用真实语言材料的交际能力
5. 对语言错误采取放任自流的态度

五、任务型教学法

任务型教学（Task-based Language Teaching Approach）是指教师通过引导语言学习者在课堂上完成任务来进行的。这是 20 世纪 80 年代兴起的一种强调“在做中学”的语言教学方法，是交际教学法的发展，在世界语言教育界引起了人们的广泛注意。

（一）主要特点

1. 以意义为中心，而不是以操作某种意义不大、甚至是无意义的语言形式为目的。
2. 任务的焦点是解决某一交际问题，这一交际问题必须与现实世界有着某种联系。这种联系不应是笼统的或是现实世界中某种活动的翻版，而应是具体的，贴近学生生活、学习经历和社会实际，能引起学生的共鸣和兴趣，激发学生积极参与的欲望。
3. 任务的设计和执应行注意任务的完成，即交际问题的解决。

（二）优点

1. 完成多种多样的任务活动，有助于激发学生的学习兴趣；
2. 在完成任务的过程中，将语言知识和语言技能结合起来，有助于培养学生综合语言运用能力；
3. 促进学生积极参与语言交流活动，启发想象力和创造性思维，有利于发挥学生的主体性作用；
4. 在任务型教学中有大量的小组或双人活动，每个人都有自己的任务要完成，可以更好地面向全体学生进行教学；
5. 活动内容涉及面广，信息量大，有助于拓宽学生的知识面；
6. 在活动中学习知识，培养人际交往、思考、决策和应变能力，有利于学生的全面发展；
7. 在任务型教学活动中，在教师的启发下，每个学生都有独立思考、积极参与的机会，易于保持学习的积极性，养成良好的学习习惯，帮助学生获得终身学习的能力。

（三）缺点

1. 排除语法；
2. 任务难分难易程度；
3. 强调无意识习得；

4. 强调真实情景、真实任务。

华图教育

六、全身反应法

全身反应法（TPR/Total Physical Response），也叫领悟法（Comprehension Approach），是一种把言语和行为联系在一起的语言教学方法，该法通过身体各部分的活动来学习语言。全身反应法与心理学的记忆部分的痕迹理论关系密切。该理论认为记忆联系的追踪频率及强度越大，记忆联系就越强，所学的东西也就越容易回忆起来。

（一）主要特点

1. 理解口语的能力要在说话之前发展
2. 理解的能力要通过全身动作来发展
3. 不可强迫学生说话

（二）优点

1. 强调在理解语言基础上表达；
2. 语言与全身动作相联系；
3. 协调大脑左、右半球逻辑思维和形象思维活动；
4. 以句为单位整体教学；
5. 降低学生心理压力；
6. 创设语言教学情景。

（三）缺点

1. 只适用于语言教学的初级阶段；
2. 忽视读写能力的发展；
3. 较深层次、抽象的词语和句子难以教学；
4. 过度身体活动，难以组织管理。

第 22 晚 英语

——反了你了

倒装

一、倒装句之全部倒装

全部倒装是将句子中的谓语动词全部置于主语之前。此结构通常只用于一般现在时和一般过去时。常见的结构有：

(一) 表示时间、地点、方位、运动方向的副词或介词词组置于句首

1. 时间副词 *now, then, thus* 置于句首，谓语动词常用 *be, come, go, lie, run* 等表示来去或状态的动词。

Now is the hour when they say goodbye.

Then comes the manager.

2. 表示运动方向的副词置于句首，谓语为表示运动的动词。

Down fell the leaves.

Away went the runners.

3. *here, there* 以及表示地点的介词词组位于句首，谓语动词是 *stand, sit, lie* 等时，用完全倒装结构。

Here is the book you want.

On her left sat her husband.

(二) 某些表语置于句首

强调表语，即将表语放句首时需倒装，即“表语+系动词”。

Present are some famous teachers at the meeting.

二、倒装句之部分倒装

部分倒装是指将谓语的一部分如助动词或情态动词倒装至主语之前。如果句子的谓语没有助动词或情态动词，则需添加助动词 *do, does* 或 *did*，并将其置于主语之前。

(一) 句首为否定或半否定的词语

句首为否定或半否定的词语，如 *never, seldom, hardly, rarely, little, not, nowhere, hardly*

when, no sooner than, in no way, under no circumstance, not only...but also, not...until 等。

Never have I seen such a performance.

Not until the child fell asleep did the mother leave the room.

(二) so, neither, nor 引导部分倒装

当这些词表示“也、也不”的句子时要部分倒装。

If you won't go, neither will I.

(三) only 置于句首时

1.“Only+副词/介词短语/状语从句”放在句首时倒装。

Only in this way can you learn English well.

2. Only 在位于从句的句首时，使用倒装。

Only when he is seriously ill does he ever stay in bed.

(四) so...that 和 such...that 放句首时

so...that 和 such...that 引导结果状语从句时，结构中 so/such 连同其所修饰成分共同谓语句首表强调时，主句倒装。

So frightened was he that he did not dare to move an inch.

三、其他倒装

(一) as/though 引导让步状语从句放句首

让步状语从句可用 as/ though 等引起的倒装结构表示，通常提前表语/状语/实义动词+as(though) 放句首，表语前的任何冠词一并省略。

Child as he is, he knows a lot.

(二) 虚拟语气的倒装

在虚拟语气条件句中，从句谓语动词又 were, had, should 等词，可将其提前至句首，并省略 if。

Were I you, I would try it again.

经典例题

1.—How can I live my dreams in a short time?

—Be practical. Between you and your dream _____ a lot of hard work.

- A. stand
B. stands
C. is standing
D. are standing

2. Only when the CIA Director David was forced to resign _____ that it's hard to keep our emails secret

- A. we realized
B. realized we
C. did we realize
D. we did realize

3. —Here _____. Where is Xiao Li?

—There _____.

- A. comes the bus; is he
B. comes the bus; he is
C. the bus comes; is he
D. the bus comes; he is

4. —Is everyone here?

—Not yet... Look, there _____ the rest of our guests!

- A. come
B. comes
C. is coming
D. are coming

5. —Sally has made great progress these days.

—_____, and _____.

- A. So she has; so you have
B. So she has; so have you
C. So has she; so have you
D. So has she; so you have

6. Only when _____ possible to announce the result of the exam.

- A. does the teacher come will it be
B. the teacher comes will it be
C. has the teacher come will it be
D. the teacher come it will be

7. _____ after the race that he didn't know what to say before so many reporters.

- A. So excited the champion was
B. So excited was the champion
C. So excited the champion felt
D. So excited felt the champion

8. Busy _____ he is, he can fulfill the task ahead of schedule.

- A. because
B. as

C. no matter how

D. although

9. No sooner _____ to the station _____ the train left.

A. had I got, when

B. I had got, than

C. had I got, than

D. did I get, when

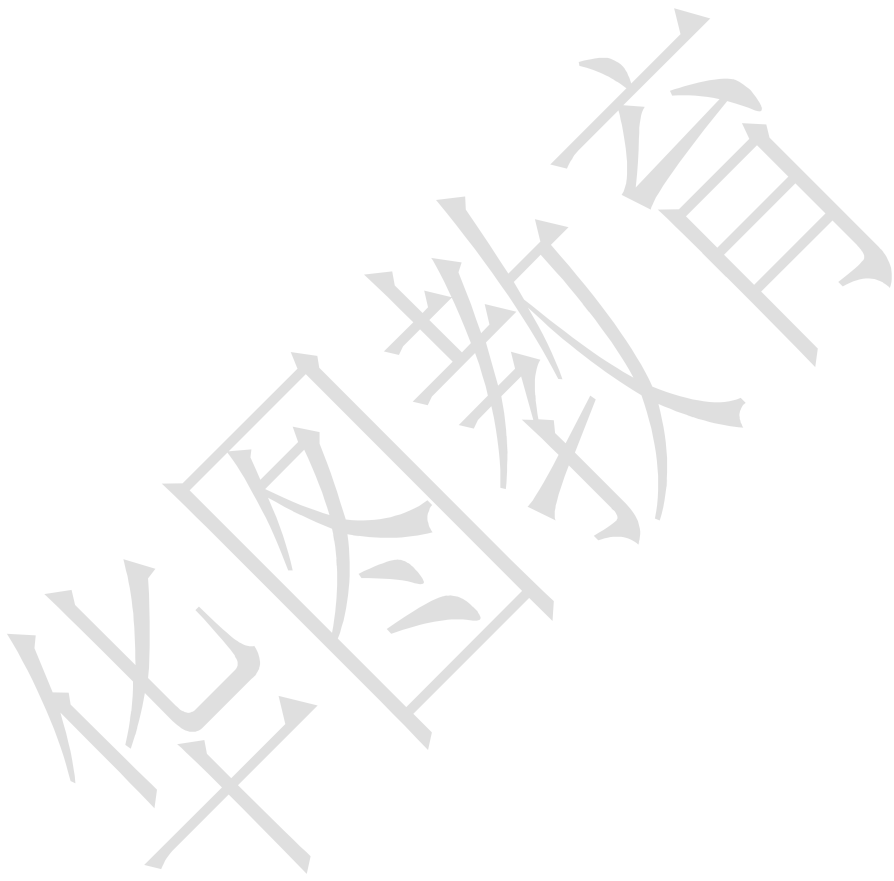
10. _____, I will not buy it.

A. Much as do I like it

B. As much I like it

C. Much as I like it

D. As I like it much



第 23 晚 英语

——成功的一半从导入开始

导入

一、导入，你有什么用？

导入是教师在一个新的教学内容和活动开始时，组织学生进行课前的心理准备和知识准备，引导学生进入学习的行为方式。用正确而巧妙的方法进行导入，可以创造良好的英语氛围，安定学生情绪，激发学生学习兴趣和求知欲望，从而把他们的注意力引导到指定的教学任务和程序中来。

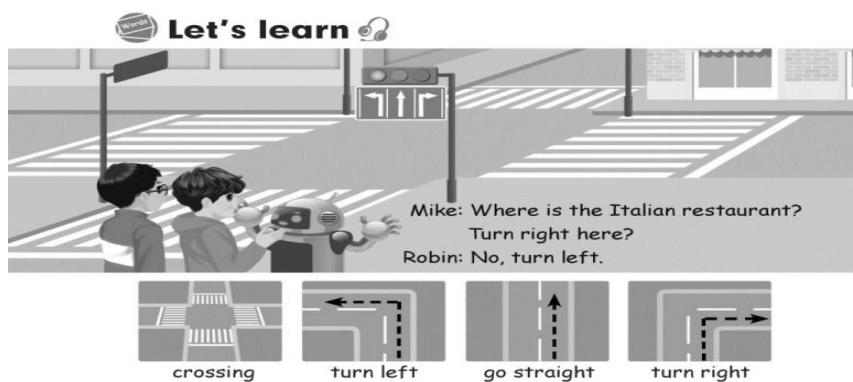
二、导入，我拿你怎么办？

1. 图片、视频、歌曲、谜语、问题导入、头脑风暴、情境创设等。
2. 小学建议用图片、视频、歌曲等；中学建议用问题导入、头脑风暴等。

三、注意事项

1. 导入不要过于复杂，时间适量
2. 方式方法力求新奇、多变、引人入胜，避免刻板、单调
3. 复习内容和形式要针对性强，照顾大多数
4. 不要过多纠错

经典例题




Step 1: Lead-in

Show students a picture the town. The teacher points a place and ask students where it is.

T: Look at the picture. Yes, this is our town. So many places. Look at here, where is it?

【设计意图】通过对小镇图片的介绍，复习了所学场所的名称，帮助学生熟悉了小镇的布局，为后面在小镇中准确找方位做好准备。同时，创设情境，也使学生置身于自己的小镇之中，对这堂课充满了期待。

2a Talk about the pictures below with a partner. How's the weather? What are the people doing?



【导入环节】Lead-in:

1. Brainstorming: What comes into your mind when we talk about holiday?
2. Look at the picture on the textbook

T: Where are they? What are they doing? How's the weather? How do they feel?

【设计意图】激活学生和本课主题相关生活经验背景，培养学生的发散性思维。通过观察课文图片，尝试使用 be doing 谈论图片，为接下来的文本阅读做好了准备。

第 24 晚 英语

——此时彼时，到底何时

时态

一、一般体

(一) 一般现在时

1. 基本用法

(1) 客观真理，客观存在，科学事实，格言或警句。

The earth moves around the sun.

Shanghai lies in the east of China.

(2) 经常性或习惯性的动作，常与表示频度的时间状语连用。

I leave home for school at 7 every morning.

(3) 现在时刻的状态、能力、性格、个性。

Ann writes good English but does not speak well.

(4) 用于图片说明、电影说明、戏剧内容及场景解说等。

Jack passes the ball to John and John catches it. He jumps and casts it into the basket.

2. 特别用法

(1) 下列动词 **come, go, arrive, leave, start, begin, return** 的一般现在时可以表示将来，主要用来表示在时间上已确定或安排好的事情。

The train leaves at six tomorrow morning.

(2) 一般现在时有时也用于某些词和短语 (**hope, take care that, make sure that**) 后的宾语从句中表示将来。

Make sure that you finish your task in time.

(3) 表进行：**here, there** 引导的倒装句。

Here comes the bus.

(二) 一般过去时

1. 基本用法

(1)表示在过去一段时间内,经常性或习惯性的动作。时间状语有: yesterday, last week, an hour ago, the other day, in 1982 等。

Where did you go just now?

Whenever the Browns went during their visit, they were given a warm welcome.

【比较】 Mrs. Black always carried an umbrella.

Mrs. Black always carries an umbrella.

(2)表示过去连续发生的动作,一般句中并没有表示过去的时间状语,通过上下文来体现。

The boy opened his eyes for a moment, looked at the captain, and then died.

2.特别用法

wish, wonder, think, hope 等用过去时,表示试探性的询问、请求、建议等。

I thought you might have some.

3.高频句型

It is time that sb. did sth. “时间已迟了” “早该……了”。

It is time you went to bed. 你早该睡觉了。

would (had) rather sb. did sth. 表示宁愿某人做某事。

I'd rather you came tomorrow. 我宁愿你明天来。

(三)一般将来时

1.祈使句+and/or 并列句结构

Hurry up, or you'll be late.

2.高频词组辨析

(1) be going +不定式,表示将来。

①主语的意图,即将做某事。

②计划,安排要发生的事。

I'm going to go bungee jumping.

③有迹象要发生的事。

It's cloudy outside. It is going to rain.

(2) be +不定式表将来,按计划或正式安排将发生的事。

We are to discuss the report next Saturday.

(3) be about +不定式, 意为马上做某事。

He is about to leave for Beijing.

【注意】不能与 tomorrow, next week 等表示明确将来的时间状语连用。

(4) be doing (现在进行时) 表示按计划或安排要发生的事。

We are leaving for Beijing to carry on an negotiation next week.

(四) 过去将来时

过去将来时的形式为 should/would + 动词原形, 表示对过去某一时间来说将要发生的动作或呈现的状态。

1.过去将来时一般用于主句为过去时的宾语从句中。

He said he would be there before Monday.

We hoped she should not go the next week.

2.过去将来时是一个相对的时态, 立足于过去某时, 从过去的角度看未来。在一定的语境中也可用于其他从句或句子中。

It was a problem whether he would support us.

3.would+动词原形, 过去将来时常可用来表示过去习惯性的动作。此时, 不管什么人称, 一律用 would。

Whenever she had time, she would do some reading.

I would play with them when I was a child.

经典例题

1. I'm calling about the apartment you _____ the other day. Could you tell me more about it?

A. advertised

B. had advertised

C. are advertising

D. will advertise

2. We _____ the manager, but no one _____ his telephone number.

A. could have called; knew

B. could call; had known

C. could have called; had known

D. could call; knew

3. The famous musician, as well as his students, _____ to perform at the opening ceremony of the 2012 Taipei Flower Expo.

- A. were invited
B. was invited
C. have been invited
D. has been invited

4. If nothing _____, the oceans will turn into fish deserts.

- A. doe
B. had been done
C. will do
D. is done

5. Generally, students' inner motivation with high expectations from others _____ essential to their development.

- A. is
B. are
C. was
D. were

6. —Could I use your car tomorrow morning?

—Sure. I _____ a report at home.

- A. will be writing
B. will have written
C. have written
D. have been writing

第 25 晚 英语

——先定个小目标

教学目标

一、教学目标的作用

1. 指导教师对教学方法、技术、媒体的选择和运用；
2. 有助于教学结果的测量与评价；
3. 引导学生的学习目标。

二、确定教学目标的依据

（一）以学生为中心

课堂教学目标要适应学生的年龄、个性、兴趣爱好、认知规律等心理因素，要基于学生目前的经验、知识和能力水平与发展方向、教学环境条件等教育因素。

（二）符合教学规律

课堂教学目标要符合学习的基本原理与教学的基本规律，比如先有语言输入才有语言输出的学习原理。外语教学活动本质上应该是语言实践活动，所以外语知识教学应该服从于语言运用能力的教学规律。

（三）符合课程标准

鉴于考试对于中国学生的重要作用，尤其要注意评价目标是否符合课程标准的理念和要求。另外，不要提高教学目标。比如课程标准要求初中毕业学生掌握 1600 个左右词汇，显然这不是要求学生学会写这 1600 个左右词汇，因为初中英语毕业考试的写作一般只有 100 词左右的要求。所以设置教学目标就不要过高地提升词汇学习要求，而应把词汇分作写作词汇（运用词汇）、阅读词汇（认读词汇）进行教学。

1. 全面性

课堂教学目标要包括不同学习领域全面发展的目标，如认知、情感、能力等领域的目标，要符合语言素质与综合共同发展的要求。

2. 阶段性

教学目标不要把整个中小学阶段的、整个学年的、整个学期的、整个单元的目标设计

为一个课时的目标。一个课时的课堂教学只需要完成一个课时的教学目标。

3.可测性

教学目标的陈述应力求明确、具体，可以被观察和测量，避免用含糊和不切实际的语言。教师需要学习有关目标陈述的相关理论和技术，使教学目标写得清楚、具体。

三、教学目标的具体陈述

教学目标的核心在于目标陈述。教学目标的具体陈述可以分为三维目标，即知识目标、能力目标和情感态度价值观目标，三维目标的三个方面互相联系，融为一体。

（一）知识目标

知识目标是教学的主要部分，是特定的学习者通过教学后所能掌握的基本学科知识。掌握相应的词汇、短语、语法等，侧重于本节课的教学内容。知识目标描述要选择合适 的行为动词来说明学习的类型。例如，“会读”“会写”“比较”“说出.....的名称”“列举”等行为动词。在这些动词后面加上动作的对象，就构成了行为目标中关于行为的表述。

（二）能力目标

能力目标包括两个部分，一方面是基本能力——获取、收集、处理、运用信息的能力、创新精神和实践能力、终身学习的愿望和能力；另一方面是学习过程中的学习方式方法，包括基本的学习方式（自主学习、合作学习、探究学习）和具体的学习方式（发现式学习、小组式学习、交往式学习.....）。能力目标描述要有衡量学习结果的标准，对行为标准做出具体要求，使教学目标具有可测性的特点。如：

- 1.能够用所学词汇和句型进行语言表达。
- 2.能够理解文章并将其表演出来。

（三）情感态度价值观目标





情感不仅指学习兴趣、学习责任、合作精神、文化意识，更重要的是乐观的生活态度、求实的科学态度、宽容的人生态度。价值观不仅强调科学的价值，更强调科学的价值和人文价值的统一；不仅强调人类价值，更强调人类价值和自然价值的统一，从而使学生内心确立起对真善美的价值追求以及人与自然和谐和可持续发展的理念。

【范例】人民教育出版社 七年级 Unit 9 What does he look like? (Section B 1a-1e)

..... UNIT 9

Section
B

1a Match the words with the pictures.







1. d a big nose 3. a small mouth 5. a round face 7. black hair
 2. blonde hair 4. glasses 6. big eyes 8. a long face

1b Make sentences about famous people. Fill in the blanks.

1. Jackie Chan has black hair. 3. wears glasses.
 2. has a round face. 4. has blonde hair.

1c Listen and write Johnny Dean's and Tina Brown's jobs in the chart.



	Johnny Dean	Tina Brown
Job	singer	
Looks like		

1d Listen again. What do Johnny and Tina look like? Complete the chart in 1c.

1e Describe what your favorite singer or athlete looks like.

My favorite singer is John Jackson. He's tall and thin. He has short curly brown hair.

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1.知识目标

- (1) 学生听、读生词: round, face, mouth, ear, nose, blonde。
- (2) 学生理解并会用“What does he look like?”问句提问,用“He wears...” “He has blonde hair.” “He has a big mouth.” “He has big eyes.” “She has a round face.”进行描述。

2.能力目标

- (1) 能熟练地用英语进行对人外表特点的描述。
- (2) 能概括人物的外貌特征并根据人物特征推理出某一人物。
- (3) 能和合作伙伴互相交流，充分交换信息。

3.情感目标

- (1) 通过描述自己、同学、亲人、偶像的外貌，简单地表达自己的观点或好恶，学会交换不同的看法，使学生在人际交往中学会尊重和理解别人。
- (2) 学会赏识，懂得心灵美比外表美更重要。
- (3) 能在小组活动中积极与他人合作，相互帮助，共同完成学习任务，尽情享受学习的乐趣。学会赞美别人，友好地描述别人的形象。

1. Knowledge Objectives

- (1) Students recognize and read the new words: round, face, mouth, ear, nose, blonde;
- (2) Students understand and know how to ask questions with "What does he look like?" and answer with "He wears..." "He has blonde hair." "He has a big mouth." "He has big eyes." "She has a round face."

2. Ability Objectives

- (1) Students can describe one's appearance in English
- (2) Students can infer a certain thing and person by the appearance characteristics.
- (3) Students can communicate with their peers and exchange ideas.

3. Emotional Objectives

- (1) Students can learn to simply express their feelings and attitudes and learn to exchange ideas by describing themselves, classmates, relatives and idols.
- (2) Students can learn to respect each other and get to understand that beauty of mind is more important than outer appearance.
- (3) Students can learn to cooperate with others and help with each other to finish the learning task together. They can enjoy the fun of study and appreciate their peers in a nice manner during the process of study.

第 26 晚 英语

——就是不讲武德

语言学

一、语言学分支

语音学 (Phonetics) 是对发音特征的研究 (the general study of the characteristics of speech sounds or the study of the phonic medium of language)。

音系学 (Phonology) 和语音学一样都是对语音的研究 (the sound patterning and distinctive sound units of a particular language)。

形态学是指对词的内部结构以及构词规则的研究 (the internal structure of words and the rules by which words are formed)。

语义学 (Semantics) 是研究意义的科学。它的理论探讨对象是语言的意义 (linguistic meaning) 或语义, 语义是一般意义的一部分。

语用学 (Pragmatic) 研究语言符号与使用者之间的关系 (the study of meaning in context)。

修辞学 (Rhetoric) 是研究修辞的学问, 修辞是加强言辞或文句效果的艺术手法。

二、语义学

词汇意义关系的研究是词汇语义学的任务之一。词汇之间不仅在词形上相联系而且在词义上也不是彼此孤立的。这种词与词之间的语义关系有同义关系 (Synonymy)、反义关系 (Antonymy)、同音同形异义 (Homophony)、一词多义 (Polysemy)、上下义关系 (Hyponymy) 等。

(一) 同义关系 (Synonymy)

同义关系是指英语中有不少词相互间意思相同或者基本相同, 这样的词之间的关系是同义关系。这样的词是同义词 (Synonyms)。同义现象还可以进一步分为方言同义 (dialectal synonyms, 如: lift & elevator)、文体同义词 (stylistic synonyms, 如: dad & father)、表情意义或评价意义相异的同义词 (synonyms that differ in their emotive or evaluative meaning, 如: collaborator & accomplice)、搭配相异同义词 (collocational synonyms, 如: (accuse &

charge)、语义相异的同义词(semantically different synonyms, 如 rage & indignation)。同义现象经常作为衔接手段用于口语或书面语中。为了避免重复, 在文中作者/说话者需要用同义词来代替前文中所出现过的词。

(二) 反义关系 (Antonymy)

如果两个词意义相反, 那么这两个词的语义关系是反义关系, 这两个词被称为反义词 (Antonyms)。如 up—down。反义词也分为不同的类型: 分级反义、互补反义、互逆反义。

1. 分级反义 (gradable antonyms) 是指两词的语义特征形成对立的两极, 在此两极中可插入表示不同程度的词语, 体现出对立的层次 (Gradability), 如 old—young。

2. 互补反义词是指在语义上相互对立, 彼此排斥, 非此即彼, 非彼即此的一对词语。如 alive—dead。

3. 互逆反义词 (relational opposites.) 是指存在逆转关系的反义词。如: husband—wife, father—son, buy—sell, let—rent, above—below。

(三) 同音同形异义 (Homophony)

同音/形异义词是指具有相同的发音方式或书写方式但其意义不同的词。其包括两类, 即同音异义 (homophones, 如: night & knight)、同形异义 (homographs, 如: tear [n.] vs. tear [v.])。

(四) 一词多义 (Polysemy)

一词多义是指一个词含有几个相联系的意义。例如, head 至少有两个词义: 词义 (1) 为“头部 (人体部位)”; 词义 (2) 为“领导人”。

(五) 上下义关系 (Hyponymy)

上下义关系是一种包含关系。即意义包含在另一个词义中的系统意义关系。上义词支配下义词。如老虎、狮子、大象和狗都是动物 (上义词 superordinate) 一词的下义词 (hyponym)。

三、修辞学

(一) 明喻 (Simile)

明喻是以两种具有共同特征的事物或现象进行对比, 表明本体和喻体的关系, 其基本格式是“A 像 B”, 常用的比喻词有 as, like, as if, as though 等。

I wandered lonely as a cloud.

(二) 暗喻 (Metaphor)

暗喻是根据两个事物间的某些共同的特征, 用一事物去暗示另一事物的比喻方式。本体和喻体之间不用比喻词, 常见表达方式“A 是 B”。

He is a mirror of America.

(三) 转喻 (Metonymy)

转喻是通过相近的联想, 借喻体代替本体, 不出现本体, 直接用比喻事物代替本体事物。转喻和借代类似。

The buses in America are on strike now.

(四) 夸张 (Exaggeration/Hyperbole)

夸张是把事物的特征, 有意地加以夸大或缩小。即采用“言过其实”的表述呈现事物本质。

I have met him a thousand times.

(五) 拟人 (Personification)

拟人就是把无生命的事物当作有生命的事物来描写, 赋予无生命之物以感情和动作或是把动物人格化。

The dog made his decision to hunt for food on his own.

经典例题

1. The rhetorical device used in the sentence *The most effective water power in the world—women's tears is _____*.

- A. irony
- B. hyperbole
- C. inversion
- D. metaphor

2. The rhetorical device _____ is the act of referring to something by the name of something else that is closely connected with it.

- A. simile
- B. metaphor
- C. metonymy
- D. personification

3. The rhetorical device employed in “learning is climbing up a mountain.” is _____?

- A. synecdoche
B. metaphor
C. metonymy
D. hyperbole
4. Which of the following words is the superordinate of animal ____.
- A. plant
B. creature
C. insect
D. dog
5. Which pair makes a sense relation of hyponymy?
- A. banana; apple
B. flower; tree
C. book; novel
D. toilet; bathroom

第 27 晚 英语

——光听不练？耗子尾汁

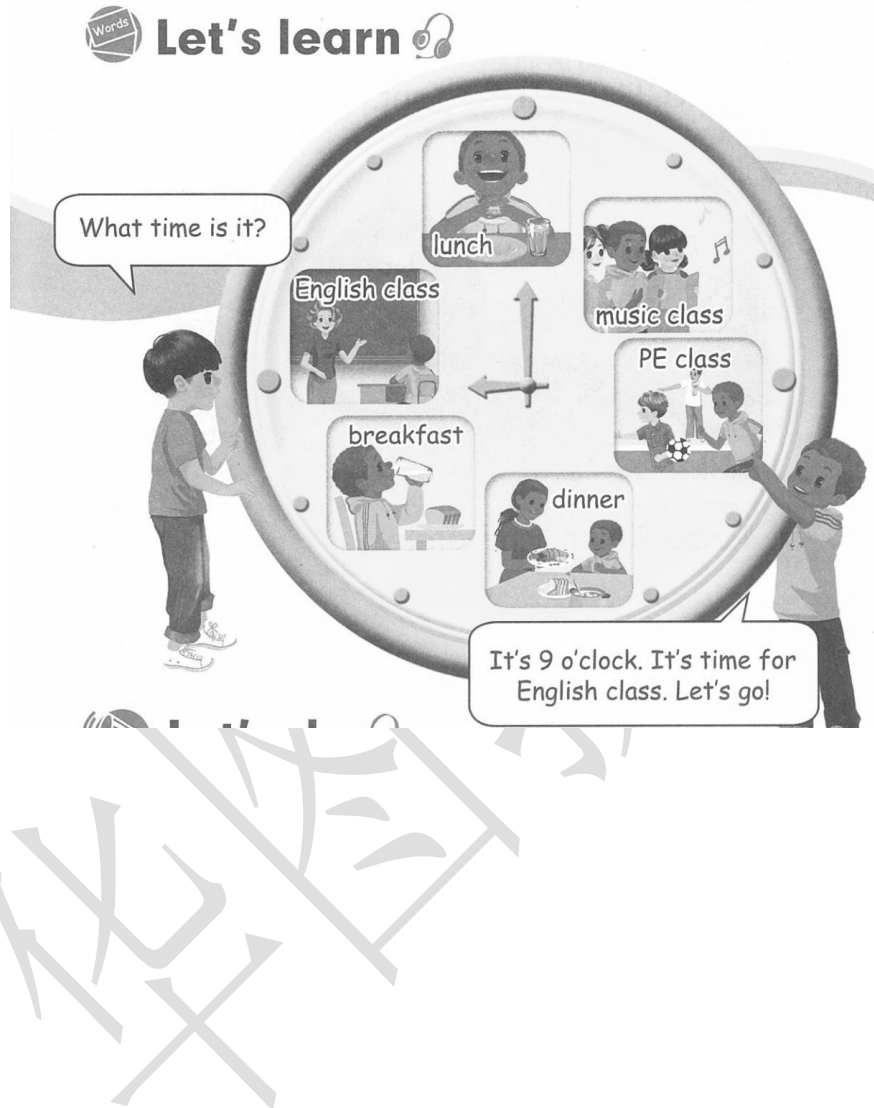
刷题 1

1. The law requires that everyone _____ his car checked at least once a month.
- A. has
B. have
C. had
D. will have
2. He insisted that he _____ really very tired and that he _____ to have a rest.
- A. was; be allowed
B. was; must be allowed
C. should be; must be allowed
D. should be; be allowed
3. If the manager _____ this matter well now, the worker _____ to Africa the day after tomorrow.
- A. dealt with; would be sent
B. dealt with; wouldn't be sent
C. had dealt with; would be sent
D. should deal with; wouldn't be sent
4. If the manager _____ the young man several years ago, he _____ such great contributions from him to the company now.
- A. had fired; wouldn't see
B. fired; wouldn't see
C. fired; would see
D. were to fire; wouldn't see
5. If there hadn't been the Watergate Scandal, Nixon wouldn't have resigned the president and there _____ such a record in our history book now.
- A. wouldn't be
B. would have
C. should have
D. wouldn't have
6. If _____ his internal message now, we _____ the place in the bidding project three days later.
- A. there were; might lose
B. there weren't; might lose

- C. there weren't; might have lost
D. there were; might have lost
7. Dr Bethune worked hard as if he _____.
A. never had felt tired
B. had never felt tired
C. never felt tired
D. was tired never
8. I'd just as soon _____ to the theatre tonight.
A. not going
B. not to go
C. not go
D. that I won't go
9. It is high time that we _____ our homework.
A. finished
B. had finished
C. have finished
D. finish
10. The kind-hearted couple treat the orphan very well as though he _____ their own son.
A. is
B. were
C. had been
D. should be
11. If it _____ too much trouble, I'd love a cup of tea.
A. isn't
B. weren't
C. wasn't
D. hadn't been
12. You didn't let me drive. If we _____ in turn, you _____ so tired.
A. drove; didn't get
B. drove; wouldn't get
C. were driving; wouldn't get
D. had driven; wouldn't have got
13. Sometimes I wish I _____ in a different time and a different place.
A. be living
B. would live
C. were living
D. would have lived
14. I suggested the person _____ to be put into prison.
A. refers
B. referring
C. referred
D. refer
15. _____ the clouds, you would find the airplane in the sky easily.
A. Had it not been for
B. If it were not
C. If it had not been for
D. Were it not for

16. If my lawyer _____ here last Sunday, he _____ me from going.
- A. had been, would have prevented
B. had been, would prevent
C. were, prevent
D. were, would have prevented
17. _____ today, he would get there by Friday.
- A. Were he to leave
B. If he had left
C. Did he to leave
D. Had he left
- 18 Had you listened to the doctor, you _____ all right now.
- A. are
B. were
C. would be
D. would have been
19. The teacher demanded that the exam _____ before eleven.
- A. must finish
B. would be finished
C. be finished
D. must be finished
20. It is imperative that the government _____ more investment into the shipping industry.
- A. attracts
B. shall attract
C. attract
D. has to
21. _____ if I had arrived yesterday without letting you know beforehand?
- A. Would you be surprised
B. Were you surprised
C. Had you been surprised
D. Would you have been surprised
22. He would have finished his college education, but he _____ to quit and find a job to support his family.
- A. had had
B. has
C. had
D. would have
23. The article suggests that when a person _____ under unusual stress he should be especially careful to have a well-balanced party.
- A. be
B. was
C. is
D. were

24. 请为本课设计一个导入活动。



25.如果你为本课设计教案，你会如何导入新课？


Section A

How can we become good learners?

Language Goal:
Talk about how to study

1a Check (✓) the ways you study English. Then add other ways you sometimes study.

<input type="checkbox"/> a. by working with friends	<input type="checkbox"/> e. by asking the teacher for help
<input type="checkbox"/> b. by making word cards	_____
<input type="checkbox"/> c. by reading the textbook	_____
<input type="checkbox"/> d. by listening to tapes	_____



1b Listen. How do these students study for a test? Write letters from 1a above.

_____ 1. Meiping	_____ 2. Peter	_____ 3. Tony
------------------	----------------	---------------

1c Make conversations about how you study for a test.

A: How do you study for a test?
B: I study by working with a group.

1

第 28 晚 英语

——有用的知识又增加了

刷题 2

第一篇

Let's try
What is the weather like today?
Listen and write.

It is _____

Let's talk

Mr Jones: Do you like the music, children?
Mike: Yes. It's very beautiful. What is it?
Mr Jones: *The Four Seasons*. Today we'll draw the seasons. Which season do you like best, Mike?
Mike: Winter. I like snow.
Mr Jones: I like snow, too. Which season do you like best, Wu Yifan?
Wu Yifan: Spring. It's pretty.
Mr Jones: Yes, it is.

Which season do you like best? Ask and answer.

Which season do you like best?

Winter.

Zoom	spring	summer	autumn	winter
				✓

- (1) 假定“spring”是一个生词，你认为怎样向学生呈现这个词的意义最有效?为什么?
- (2) 假定你要为本页的教学内容设计教案，请问教学目标如何设计?
- (3) 任务型教学法在小学英语教学中是一种有效的教学方法，在采取该方法教学时，教师面临的最大挑战是如何设计任务。本页中的第三个活动需要填写表格并练习对话，请解释这项活动的具体内容，如果结合任务型教学法来组织该活动，你将如何设计?

第二篇



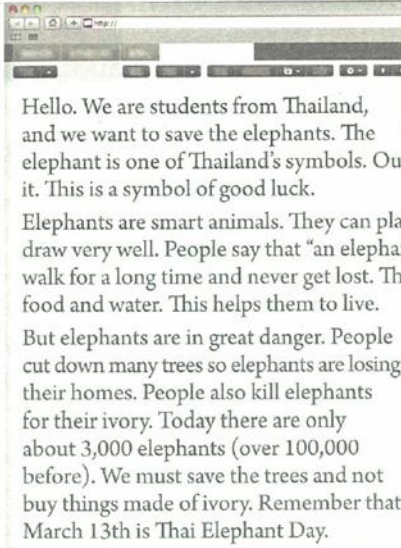
- (1) 假设“exercise”是生词，你认为怎样向学生解释这个词的意义更有效？为什么？
- (2) 假定你要为本页的教学内容设计教案，请问教学目标是什么？
- (3) “Let’s learn”在教材里设计为听力活动，但真实教学中的听力活动可能会涉及到其他技能。假如你在教学中想用“TPR 教学法”，请问：该教学法的英文全称是什么？有什么特点？如何用这种方法来组织“Let’s learn”这个活动？

第三篇

2a Check (✓) the animals that you think are in great danger.

<input type="checkbox"/> lions	<input type="checkbox"/> elephants	<input type="checkbox"/> pandas
<input type="checkbox"/> giraffes	<input type="checkbox"/> koalas	<input type="checkbox"/> tigers

2b Read this website article and check (✓) the best title for it.




What Is an Elephant?
 Come to Thailand
 Let's Save the Elephants
 Elephants Are Good Pets

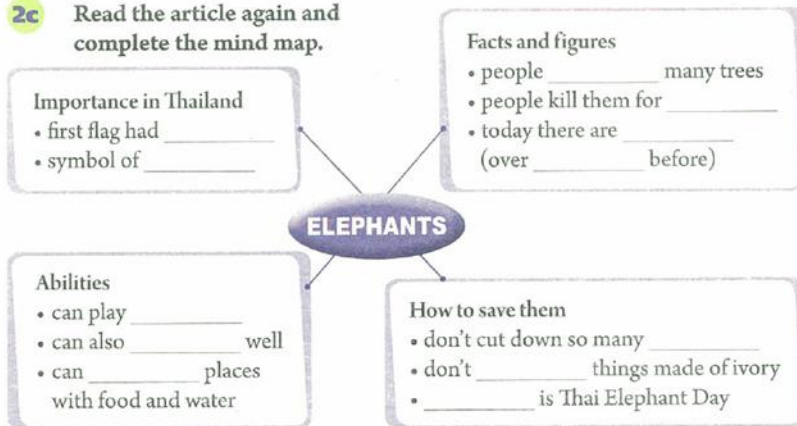
Hello. We are students from Thailand, and we want to save the elephants. The elephant is one of Thailand's symbols. Our first flag had a white elephant on it. This is a symbol of good luck.

Elephants are smart animals. They can play soccer or music. They can also draw very well. People say that "an elephant never forgets". Elephants can walk for a long time and never get lost. They can also remember places with food and water. This helps them to live.

But elephants are in great danger. People cut down many trees so elephants are losing their homes. People also kill elephants for their ivory. Today there are only about 3,000 elephants (over 100,000 before). We must save the trees and not buy things made of ivory. Remember that March 13th is Thai Elephant Day.



2c Read the article again and complete the mind map.



(1) 假定“ivory”是一个生词，你想结合实物用英语向学生解释该词，你会怎么解释。此题用英语作答。

(2) 假定 2b 中的“in great danger”也是一个学生不熟悉的常用表达，你如何呈现它的意义最好？为什么？

(3) 2b 的教学目标是什么？如果结合任务型教学法完成 2b 的教学目标，你会怎么设计？

第 29 晚 英语

——刷题人，刷题魂，刷题都是人上人

刷题 3

时态

1. It's reported that by the end of next month the output of steel in the factory _____ by about 30%.

- A. will have risen
B. has risen
C. will have rising
D. has been risen

2. She ought to stop working; she has a headache because she _____ too long.

- A. had read
B. has been reading
C. is reading
D. read

3. Using AI, many companies are now conducting experiments that _____ possible just a few years ago.

- A. would have been
B. might have been
C. shouldn't have been
D. couldn't have been

4. Through the history of movie-making, Shakespeare's plays _____ for films more than the works of any other writer.

- A. were being adapted
B. would be adapted
C. have been adapted
D. are adapted

5. She _____ be slow, but at least she doesn't make stupid mistakes.

- A. may
B. need
C. must
D. can't

6.—Did Billy and Anna find a way out at last?

—Yes, they _____ a plan and did it.

- A. were working out
B. worked out
C. are working out
D. have worked out

7. —Mike, could you tell me if Mary _____ to my party tomorrow?

—I think she will if she _____ time.

A. comes, has

B. comes, will have

C. will come, has

D. will come, will have

8. —When did you join the Party?

—I _____ the Party for two years.

A. joined

B. have joined

C. have been in

D. have been joined

9. —It's time for you to do your homework, Jack.

—Yes, Mum. I'll turn off the TV as soon as the program _____.

A. ends

B. end

C. will be ended

D. will end

10. Henry will not be able to attend the meeting tonight because _____.

A. he must to teach a class

B. he will be teaching a class

C. he will teach a class

D. he will have teaching a class

11. If you don't like the drink you _____, just leave it and try a different one.

A. ordered

B. was ordering

C. will order

D. had ordered

12. Look at the pride on Tom's face. He _____ to have been praised by the manager just now.

A. seemed

B. seems

C. had seemed

D. is seeming

13. He is very familiar with New York. He _____ there in the past.

A. could be

B. had been

C. could have been

D. had had been

14. It was very kind of you to do the washing-up, but you _____ it.

A. wouldn't have done

B. mustn't have done

C. didn't have to do

D. mightn't have done

15. Unlike some other food-capable 3D printers, the Foodini device _____ from the start to be a specialized food-printing machine.

- A. has designed
B. has been designed
C. would design
D. would be designed

16. —What happened to Bill?

—He _____ really fast when suddenly he ran into a parked car.

- A. had run
B. was running
C. has run
D. has been running

17. —Hello, Rosa! I heard you went to New Jersey.

—I _____ away for a week. But I'm back now.

- A. am
B. have been
C. was
D. had been

18. To my delight, I _____ from hundreds of applicants to attend the opening ceremony.

- A. was chosen
B. was being chosen
C. would choose
D. had chosen

19. Since its start, WeChat _____ into the most popular messaging communication service in China.

- A. has developed
B. developed
C. develops
D. was developing

20. Your name again? I am sorry. I _____ catch it.

- A. doesn't
B. didn't
C. wouldn't
D. won't

21. We _____ to start at once, or we will miss the train.

- A. tell
B. have told
C. will be told
D. are told

22. — Sorry, sir, your car isn't ready yet. It _____ by our workers.

— Oh, my God, when can I come to fetch it?

- A. is repaired
B. has been repaired

- C. is being repaired
D. will be repaired
23. The number of Internet users in China _____ still _____ at present.
A. has; grown
B. will; grow
C. is; growing
D. is; grown
24. The new film The Left Ear _____ by Su Youpeng a few months ago, who is also a famous singer.
A. is directed
B. was directed
C. directed
D. directs
25. There was a strong wind last night and the clouds _____.
A. were blown away
B. will be blown away
C. blew away
D. blow away
26. She will write the report as soon as she _____ the experiment.
A. has finished
B. will have finished
C. finished
D. will finish
27. The sports meeting _____ in our school now.
A. being held
B. is having
C. is holding
D. is being held
- 28.—I'm sure Andrew will win the first prize in the final.
—I think so. He _____ for it for months.
A. is preparing
B. was preparing
C. had been preparing
D. has been preparing
29. Once harm _____ to the environment, it takes years to have the system recovered.
A. does
B. is done
C. will be done
D. be done
- 30.—You don't look well. What's wrong, honey?
—Oh, I _____ too long. Maybe I need to have a rest now.
A. have been working
B. am working
C. had working
D. had been worked

冠词

1. He was playing _____ on the playground when I saw him _____ hour ago.
- A. football; a
B. football; an
C. the football; a
D. the football; an
2. She is _____ unusually impressive speaker.
- A. a
B. /
C. an
D. the
3. They will play _____ basketball instead of _____ piano.
- A. the; playing the
B. /; play
C. the; play the
D. /; playing the
4. Qingdao is _____ most beautiful coastal city and I think I'll go there for _____ second time.
- A. a; a
B. the; a
C. the; the
D. the; /
5. Nowadays, in some western countries, coffee is _____ most popular drink, while tea comes _____ second.
- A. a; the
B. the; the
C. the; /
D. a; /
6. Going on a trip into _____ space must be quite _____ exciting experience.
- A. /; the
B. the; the
C. the; an
D. /; an
7. The method is _____ success and the students have made _____ progress.
- A. a, the
B. 不填, the
C. a, 不填
D. 不填, 不填
8. The driver was a _____ loss when _____ word came that he was forbidden to drive for speeding.
- A. a; the
B. /; /

C. the; the

D. a; /

9. According to _____ announcement by Guangzhou Price Bureau, _____ new measures which have been taken recently are expected to cut the operation costs of each taxi driver by 1280 yuan.

A. the, \

B. an, the

C. \, the

D. an, \

10. Beyond _____ stars, Fei Junlong, the Chinese astronaut, saw nothing but _____ space.

A. /; the

B. the; /

C. /; /

D. the; the

第 30 晚 英语

——完结撒花

刷题 4

倒装

1. _____ that the early men feared it and worshiped it.
- A. So great the power of fire was
B. So great was the power of fire
C. So great the power was of fire
D. So was the power of fire great
2. If you do not go, _____.
- A. neither shall I
B. either do I
C. neither do I
D. so do I
3. We will have the school paper published this week _____ what may.
- A. coming
B. come
C. having come
D. will come
4. Never before _____ so rapidly developing as it is today.
- A. has our country been
B. our country has been
C. has been our country
D. our country has not been
5. We don't need air conditioning, _____.
- A. nor can we afford it
B. neither can afford it
C. and nor we can afford it
D. and we can neither afford it.
6. Not until he left his home _____ to know how important the family was for him.
- A. did he begin
B. had he begun
C. he began
D. he had begun
7. Rarely _____ bright moon.
- A. have I seen a such
B. I have seen such a
C. have I seen such a
D. do I seen such a
8. Hardly _____ Edinburgh when _____ to return to London.

- C. does lie Chongqing
D. does Chongqing lie
16. _____ homework did we have to do that we had no time to take a rest.
A. So much
B. Too much
C. Too little
D. So little
17. For a moment nothing happened. Then _____ all shouting together.
A. voices had come
B. came voices
C. voices would come
D. did voices come
18. So sudden _____ that the enemy had no time to escape.
A. did the attack
B. the attack did
C. was the attack
D. the attack was

语言学

1. The rhetorical device used in the sentence *I've invited millions of people* is _____.
A. irony
B. hyperbole
C. inversion
D. metaphor
2. The rhetorical device used in the sentence *I was scared to death* is _____.
A. hyperbole
B. simile
C. personification
D. metaphor
3. _____ is a language phenomenon in which words sound like what they refer to.
A. Collocation
B. Onomatopoeia
C. Denotation
D. Assimilation
4. The rhetorical device employed in *The thirsty stranger swallowed a mile-high ice-cream cone* is _____.
A. metaphor
B. simile
C. hyperbole
D. irony
5. The superordinate of fruit is _____.
A. vegetable
B. orange

- C. food
D. tropical fruits
6. _____ refers to the study of the internal structure of words and the rules of word formation.
- A. Phonology
B. Morphology
C. Semantics
D. Sociolinguistics
7. The rhetorical device employed in *You are a shooting star* is _____.
- A. metaphor
B. simile
C. hyperbole
D. irony
8. The rhetorical device employed in *I haven't seen you for hundreds of years* is _____.
- A. irony
B. metonymy
C. hyperbole
D. metaphor
9. Which of the following pair of words are close in meaning?
- A. change, alter
B. love, hate
C. son, sun
D. rose lily
10. The relation between "dead" and "alive" is labeled as _____.
- A. polysemy
B. complementarity
C. hyponymy
D. homonymy
11. A _____ is a figure of speech in which a word or phrase denoting one kind of object or action is used in place of another to suggest a likeness or analogy between them.
- A. metaphor
B. simile
C. personification
D. parallelism
12. Which of the following pairs make dialectal synonyms?
- A. dad; father
B. buy; sell
C. flat; apartment
D. animal; cat
13. A _____ is a figure of speech to use human figures to represent a range of natural phenomena, personal qualities, abstract conceptions, and so on.

- A. metaphor
B. simile
C. personification
D. parallelism

14. _____ and “mother” make relational opposites?

- A. woman
B. daughter
C. mummy
D. sister

15. _____ refers to the phenomenon that words having different meanings have the same form.

- A. Polysemy
B. Synonymy
C. Homonymy
D. Hyponymy

16. “Sweets” and “candy” are used respectively in Britain in and America, but refer to the same thing. The words are _____ synonyms.

- A. collocational
B. dialectal
C. complete
D. stylistic

17. A linguistic _____ refers to the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant.

- A. slang
B. euphemism
C. jargon
D. taboo