# 高考英语句型结构题精选范文大全

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*第一篇：高考英语句型结构题精选高考英语句型结构题精选高三英语教研组2024/11/18 1.(1)\_\_\_\_\_ to the left , and you\'ll see the bus stop.(2)\_\_\_\_ to the left , ...*

**第一篇：高考英语句型结构题精选**

高考英语句型结构题精选

高三英语教研组

2024/11/18 1.(1)\_\_\_\_\_ to the left , and you\'ll see the bus stop.(2)\_\_\_\_ to the left , you\'ll see the bus stop.(3)\_\_\_\_ down the radio---the baby\'s sleeping in the next

room.A.Turning

B.To turn

C.Turn

D.If you turn

(2)Tom\'s mother kept telling him that he should

work hard, \_\_\_\_ didn\'t help.A.he

B.which

C.she

D.it 8.(1)The policeman ordered that the car \_\_\_ here.(2)The policeman ordered the car \_\_\_\_ here.A.not to be parked

B.would be parked

C.not be parked

D.must be stopped 9.(1)\_\_\_ an engineer, so he knew how to run the

machine.2.(1)\_\_\_\_ many times, but he still couldn\'t understand the

question.(2)\_\_\_\_ many times, he still couldn\'t understand the

question.(3)\_\_\_\_ me the bad news, he went out of the room sadly.A.Having been told

B.Having told

C.He was told

D.Although he was told 3.(1)Whom would you rather \_\_\_ with you, Tom or Jack ?

(2)There\'s no bus here.We \_\_\_ there on foot.(3)---Where are your parents?

---They \_\_\_ to Shanghai.A.have to go

B.have gone

C.have go

D.have to gone 4.(1)The Party members should do all they \_\_\_\_ those in

trouble.(2)Abraham\'s mother did what she \_\_\_ him.(3)Let\'s go and ask for our teacher\'s advice.He \_\_\_\_\_ us.(4)There is a lot of air in loose snow, which \_\_\_ to keep

the cold out.A.can help

B.can to help

C.could to help

D.can\'t help 5.(1)Nothing could make us \_\_\_ up the hope.(2)Crusoe made a candle \_\_\_ light.A.to give

B.given

C.giving

D.give 6.(1)\_\_\_\_, the old lady was knocked by a car.(2)\_\_\_\_ , a car knocked the old lady down.(3)\_\_\_\_;a car knocked the old lady down.A.While crossing the street

B.While she crossed the street

C.She crossed the street

D.Crossed the street 7.(1)Tom\'s mother kept telling him that he should

work hard, but \_\_\_ didn\'t help.(2)\_\_\_ an engineer, he knew how to run the

machine.A.Being

B.As

C.Like

D.He was

(2)It was at five o\'clock \_\_\_\_ he came to see me.(3)It is five years \_\_\_\_ I left school.(4)It was five years \_\_\_ he joined the army.A.when

B.that

C.before

D.since

truth.(2)Not until I had read your letter \_\_\_\_ the truth.A.did I learn

B.I didn\'t learn

C.that I learned

D.that I had learned

(2)Your eyes want \_\_\_.(3)The boy said, \"I don\'t want \_\_\_.Let me be.(4)I want my eyes \_\_\_ this afternoon.A.examined

B.to examine

C.to be examined

D.examining

---\_\_\_\_\_.(2)The doctor asked Charlie to breathe deeply

and \_\_\_\_.(3)Yesterday I went to the movies, \_\_\_\_.A.So he did

B.so did he

C.So he did too.D.he did so

(2)Is this the house \_\_\_ my father once lived in?

(3)Is this house the one \_\_\_ my father once lived?

(4)Is this the house \_\_\_ my father once lived?

(5)Was it in this house \_\_\_ my father once lived?

A.the one

B.which

C.where

D.that

10.(1)It was five o\'clock \_\_\_ he came to see me.11.(1)It was not until I had read your letter \_\_\_ the

12.(1)I want \_\_\_ your bag.13.(1)---John won the first prize in the contest.14.(1)Is this house \_\_\_\_ my father once lived in?

15.(1)Weather \_\_\_, we\'ll go and pay a visit to your

school.(2)If weather \_\_\_\_, we\'ll go and pay a visit to your

school.A.permits

B.permitted

C.permitting

D.is permitted 16.(1)\_\_\_\_ is well-known that Antarctica is difficult

to reach.(2)\_\_\_\_\_ is well-known, Antarctica is difficult to

reach.(3)\_\_\_ is well-known is that Antarctica is difficult

to reach.A.It

B.Which

C.What

D.As 17.(1)What\'s the way Smith thought of \_\_\_ enough

money to buy the new house?

(2)I\'m thinking of \_\_\_ Tom to repair my bike.A.getting

B.to get

C.being got

D.having got 18.(1)He said in the school where he studied

Japanese \_\_\_\_.(2)He said in the school where he studied

Japanese

there \_\_\_\_.A.were 500 students

B.were not taught

C.had 500 students D.had no good Japanese teachers 19.(1)He said he would use \_\_\_ he had to get a new

car for her.(2)Have you heard \_\_ he had to get a new car for her?

A.that

B.what

C.about

D.which 20.(1)We don\'t allow \_\_\_ in the office because of

the public health.(2)We don\'t allow anyone \_\_\_ in the office

because of the public health.A.to smoke

B.to be smoking

C.smoking

D.smoke 21.(1)My little brother enjoys nothing but \_\_\_ to

the pop music.(2)My little brother does nothing all day but \_\_\_ to

the pop music.(3)My little brother had not choice but \_\_\_ to me.A.listen

B.listens

C.to listen

D.listening 22.(1)Which do you find \_\_\_ to learn, Japanese or

English?

(2)I find \_\_\_ to learn English than Japanese.(3)Marked with numbers, the books can be found

\_\_\_.A.easy

B.easier

C.more easily

D.it much easier

23.(1)\_\_\_ is a fact that English is being accepted as an international language.(2)\_\_\_ is no need for us to discuss the problem again since it has already been settled.(3)\_\_\_\_ is unnecessary for you to explain it to us any more.(4)\_\_\_\_ is at least ten years since I left school.(5)Hurry up!\_\_\_ is going to snow.(6)\_\_\_ is no doubt that he\'ll come.(7)\_\_\_\_\_ is no use arguing with such a man.(8)\_\_\_ is no knowing what may happen in one hundred years\' time.(9)\_\_\_ is going to be an English composition contest this afternoon.A.This

B.That

C.It

D.There 24.(1)No one can stop us \_\_\_\_\_ out our plan.A.carrying

B.to carry

C.from carrying

D.carried

(2)The man stopped a schoolboy \_\_\_ him the way.A.ask

B.asking

C.from asking

D.to ask

(3)Stop \_\_\_, please.Let\'s begin our class.A.to talk

B.talking

C.from talking

D.talk

(4)She reached the top of the hill and stopped

\_\_\_ on a big rock by the side of the path.A.to have rested

B.resting

C.to rest

D.rest 25.(1)I\'m sorry to have kept you \_\_\_ so long.A.waiting

B.to wait

C.waiting for

D.wait

(2)The heavy rain kept us \_\_\_ out.A.from going

B.going

C.to go

D.with going(3)Why do you keep \_\_\_ the same mistake?

A.on making

B.making

C.to make

D.make(4)Your papers must be kept \_\_\_\_ again later.A.to be read

B.reading

C.from reading

D.to read 26.(1)---Do you mind \_\_\_ here?

---Sorry, it isn\'t allowed.A.if I smoke

B.smoking

C.my smoking

D.to smoke

(2)It\'s very cold today.Would you mind \_\_\_\_\_\_

the window?

A.my closing

B.closing

C.if I close

D.to close

(3)Would you mind \_\_\_ for me for f few

minutes?

A.wait

B.your waiting

C.waiting

D.if you wait 27.(1)---Do you have any idea what Jack does all

day ?

---I know he spends at least as much time

watching TV as he \_\_\_\_.A.writes

B.is writing

C.does writing

D.does to write

(2)He spent the whole vacation \_\_\_\_ the novel.(3)You should have made good use of the time

you spent together \_\_\_ the matter.A.discuss

B.discussed

C.discussing

D.to discuss 28.(1)I know it isn\'t important but I can\'t help \_\_\_

about it.A.think

B.to think

C.thinking

D.to thinking

(2)I know it isn\'t important but I can\'t help but

\_\_\_\_ about it.A.think

B.to think

C.thinking

D.to thinking

(3)You\'d better not smoke.It can\'t help \_\_\_ rid

of your cold.A.get

B.to get

C.getting

D.but get

(4)I\'m too busy , so I can\'t help \_\_\_ the room.A.to cleaning

B.cleaning

C.clean

D.to clean 29.(1)It will take the workers three times as little as

they used to \_\_\_ a bridge.(2)Bamboo can be used to \_\_\_ a bridge.A.to build

B.build

C.building

D.be built

(3)He has got used to \_\_\_ in the city after living

there for about five years.A.live

B.living

C.be living

D.be lived

(4)They used to \_\_\_ tennis, didn\'t they?

A.playing

B.play

C.played

D.be playing 30.(1)We are looking forward to \_\_\_ from you soon.A.hear

B.be hearing

C.hearing

D.be heard

(2)The day we were looking forward to \_\_\_\_ at

last.A.come

B.coming

C.is coming

D.came 31.(1)Would you be so kind \_\_\_\_to help me with

my English?

(2)Would you be kind \_\_\_ to help me with my

English?

A.as

B.enough

C./

D.so

32.(1)---\_\_\_\_ do you like the book ?

---It\'s quite different from the one I read last

week.(2)---\_\_\_ do you like about China?

---The people and the food.(3)\_\_\_\_ do you think of the film we saw last

night?

(4)\_\_\_\_ do you find our visit to Qingdao ?

A.How

B.What

C.Which

D.When 33.(1)I prefer to watch TV at home rather than \_\_\_

to the movies.(2)I prefer watching TV at home to \_\_\_ to the

movies.(3)I\'d like watch TV at home instead of \_\_\_ to

the movies.A.go

B.going

C.to go

D.to going

(4)I don\'t want to go to movies.\_\_\_, I want to

watch TV at home.A.Instead of

B.Rather than

C.Instead

D.Rather 34.(1)The box is \_\_\_ heavy that

I can\'t lift it.(2)The box is \_\_\_ heavy for me to lift.(3)The box is not light \_\_\_ for me to lift.A.very

B.so

C.too

D.enough 35.(1)\_\_\_\_ does this dictionary cost?

(2)\_\_\_\_ is the price of this dictionary?

(3)\_\_\_\_ is the dictionary worth?

(4)\_\_\_\_ is the dictionary?

A.What

B.How much

C.How

D.How many 答案:

1.C、A和D、C 2.C、A和D、B 3.C、A、B 4.B、C、A、A

5.D、A

6.A和B、B、B

7.D、B

8.C、A和C、9.D、A和B

10.A、B、D、C

11.C、A

12.B、C和D、C、A和C 13.A、A和D、B 14.A、B和D、C、C、D 15.C、A

16.A、D、C

17.B、A

18.B、A 19.B、A 20.C、A

21.D、A、C

22.B、D、C 23.C、D、C、C、C、D、C和D、D、D 24.A和C、D、B、C

25.A、A、A和B、A 26.A和C、A和B和C、C

27.C、C、D 28.C、A、A、C

29.A、B、B、B

30.C、D

31.A、B

32.A、B、B、A 33.A、B、C、C

34.B、C、D

35.A和B、A、B、B

**第二篇：英语句型结构**

英语句型大全手册－详尽版 1.疑问句型 what is this? 结构︰问句：what＋be 动词＋this（that„）？

答句：this（that„）＋be 动词＋a book（pen„）。

说明︰此句型意为“这（那）是什么？这（那）是书（钢笔„）”。what（什么）叫做“疑问词”，用于询问“事物”，通常放在句首，后接 be ，再接，第一个字母 w要大写，句尾要加问号(?)，位置不可排错。

what is this? this is a chair.这是什么？这是一张椅子。what’s this? it’s a book.这是什么？它是一本书。

what is that? that is a desk.那是什么？那是一张书桌。what are these? 结构︰问句：what are＋these／those„？

答句：these／those are＋复数名词（＋s／es）。

说明︰与的形式要一致，is 后面接单数，are 后面要接复数。what are these? these are books.这些是什么？这些是书。what are those? those are cups.那些是什么？那些是茶杯。what are they? they are glasses.它们是什么？它们是玻璃杯。what are you? 结构︰问句：what＋be 动词＋主词（人）„？

答句：主词＋be 动词＋a student„。

说明︰此句型意为“你是做什么事情的？我是学生„”。疑问词 what 除了询问事物之外，还可用于询问“人的职业或身分”。be 随的变化而改变形态，如：i am，we are，you are，he is„。what are you? i am a student.你是做什么事情的？我是一名学生。

what is she? she is a teacher.她是做什么事情的？她是一名教师。are you a...? 结构︰问句：be 动词（am，are，is）＋主词＋„？

肯定简答：yes，主词＋am（are，is）。

否定简答：no，主词＋am（are，is）not。

说明︰在否定中，和 am，is，are 可以缩写；在肯定中则不可。is he a student? yes, he is.(no, he isn’t.)他是学生吗？是的，他是。（不，他不是。）are you a teacher? yes, i am.(no, i’m not.)你是教师吗？是的，我是。（不，我不是。）is that a clock? yes, it is.(no, it isn’t.)那是钟表吗？是的，它是。（不，它不是。）what is your name? 结构︰问句：what＋is＋所有格＋name? 答句：所有格＋name＋is＋名字。

说明︰“my，your，his，her”为单数人称的；后面必接，即“＋”；不可与 a，an，this，that，these 或 those 紧接一起使用。

what is your name? my name is sue.妳叫什么名字？我的名字叫苏。what is his name? his name is john.他叫什么名字？他的名字叫约翰。what is her name? her name is jean.她叫什么名字？她的名字叫珍。who is that...? 结构︰问句：who＋be 动词＋that＋形容词＋名词？

答句：that is＋名字。

说明︰who 是，询问人的“姓名”或“关系”；将直接放在前面，叫做“前位修饰”。who is that short boy? that is bill.那位矮男孩是谁？那位是比尔。

who is that tall girl? that is mary.那位高女孩是谁？那位是玛丽。who is that fat man? he is my uncle.那位胖男子是谁？那位是我叔叔。where is...? 结构︰问句：where＋be 动词（am，are，is）＋主词„？

答句：主词＋be 动词＋in the＋名词„。

说明︰问句是“where...?”，简答时可用“in／on the＋”。where is sue? she is in her room.苏在那里？她在她的房间里。where are your books? on the desk.你的书在那里？在书桌上。

where is your mother? she is in the kitchen.你妈吗在哪里？她在厨房里。are you v-ing...? 结构︰am（are，is）＋主词＋现在分词„？

说明︰此句型意为“（人，物）正在„吗？”。这一转换的三要素是：be 移到句首；改为大写；句尾用问号。is mary sleeping?玛丽正在睡觉吗？ are you reading a book?你正在看书吗？ is the dog playing?小狗正在玩耍吗？ what are you doing? 结构︰问句：what＋am（are，is）＋主词＋现在分词？

答句：主词＋am（are，is）＋现在分词„。

说明︰“（人）正在做什么？（人）正在„”。注意：的动词只能用原形，不可造；表示“瞬间产生”的动作的，如 sit down，stand up，不可造。what am i doing? you are reading a book.我正在做什么？ 你正在阅读一本书。

what are the girls doing? they are singing.姑娘们正在做什么？ 她们在唱歌。what is bill writing? he is writing a letter.比尔在写什么？ 他在写一封信。how old are you? 结构︰问句：how old＋be 动词＋主词（某人）？

答句：主词（某人）＋be 动词＋year(s)old。

说明︰此句型意为“某人几岁？某人是„岁”。该句型中，要用 how，不可用 what；且 be （am，is，are）要和后面的(某人)配合；答句中的“year(s)old”可以省略。

how old are you? i am twelve(years old).你几岁？我十二岁。

how old is your sister? she is thirteen years old.你的姊妹几岁？她十三岁。how old is john? he is one year old.约翰几岁？他一岁。what time is it? 结构︰问句：what time is it？

答句：it is＋数字＋o’clock。

说明︰此句型意为“现在是几点钟？现在是„点钟”。问句中 what 当，修饰后面的 time；time 当时间解时，只能用单数，不可用复数。what time is it? it is ten o’clock.现在是几点钟？现在是十点钟。what time is it? it is six o’clock.现在是几点钟？现在是六点钟。what time is it? it is nine o’clock.现在是几点钟？现在是九点钟。do you + v...? 结构︰问句：do／does＋主词＋原形动词„？

肯定简答：yes，主词＋do／does。

否定简答：no，主词＋don’t／doesn’t。

说明︰肯定句中，如有一般（speak，work，teach„），则在句首加 do 或 does，并将一般改为原形（不加s或es），即构成。

do you speak english? yes, i do.(no, i don’t.)你讲英语吗？是的，我讲英语。（不，我不讲英语。）

does she have a cat? yes, she does.(no, she doesn’t.)她有一只猫吗？是的，她有一只猫。（不，她没有一只猫。）do they work in office? yes, they do.(no, they don’t.)他们在办公室里工作吗？是的，他们在办公室里工作。（不，他们不在办公室里工作。）what time do you + v...? 结构︰问句：what time＋do／does＋主词＋原形动词„？

答句：主词（某人）＋一般动词„＋时间。

说明︰此句型意为“某人几点做某事？” do 或 does 的选择依而定，若为第三人称单数，用 does；其它用 do。

what time do you get up? i usually get up at six.你几点起床？我通常六点起床。what time does he go to bed? he usually goes to bed at ten.他几点就寝？他通常十点就寝。what time does your class begin? it begins at eight-ten.你的课几点开始？八点十分开始。what day is today? 结构︰问句：what day is today？

答句：it’s＋sunday／monday／„。

说明︰此句型意为“今天是星期几？今天是星期日／星期一／„。”it 可用于指“星期的名称”，但 this或 that 不可以；一星期七天的名称，都是，开头的首字母要大写，前面不加。

what day is today? it’s sunday.今天是星期几？今天是星期日。what day is today? it’s wednesday.今天是星期几？今天是星期三。what day is today? it’s saturday.今天是星期几？今天是星期六。how many n are there...结构︰问句：how many＋复数名词＋are there in／on＋名词？

答句：there is／are＋单数（复数）名词＋in／on＋名词。

说明︰此句型意为“在某处有多少„？在某处有„。”该句型中，many 修饰复数；又因本句型是 ，故用 are there，不可用 there are。how many seasons are there in a year? there are four seasons in a year.一年有几个季节？ 一年有四季。

how many days are there in a week? there are seven days in a week.一星期有几天？ 一星期有七天。

how many lessons are there in this book? there are twelve lessons in this book.这本书里有几课？ 这本书里有十二课。how many...do you have? 结构︰问句：how many＋复数名词＋do／does＋主词＋have？

答句：主词＋have／has„＋复数名词＋„。

答句：主词＋don’t／doesn’t have„＋复数名词„。

说明︰“how many”后面接复数，复数的前面可用 many，a lot of，a few，some，few，any，no 等修饰。

how many books do you have? i have a lot of books.(i don’t have any books.)你有几本书？ 我有许多书。（我没有书。）how many sweaters do you have? i have three sweaters.(i don’t have any sweaters.)你有几件毛衣？ 我有三件毛衣。（我没有毛衣。）

how many friends does she have? she has a lot of friends.(she doesn’t have many friends.)她有几个朋友？ 她有许多朋友。（她没有许多朋友。）how much...do you have? 结构︰问句：how much＋单数不可数名词＋do／does＋主词＋have？

答句：主词＋have／has„＋单数不可数名词。

答句：主词＋don’t／doesn’t have„＋单数不可数名词。

说明︰“how much”后面接单数，单数前面可用 much，a little，some，little，any，no 等修饰。

how much tea does he have? he has a lot of tea.(he doesn’t have any tea.)他有多少茶？ 他有很多茶。（他没有茶。）

how much homework do they have? they have a lot of homework.(they don’t have much homework.)他们有多少家庭作业？ 他们有许多家庭作业。（他们没有许多家庭作业。）how much fruit do they have? they have a lot of fruit.(they don’t have a lot of fruit.)他们有多少水果？ 他们有许多水果。（他们没有许多水果。）how much do(es)...cost? 结构︰how much do（es）＋某物＋cost„？

说明︰此句型意为“某物值多少钱？”。how much 用来询问商品的价格。还可以写作：“how much＋ be ＋某物？。

how much do the movie tickets cost? 这些电影票值多少钱？ did...v...结构︰did＋主词＋原形动词＋„过去时间？

说明︰将肯定句中的过去式改为“did＋原形”，并将 did 放在句首，句尾用问号，即构成过去式的。

did he clean the room yesterday? 他昨天打扫房间吗？ did she wash the skirt yesterday? 她昨天洗这裙子吗？

did your brother play in the park this morning? 你弟弟今天上午在公园玩耍吗？ did he eat lunch yesterday? 他昨天吃午饭吗？

did you see any elephants in the zoo last week? 上星期你在动物园里看到大象了吗？ did sue have her breakfast at eight? 苏在八点钟吃过早餐了吗？ do you ever + v...? 结构︰问句：do／does＋主词＋ever＋原形动词„？

答句：no，主词＋never＋一般动词（加s或es）„。

说明︰ever 通常用于，never 通常用于否定回答；never 也可放在句首，后接原形 ，形成否定，如例句4。

你曾经使用计算机吗？不，我未曾使用过计算机。

does tom ever get up late? no, tom never gets up late.汤姆曾经晚起床吗？不，汤姆未曾晚起床过。

does sally ever play the piano? no, sally never plays the piano.萨莉曾经弹钢琴吗？不，萨莉未曾弹过钢琴。

never be late for school, bill.比尔，上学绝不可迟到。what year was he born in? 结构︰what date／year＋was／were＋主词＋born＋on／in？

说明︰此句型意为“你出生于几月几日（那一年）？”。born 是 bear 的过去，在文法上当

，前面常有 was 或 were；中文说“某人出生”，英语应说：“某人＋was／were born„”。what year were you born in? 你出生于那一年？ what date was your mother born on? 你母亲出生于几月几日？ what month was your sister born in? 你妹妹出生于几月？ what will you do on...? 结构︰what will／did＋主词＋do＋on＋时间？

说明︰此句型意为“某人在某时间将做什么？（未来式）某人在某时做了什么事？（过去式）”。指特定的日期（如几月几日）、星期几或星期几的早上（下午，晚上），要用介系词on。

what will you do on teacher’s day? 你在教师节将做什么事？ what will they do on christmas eve? 他们在圣诞夜将做什么事？ what will helen do on her birthday? 海伦在她生日那天将做什么事？ what did john do on new year’s day? 约翰在元旦做了什么事？ what did mary do on youth day? 玛丽在青年节做了什么事？

what did the suspect do on july ninth? 嫌疑犯在七月九日做了什么事情？ how do you + v...? 结构︰问句：how＋do＋主词＋一般动词„？ 答句：主词＋一般动词„＋情状副词。

说明︰how 是问情况的，表示“怎样„？”。用于说明“状态或性质”的副词，称为 。当用来修饰时，位于其后；当用来修饰时，位于的前面或后面。

how did you do your work? i did my work happily.你怎样做你的工作？ 我很快乐地做了我的工作。

how did mrs.lin look at mr.lin? she looked at mr.lin coldly.林太太怎样注视林先生？ 她冷漠地注视林先生。

how does mr.wang drive his taxi? he drives his taxi carefully.王先生怎样驾驶他的出租车？ 他小心地驾驶他的出租车。you are..., aren’t you? 结构︰肯定句，＋否定式助动词＋主词？

说明︰这是一种反意，其结构特点是：第一部分是肯定式，第二部分就用否定式。直述句的是时，附加问句的要用代替：it 代替 this，that，(当)或(当)等；they 代替 these，those，people 等。下列的否定缩写式较易弄错：will not－>won’t；would not－> wouldn’t；should not－>shouldn’t；can not－>can’t；could not－>couldn’t； might not－>mightn’t；ought not－>oughtn’t。直述句有一般现在式，则附加问句用 do 或 does 代替；有一般过去式，则附加问句用 did 代替。they’re ready, aren’t they?（读降调）他们准备好了吧？（读升调）他们准备好了，不是吗？ mike has a car, doesn’t he?（读降调）麦克有辆车，是吧？（读升调）麦克有辆车，不是吗？ the secretary typed the letter, didn’t she?是秘书打了这封信，不是吗？

they will go to europe, won’t they?他们将去欧洲，不是吗？ you are the teacher, aren’t you?你就是老师，不是吗？

i suppose you have been in our woods, haven’t you?我推想你在我们的森林里呆过，不是吗？ i know he had a good time last night, didn’t he? 我知道他昨天晚上玩得很愉快，不是吗？ the wall plug is broken, isn’t it?墙上的插座坏了，不是吗？ clean parks are beautiful, aren’t they? 干净的公园是美丽的，不是吗？ you can do it, can’t you? 你会做它，不是吗？

we should rise early, shouldn’t we?我们应该早起，不是吗？ he isn’t..., is he? 结构︰否定句，＋肯定式助动词＋主词？

说明︰这是另一种反意。否定结构在第一部分，第二部分就要用肯定结构。对反意的回答篇二：英语常用基本句式和句型结构

英语常用基本句式和句型结构

【要点归纳】

▲英语句式绝大多数以s+v(主语+谓语)结构为核心架构。英语是sv型语言。即以s+v(主语+谓语)结构为主干，以谓语动词为核心。

▲一般来说，一个英语句子若没有谓语动词（实义动词或系动词），这个句子一定是错误的。

▲英语句子的谓语只能由动词来充当，动词在英语句子中如果不充当谓语就必须用非谓语形式（动名词、不定式或分词）。但汉语句子的谓语既可以是动词，也可以是形容词、名词等。

如：the prices are stable and the market is flourishing.to study english is not easy.study english not easy.(×)▲汉语句法的显著特点是“动词连用”，动词不需要形态变化，便可以按时间和动作发生先后顺序和情节发展连续使用几个动词。一个英语句子，除并列谓语的情形外，只能出现一个谓语，否则须用其他手段处理：

★ 变为非谓语形式

★ 连词连接 ﹛并列连词（并列谓语；并列句）

★ 从属连词→引出从句

★ 用名词或介词来表示

▲汉语“动词连用”有两类，一类是由一个主语发出的连续几个动作，叫连动式；一类是由谓语的两个动作，前一个动词的宾语是后一个动词的主语，即两个动词不是由一个主语发出的，称作兼语式。请看：

一）连动式 英语中没有汉语这种连动式，表达先后关系的几个动词，可用and连接或用分词结构。如：

我打开门走进来。

i opened the door and came in.(opening the door, i came in.)二）兼语式

如：“他请我到他家来做客。”“我”是“请”的宾语，又是“到他家来做客”的主语。也就是说“我” 身兼两职。英语句式表达汉语兼语式有以下几种方式：

1)将兼语式的第二个动词转化为英语的宾语补足语，常用不定式，有时用不带to的不定式，或分词，副词，形容词，名词，介词结构等。对于第一个动词，汉语中常用的动词有“使”、“叫”、“请求”、“让”、“迫使”、“导致”、“要求”、“命令”、“促进”、“鼓励”等，在英语中均有对应的动词（make, ask, beg, have, force, cause, demand, order, help, encourage等）。如：

he invited me to dinner in his house.▲在sv总句式基础上，根据谓语动词的类型不同，可总结出下五大句型：[s1] ⑴ 主语+系动词+表语she seems kind.a.the soup is delicious.(形容词作表语)b.helen became an electrical engineer.(名词作表语)c.he is in good health.(介词短语作表语)d.the story is interesting.(现在分词作表语)⑵ 主语+不及物动词 he changed a lot.a.the moon shines brightly.(一般现在时)b.the car won’t go.(一般将来时)c.the child behaved badly at the party.(主语+不及物动词+程度状语+地点状语)d.production declined 6% last month.(一般过去式)e.they will fly to london.(主语+不及物动词+地点状语)⑶ 主语+及物动词+宾语 we love our country.a.we visited our friends.(名词作宾语)b.i am considering going abroad.(动名词作宾语)c.he can not afford to take a taxi.(动词不定式作宾语)d.he caught her by the arm.(动词+宾语+介词短语作方式状语)⑷ 主语+及物动词+间接宾语（人）+直接宾语（物）

或 主语+及物动词+直接宾语（物）+to +间接宾语（人）+for+间接宾语（人）

he gave me a present.(he gave a present to me.)a.he often tells the children interesting stories.b.he assigned jack the toughest job.c.i paid the repairman 50 dollars.d.he sent some flowers to his girlfriend.e.my mother made a new dress for my sister.f.ill tell you what ive been thinking.(宾语从句)g.i assure you that this medicine will help you.(宾语从句)h.youve got to promise me that you wont do that again.(主及宾结构+不定连接+主及宾宾)⑸ [/url]主语+及物动词+宾语+宾语补足语 i found the book interesting.[s2] a.his writing has made him a well-known public figure.(名词作宾补)b.they found the book easy.(形容词作宾补)c.i can see two ships in the harbor.(介词短语作宾补)d.he kept me waiting too long.(现在分词作宾补)e.i have my hair cut every month.(过去分词作宾补)f.they wanted him to study abroad.(动词不定式作宾补)g.will you tell me how to do it? h.we advised her which course to take.[s1] 五种基本句型歌 英语句子万万千，五大句型把线牵。句型种类为动词，后接什么是关键； 系词后面接表语； vi独身无牵连； vt又可分三类，单宾双宾最常见，还有宾语补足语； [s2] 1.jim finds his job a challenge.［宾补为n.］ 2.i found the movie interesting.［宾补为adj.］ 3.why did you leave the light on?［宾补为adv.］ 4.we found her in tears.［宾补为介词短语］

5.they encouraged her to try again.［宾补为不定式］ 6.my mother told me not to worry.［宾补为不定式］

7.we heard someone knocking on the door.［宾补为v-ing］ 8.do you smell something burning?［宾补为v-ing］

10.you should make yourself understood.［宾补为v-ed］篇三：英语句型大全 1.s(主）+ vi（不及物动词）（谓）time flies.1)s + v + adverbial(状语）birds sing beautifully.2)s + vi+ prep phrase（介词短语）he went on holiday.3)s + vi+ infinitive(不定式）we stopped to have a rest.4)s + vi+ participle(分词）ill go swimming.2.s(主）+ vt（及物动词）（谓）+ o（宾）we like english.1)s + vt + n/pron i like music.i like her.i want to help him.常用于这句型的动词有：attempt, dare, decide, desire, expect, hope, intend, learn, need, offer, pretend, promise, propose, purpose, refuse, want, wish等。3)s + vt + wh-word + infinitive i dont know what to do.常用于这句型的动词有：ask, consider, decide, discover, explain, find out, forget, guess, inquire, know, learn, observe, remember, see, settle, tell, think, understand, wonder等。

4)s + vt + gerund i enjoy living here.常用于这句型的动词有：admit, advise, avoid, consider, defend, enjoy, excuse, finish, forbid, mind, miss, practise, risk, suggest, give up, cant help等。5)s + vt + that-clause i dont think(that)he is right.3.s(主）+ v（谓）（lv)(系动词）+ p（表）we are chinese.1)s + lv + n/pron(名词/代词）he is a boy.this is mine.2)s + lv + adj（形容词）she is beautiful.3)s + lv + adv(副词）class is over.4)s + lv + prep phrase he is in good health.5)s + lv + participle(分词）he is excited.the film is interesting.4.s(主）+ vt（谓）+ in o（间接 宾）i give you help.1)s + vt + n/pron + n（直接 宾）+ d o i sent him a book.i bought may a book.2)s + vt + n/pron + to/for-phrase he sent a book to me.he bought a coat for me.间接宾语前需要加to 的常用动词有：allow, bring, deny, do(带来），give, grant, hand, leave, lend, offer, owe, pass, pay, permit, promise, read, refuse, render, restore, sell, send, show, teach, tell wish, write等。

间接宾语前需要加for 的常用动词有：bring, buy, cash, choose, fetch, get, leave, make, order, paint, play(演奏），save, sing, spare等。5.s(主）+ vt（谓）+ o（宾）+ o c（宾补）i make you clear.1)s + vt + n/pron + n we named our baby tom.常用于这句型的动词有：appoint, call, choose, elect, entitle, find, make, name, nominate(命名）。

2)s + vt + n/pron + adj he painted the wall white.常用于这句型的动词有：beat, boil, cut, drive, find, get, hold, keep, leave, like, make, paint, see, set, turn, want, wash, wipe, wish等。3)s + vt + n/pron + prep phrase she always keeps everything in good order.4)s + vt + n/pron + infinitive i wish you to stay.i made him work 5)s + vt + n/pron + participle(分词）i heard my name called.i feel something moving.常用于这句型的动词有：catch, feel, find, get, have, hear, imagine, keep, leave, listen to, look at, notice, observe, perceive, see, set, smell, start, watch等。

**第三篇：高考英语必备句型**

语文答题有技巧的。当初高考语文一百三多，每次模考一百二以上，从未失手。现在给高中的学子传授答题经验～这些是只会念答案老师不会讲的，想听的进。保证语文成绩有提高。古诗看到题之后一定先分类，分成唐诗、宋诗、豪放词、婉约词。不同的类型回答时内容是不一样的。因为唐诗是以情入诗，宋诗是以理入诗。比方我们正常生活中表达思乡，成天把思乡挂在嘴边是低级的表达情感的表现。写景才是王道，比方写明月，进而写到家乡的月～比方写捧起家乡的黄土狂吻。这比单纯的语言表达强多了。请同学们记住，唐诗都是以景写情，触景生情的。反应到答题上，你要记得这样几句话。写上了老师绝对给分：以景写情，触景生情，诗人通过对某某景物的描写表达了某某感情，情景相生，使无形的人的愁思有形化，使有形的景色沾染了诗人的主观感受 下面举例子，最后总结唐诗得分三步走 “琵琶起舞换新声，总是关山旧别情。廖乱边愁说不尽，高高秋月照长城”这是唐诗啊！更进一步是边塞诗，我们通过后两句来体现怎么答题

一般出题格式是这样的：某句写的好不好，好在哪里，去掉行不行之类的。这是历年出题的唯一套路，其他出题方法和这个是等价的，因为他让你回答的内容是一定的。这里举例，上诗中后两句表达好在哪里？，通过对本题的解答说明答题的三步走战略 答古诗题，在卷面上写出来的东西第一步是翻译。第二部是叙述好在哪，第三步是总述 第三步综述：这样描写情景相生，需的情实的景虚实相生。更富有感染力。答题完毕 第一部翻译：诗人前一句通过廖乱和边愁两个字描写主观感受，后一句秋月长城是对边塞景物的捕捉与描写 第二部好在哪：诗人通过对秋月长城萧索空阔景物的描写使无形的作者的边愁有形化，跃然纸上更富有感染力。诗有形的边塞景物沾染了作者浓烈的愁思。总结起来，答题点得分点给分点有三个，这三部打全了，老师不敢扣分。第一个得分点就是找到诗人写景的句子或词，进行简单的翻译，说明写的是什么景，表达的是什么情。例子中抓住的是秋月长城，是边塞的景，情是廖乱的情是边愁。紧扣边塞的景，边愁第一部的分就得到有形的景（答题时具体写出是什么景，如秋月长城）与无形的愁相结合，使作者无形的愁思有形化更形象更感人，使有形的景物沾染了诗人的主观愁思 语文的作用就是让我们学会一个字 扯 如果多加一个字 那就是 蛋 第三步更重要、告诉批卷的：总结起来，诗人的表达技巧是情景相生虚实相生，写作方式是触景生情 我们现在进行唐诗的扫尾工作。再叙述叙述出题人的出题方式，和在三步走基础上的不同答题技巧 关于第一个题眼，就是找到写景的最传神的那个字呗。比方用烂了的例子春风又绿江南岸“然后翻译这句所在的句子，然后走我的第二部和第三步” 这是从写景上出题。下一个主观感受，是从抒情上出题，先说明作者表达的是什么感情。再接第二部第三步 有时候更简单，三步走里只问你一步。比方两个诗歌的对比杜牧的包羞忍耻是男儿和王安石的江东子弟今虽在肯与君王卷土来的主题思乡对比 那就只答第一部和第三步呗，先说说全诗写了什么，再说写的东西表达了什么这正是三步走战略的第一部与第三步 表达技巧：对比，联想，拟人，回文，顶真比喻想象夸张，衬托 我心飘摇悬似旆君意的的高如鸿。好在哪？第一部：诗人描写了飘摇的旆和意志高昂的鸿雁，写描（翻译）写了作者内心的飘摇与友人赴官的意满 第三步表达了诗人不得志的惆怅与对友人赴官的真挚祝贺与向往。

上边两个大家都会了吧。第二部：诗人通过将心情与飘摇的旆和高鸿作比喻，自己的失意与友人的得意做对比，虚实相生 我们来看这道题，第二部得分点是比和对比，有了它不丢分喻 我们再练个想象的“风彻红旗冻不翻”好在哪？ 下面我不说想象比喻什么的了，你们自己来说。我出题了“红杏枝头春意闹”闹字好在哪？将士军前半死生美人帐下犹歌舞，好在哪？将军百战死壮士十年归好在哪？当时更有军中死，自始君王不动心好在哪？复恐匆匆说不尽，行人临发又开封好在哪？ 贫居往往无烟火，不独明朝为子推好在哪？垂死病重惊坐起，暗风吹雨入寒窗好在哪？ 第一部和第三步是不变的，找准第二部你要回答的内容套进去。最基本的那两句最先学的有形化什么的别忘 可是唐诗总用到这样的表达技巧。唐诗是以景生情的，表达方法有比喻、联想、想象、夸张、对比、顶真、等做复习题时遇上了我这没有的自己往上加。快点记笔记这句话：以乐景衬哀情而哀者更见其哀 这就是烘托，这就是反衬。阅读题碰到烘托反衬字样的，或者明显看出来是烘托反衬作用的都答这一句 上边有一道“将士军前半死生美人帐下犹歌舞”的题，答对比是对的，答答上反衬也是对的。以乐景衬哀情而哀者更哀，同学们感受到封建统治阶级的荒\*和半死生的将士的悲哀了么？ 一．高考诗歌鉴赏中常见的思想感情：

● 忧国忧时 1.揭露统治者的昏庸腐朽 2.反映别离和战乱的痛苦 3.同情人民地疾苦 4.对国家和民族前途命运的担忧 ● 建功报国 1.建功立业的渴望

2.保家卫国的决心 3.报国无门的悲伤 4.山河沦丧的痛苦 5.年华消逝，壮志难酬的悲叹 6.揭露统治者穷兵黩武 7.理想不为人知的愁苦心情 ● 思乡怀人 1.羁旅思乡之情 2.对亲人友人的思念之情 3.边塞思乡之情 4.闺中怀人之情 ● 长亭送别 1.依依不舍的留念 2.情深意长的勉励 3.坦陈（吐露）心志的告白 ● 生活杂感 1.寄情山水，田园的悠闲 2.昔盛今衰的感慨 3.借古讽今的情怀 4.青春易逝的感伤 5.仕途失意的苦闷 6.告慰平生的喜悦

二．六种答题模式：

（一）分析意境型： 1.提问方式：此诗有什么样的意境？表现了怎样的画面？诗人通过什么景物表达自己的感情？ 2.答题步骤： ① 描写初始中展现的途径和画面（翻译——忠于原文）。② 用4个字概括景物营造氛围特点（以下4组）孤寂冷清；萧瑟凄凉；雄浑壮阔；恬静优美+明净炫丽。③ 回答表现诗人什么感情（先答原因，后答感情）。3.答题示例： 绝句二首（其一）杜甫 迟日江山丽，春风花草香。泥融飞燕子，沙暖睡鸳鸯。注：此时写于诗人经过“一岁四行役”的奔波流离之后，暂时定居成都草堂时。问：此诗描绘了怎样的景物？表达了诗人怎样的感情？请简要分析。答： ① 此诗描绘了一派美丽的初春景象：春天阳光普照，江水映日，春风送来花草的馨香。泥融土湿，燕子正繁忙的衔泥筑巢。日丽沙暖，鸳鸯在沙滩上静睡不动。② 这是一幅明净炫丽的图景。③ 表现了诗人结束奔波流离生活安定后愉悦闲适的心境。

（二）分析技巧型： 1.提问方式：怎样的表现手法？怎样的艺术手法？怎样的技巧（手法）？怎样抒发感情的？ 2.答题步骤： ① 明确告诉其手法。② 结合诗句证明为什么。③ 运用这种手法有效地表达出因---而产生的---情感。3.答题示例： 早行 陈与义 露侵骆褐晓寒轻，星斗阑干分外明。寂寞小桥和梦过，稻田深处草虫鸣。问：此时主要用了什么表现手法？有何效果？ 答： ① 主要用了反衬手法。② 天位方亮，星斗纵横，分外明亮，反衬夜色之暗；“草虫鸣”反衬出环境的寂静。③ 两处反衬都突出诗人出行之早，心中由漂泊引起的孤独寂寞。

（三）分析语言型： 1.提问方式：此诗有什么语言风格，语言特色，艺术？ 2.答题步骤： ① 从以下六个词中选一个或几个。雄浑豪放；委婉含蓄；华美绚丽；朴实简练；运用口语；叠词互用。② 结合相关语句说明。③ 运用这种语言表现作者因---而产生的---感情。3.答题示例： 春怨 打起黄莺儿，莫教枝上啼。啼时惊妾梦，不得到辽西。问：请分析此诗的语言特色。答： ① 此诗特点是清新自然，运用口语。② “黄莺儿”是儿话音，显出女子的纯真娇憨。“啼时惊妾梦，不得到辽西”用质朴的语言表明了打黄莺儿是因为它惊扰了自己思念丈夫的美梦。③ 这样非常自然的表现了女子对丈夫的思念之情。

（四）炼字型： 1.提问方式：最生动传神的字是什么？给出一字，是否同意。

2.答题步骤： ① 解释此字在句中的含义。② 翻译此句（忠于原文，语言优美）。③ 回答表现诗人什么感情（先答原因，后答感情）。

3.答题示例： 南浦别 白居易 南浦凄凄别，西风袅袅秋。一看肠一断，好去莫回头。问：前人认为“看”字看似平常，实际上非常传神，它能真切透露出抒情主人公的形象。你同意这种说法吗？为什么？ 答： ① 同意。“看”在诗中是指回望。② 离人孤独地走了，还频频回望。每一次回望，都令自己肝肠寸断。此字然我们仿佛看到抒情主人公泪眼朦胧，想看又不敢看的形象。③ 淋漓尽致地表现了离别的酸楚。

（五）诗眼型： 1.提问方式：关键；不能删掉的词。2.答题步骤： ① 解释词义。② 点名中心。③ 是全诗的关键。（位于第一段或者第二段）起到了总领全文的作用；（不在第一段或者第二段）起到了承上启下的作用。3.答题示例： 春夜洛城闻笛 李白 谁家玉笛暗飞声，散入春风满洛城。此夜曲中闻折柳，何人不起故园情。问：“折柳”二字是全诗的关键，“折柳”寓意是什么？你是否同一“关键”之说，为什么？ 答： ① “折柳”的寓意是“惜别怀远”，而诗歌的主旨正是思乡之情。② 这种相思之情是从听到“折柳”引起的。承上启下。③ 是全诗的关键 【万能答题公式】

（一）某句话在文中的作用：

1、文首：开篇点题；渲染气氛（散文），埋下伏笔（记叙类文章），设置悬念（小说，但上海不会考），为下文作辅垫；总领下文；

2、文中：承上启下；总领下文；总结上文；

3、文末：点明中心（散文）；深化主题（记叙类文章文章）；照应开头（议论文、记叙类文章文、小说）

（二）修辞手法的作用：

（1）它本身的作用；（2）结合句子语境。

1、比喻、拟人：生动形象； 答题格式：生动形象地写出了＋对象＋特性。

2、排比：有气势、加强语气、一气呵成等； 答题格式：强调了＋对象＋特性 3；设问：引起读者注意和思考； 答题格式：引起读者对＋对象＋特性的注意和思考 反问：强调，加强语气等；

4、对比：强调了……突出了……

5、反复：强调了……加强语气

（三）句子含义的解答：

这样的题目，句子中往往有一个词语或短语用了比喻、对比、借代、象征等表现方法。答题时，把它们所指的对象揭示出来，再疏通句子，就可以了。

（四）某句话中某个词换成另一个行吗？为什么？

动词：不行。因为该词准确生动具体地写出了……形容词：不行。因为该词生动形象地描写了…… 副词（如都，大都，非常只有等）：不行。因为该词准确地说明了……的情况（表程度，表限制，表时间，表范围等），换了后就变成……，与事实不符。

（五）一句话中某两三个词的顺序能否调换？为什么？

不能。因为：（1）与人们认识事物的（由浅入深、由表入里、由现象到本质）规律不一致。（2）该词与上文是一一对应的关系。（3）这些词是递进关系，环环相扣，不能互换。

（六）段意的概括归纳

1．记叙类文章：回答清楚（什么时间、什么地点）什么人做什么事。格式：（时间＋地点）＋人＋事。2．说明类文章：回答清楚说明对象是什么，它的特点是什么。格式：说明（介绍）＋说明对象＋说明内容（特点）3．议论类文章：回答清楚议论的问题是什么，作者观点怎样。格式：用什么论证方法证明了（论证了）＋论点

（七）表达技巧在古代诗歌鉴赏中占有重要位置，表现手法诸如用典、烘托、渲染、铺陈、比兴、托物寄情、情景交融、借景抒情、动静结合、虚实结合、委婉含蓄、对比手法、讽喻手法、象征法、双关法等等。诗中常用的修辞方法有夸张、排比、对偶、比喻、借代、比拟、设问、反问、反复等。分析诗歌语言常用的术语有：准确、生动、形象、凝练、精辟、简洁、明快、清新、新奇、优美、绚丽、含蓄、质朴、自然等。复习时要系统归纳各种表达技巧，储备相关知识。首先要弄清这些表达技巧的特点和作用，再结合具体诗歌进行仔细体味、辨析。至于评价诗歌的思想内容和作者的观点态度，则包括总结作品的主旨，分析作品所反映的社会现实，指出其积极意义或局限性等。

总之，鉴赏古代诗词，第一步，把握诗词内容，可以从以下几方面入手：1细读标题和注释；2分析意象；3品味意境；4联系作者。第二步，弄清技巧：1把握形象特点；2辨析表达技巧；3说明表达作用。第三步，评价内容观点：1概括主旨；2联系背景；3分清主次；4全面评价。答题时，要特别注意以下几点：一是紧扣要求，不可泛泛而谈；二是要点要齐全，要多角度思考；三是推敲用语，力求用语准确、简明、规范。易混术语区分

（一）“方式、手法”的区分 艺术手法，又叫表达技巧，包括： ①表达方式：记叙、描写、抒情、议论、说明。②表现手法：起兴、联想、烘托、抑扬、照应、正侧、象征、对照、由实入虚、虚实结合、运用典故、直抒胸臆、借景抒情、寓情于景、情景交融、托物言志、借古讽今、化动为静、动静结合、以小见大、开门见山。③修辞：比喻、借代、夸张、对偶、对比、比拟、排比、设问、反问、引用、反语、反复。

（二）“情”、“景”关系区别 借景抒情、寓情于景、情景交融都是诗人把要表达的感情通过景物表达出来。“借景抒情”表达感情比较直接，读完诗歌后的感受是见“情”不见“景”；“寓情于景”、“情景交融”。表达感情时正面不着一字，读完诗歌后的感受是见“景”不见“情”，但是仔细分析后却发现诗人的感情全部寓于眼前的自然景色之中，一切景语皆情语。

（三）描写的角度 常见的角度有：形、声、色、态、味。“形”、“色”是视觉角度；“声”是听觉角度；“态”分为动态和静态；“味”是触觉角度。

一、表达方式：记叙、描写、抒情、议论、说明

二、修辞手法：比喻、拟人、排比、夸张、反复、借代、反问、设问、引用、对比

三、说明文分类：

1、实物说明文、事理说明文、程序说明文。

2、科技性说明文、文艺性说明文(也叫科学小品或知识小品)

四、说明顺序：

1、时间顺序：历史顺序、年代顺序、四季交替顺序、早晚(先后)顺序

2、空间顺序：注意表方位的名词。

3、逻辑顺序：先总后分、由主到次、由表及里、由简到繁、由此及彼、由现象到本质等。

五、说明方法：列数字、作比较、举例子、打比方、分类别等 说明方法的作用： 打比方：生动形象说明了—————— 增强了文章的趣味性。举例子：具体说明\_\_\_\_\_ 的特点，从而使说明更具体，更有说服力。作比较:把\_\_\_\_ 和 \_\_\_\_\_\_相互比较, 突出强调了\_\_\_\_ 的\_\_\_\_\_特点.列数字: 用具体的数据 加以说明，使说明更准确更有说服力。

六、记叙的顺序：顺叙、倒叙、插叙(追叙)

七、人物描写的方法：

1、肖像(外貌)描写、动作描写、神态描写、语言描写、心理活动描写;

2、正面描写与侧面烘托

八、常见写作方法、表现手法： 联想、想像、象征、比较、对比、衬托、烘托、反衬、先抑后扬、以小见大、托物言志、借物喻理、寓理于物、借物喻人、状物抒情、借景抒情、情景交融

九、语句在文章篇章结构上的作用： 总起全文、引起下文、打下伏笔、作铺垫、承上启下(过渡)、前后照应、首尾呼应、总结全文、点题、推动情节发展

十、语句在表情达意方面的作用： 渲染气氛、烘托人物形象(或人物感情)、点明中心(揭示主旨)、突出主题(深化中心)社会环境描写的主要作用：

1、交代作品的时代背景。

2、在回答时必须结合当时当地的时代背景，指出文段中环境描写的相关语句揭示了什么样的社会现实。自然环境描写(景物描写)句的主要作用：

1、表现地域风光，提示时间、季节和环境特点;

2、推动情节发展;

3、渲染气氛;

4、烘托人物形象(或人物心情、感情);句子在文章结构上的作用分析：

1、对上文(或全文)：照应上文、首尾呼应、总结上文(或全文);

2、对下文：引起下文，打下伏笔、作铺垫;

3、对上下文：承上启下(过渡)。

(三)语文应试答题方法、技巧 知识积累与运用

一、书写题：

1、认真规范书写;

2、不出现错别字;

3、不乱画涂改，在草稿纸写好后再誊写。

4、学会审题。

二、选择题：

1、直选法

2、排除法

三、修改病句的原则：能改一处不改两处。

1、删减

2、添加

3、替换

4、换位

5、重组

四、名著阅读： 《水浒》、《西游记》、《三国演义》、《钢铁是怎样炼成的》、《鲁滨逊漂流记》……

1、人物：姓名、绰号、外貌特征、性格特征、主要事迹

2、故事情节：人物事例

3、教育意义

五、语言运用：

1、语境表达：话题统一，句序合理，注意过渡、衔接和呼应。还要适应语言环境，注意场合、注意说话对象、注意文明礼貌。格式：礼貌用语+表达内容+询问 2仿写：与例句的结构、修辞、表达方式、表现手法保持一致;内容保持一致，语意连贯，话题统一。

3、缩句：满足压缩要求，要有概括性;找中心句、段;找出主要成分;排除干扰项。4 句式转换：陈述句与反问句、感叹句三者间的转换;直接叙述变转述。阅读题技巧 修辞方法及表达作用 比喻，拟人：生动形象地表现出了，表达了 情感。排比：表现了，抒发了，增强了语势，加强了感情。设问：自问自答，引起读者思考，使文章有起伏。反问：加强语气，增强语势，表达了(的情感)，使文章有起伏。模式:(1).点明何种表现手法(2).表现了什么内容(3).表达了怎样的感情? 如：此句运用了，从而生动形象表现了，表达了 文章段落语句的主要作用有：(必须从内容、结构两个方面来进行做答)

1、结构上：承接上文、开启下文、总领下文(引出下文)、承上启下(过渡)、照应前文(开头)首尾呼应。

2、内容上：开篇点题、抒发情感、点明中心，深化主题、画龙点睛

3、写法上：气氛渲染、托物言志、以小见大、设置悬念、埋下伏笔、为后文作铺垫、欲扬先抑、借景抒情、寓情于景、托物言志等。象征、托物言志作用:使表达委婉含蓄、深沉感人.环境描写的作用：交代时间地点，揭示时代背景;渲染气氛、烘托人物心情，展示人物的性格、推动情节的发展评价感悟类 评价：“是不是”、“同意不同意”、“好不好”?感悟:结合主旨、个人生活体验,提出对问题的看法。启示从原文引出;评价表明态度及理由。特别注意是否让举例或结合实际，把题目中所要求的全部答出。懂得常用的描写人物的方法，并理解其作用。方法有：①正面描写：语言、动作、心理、神态、外貌②侧面(间接)描写：其他的人或事③细节描写④环境衬托人物心情等。⑤用词的感情倾向.褒贬色彩 作用是：揭示人物性格，展现人物的内心世界和精神风貌 非主人公在文中的作用:对比烘托,使主人公性格特征更加鲜明突出.有关布局谋篇的题型: 提问方式：某句（段）话在文中有什么作用？ 答题模式： 1.文首：开篇点题；照应题目；总领全文；渲染气氛，埋下伏笔；设置悬念，为下文作辅垫。2.文中：承上启下；总领下文；总结上文；呼应前文。3.文末：点明中心；升华感情，深化主题；照应开头，结构严谨；画龙点睛；言有尽而意无穷。答题示例：我怕我父亲，他打我是真打。看着他瞪圆了眼，一步一步逼近，还不敢躲，绷紧了肌肉等着，于是一巴掌扇过来，于是脑袋嗡的一声……（节选自韩羽《父子之间的怯意》）问：请简析第一自然段（即上文）在作品中的作用。答：（1）为下文写父亲对“我”的爱作反衬；（2）为文末写父亲对“我”的怯意作铺垫；（3）照应了“父子之间的怯意”这个题目。有关表现手法的题型: 艺术类 提问方式：文章这样写有什么好处、效果、作用？ 答题模式：使用的方法＋内容＋效果（或作用）答题示例：这一代又一代炎黄子孙浮海远游的潮流，各有其截然不同的背景、色彩和内涵，不可一概而论，却都是时代浮沉的侧影，历史浩荡前进中飞溅的浪花。民族向心力的凝聚，并不取决于地理距离的远近。我们第一代的华侨，含辛茹苦，寄籍外洋，生儿育女，却世代翘首神州，不忘桑梓之情，当祖国需要的时候，他们都做了慷慨的奉献。香港蕞尔一岛，从普通居民到各业主王、绅士爵士、翰苑名流，对大陆踊跃捐助，表示休戚相关、风雨同舟的情谊，是近在眼前的动人事例。问：本文第四段（即上文）写了一代又一代炎黄子孙浮海远游的潮流，并赞颂他们不忘桑梓之情，慷慨奉献，与祖国休戚相关。请你结合情结，分析这样写的作用和好处。答：把乡土情结提高到民族凝聚力的高度来认识，丰富并深化了乡土情结的涵义。具体说明了乡土情结不因时间的悠远（历史）和空间的阻隔（地理）而褪色。既照应了开头，也使本文的主题得到深化。人称类 提问方式：使用这种人称写的好处是什么？或：为什么要改变人称？ 答题模式：第一人称续写：亲切、自然、真实，适于心理描写；第二人称：便于感情交流，进行抒情，还能起拟人化的作用；第三人称：显得客观冷静，不受时空限制，便于叙事和议论。答题示例：但幻想毕竟是幻想，封闭终不能封闭。几多和番公主的幽魂，带着环佩的响声在月夜中归来了。几多寒霜冻硬的弓弦，射出了断喉的利箭。蓟门被踏平，燕台被摧垮，呼啸着风声的宝剑，掀翻了太液秋波。由是人们发现：边墙不再是屏障，紫塞(注：指长城)不再是嵚奇。它变得可笑，仿佛受尽了时间与空间的嘲弄。在风沙剥蚀下，它过早地衰老了。所以我说，你是一个文化愚钝的标志，长城！（节选自2024年全国卷《长城》）问：这篇散文中，⑴作者主要用第二人称写长城，这样写的好处是什么？⑵第六段的结尾改用第三人称“它”，原因是什么？ 答：⑴将长城拟人化：A.便于与长城对话，B.便于抒发感情。⑵因为这句话承接“由是人们发现”而来，写的是“人们”的感受，而不是作者直接向长城抒怀。

有关归纳内容要点的题型: 提问方式：请概括某一段（或全文）的内容要点。答题模式：分三步走，第一步划分本段的层次，第二步提取要点词语，第三步整合答案。答题示例：母亲爱花，我也跟着爱起花来。家住在石门乡间，前后有两个小小的院子，于是，也种了不少杂七杂八的植物，按着季节，也会开出不少好看的花。有时候在廊前一坐，桂花送来淡淡的清香，觉得自己好像也安静古雅了起来。夏天的傍晚，茉莉会不停地开，摘下两三朵放在手心里，所有青春的记忆都会随着它的香气出现在我眼前。我想，我爱的也许并不是花，而是所有逝去的时光，在每一朵花后面，都有着我珍惜的记忆。（节选自席慕容《花的世界》）问：本段写我爱花的原因，可以归纳为三点，请概括写出。分析：四句话中很显然前两句各是一层，后两句是一层。再提取每层的要点词“母亲的爱花”“安静古雅”“珍惜的记忆”，最后整合答案。答：（1）受母亲的爱花的影响（2）花让自己变得安静古雅（3）花里有自己珍惜的记忆。有关鉴赏人物形象的题型: 提问方式：请简要分析文中的主人公的形象 答题模式：按总分（分总）来回答。先用一句话从整体上对该人物作出一个定性分析，然后再从几个方面作定量分析；也可以先从几个方面作定量分析，然后再用一句话作定性式的总括。答题示例：女主人很快发现了我的反常行为，她嗅到了屋子里的油烟味。即刻提出了质疑。那时我正站在厨房里陶醉地听着三兄弟的叫声，我已经能够准确地分清他们声音中的微小差异了，有一个不叫我就会心事重重。女主人说，傻瓜蛋，有吸油烟机不用，你有神经病啊？我刚给她干活时，她对我的称呼是四个字——文学青年。这四个字用她地道的北京话发出来，显得无比的恶毒。雇用我三个月后，她叫我的就是这三个字——傻瓜蛋，她说之所以没有解雇我，是因为我看上去不像别的人一样吓她一跳。我示意她小声一点，低声说，烟囱里有一窝小麻雀，他们是我的兄弟。女主人上上下下地看了我一遍（好像我是个什么怪物），扭身走出了厨房，在门口她从牙缝里挤出了两个字——农民。我喜欢这个称呼，虽然它同样恶毒，但我确实是个地地道道的农民。我认为做个农民并不可耻。（节选自安勇《烟囱里的兄弟》）问：文中的“女主人”是个怎样的人物形象？请用一句话加以概括，并举一例说明。答：是一个鄙视进城打工农民的城里人形象。如：从牙缝里挤出了两个字——农民。（或无比的恶毒地将“我”称为“文学青年”“傻瓜蛋”等）说明文阅读 一.说明方法 1.举例子：具体形象 2.打比方：生动形象 3.作比较：突出强调 4.分类别：条理清晰 5.列数字：具体准确 6.下定义：科学准确 7.引用：更具体

二.说明语言 1准确性 2平实和生动 记叙文阅读 一.修辞方法 1.比喻：生动形象 2.拟人：形象生动 3.夸张：突出特征 4.排比：加强语气 5.反问：态度鲜明，增强语气 二.表达方式 1.记叙 2.议论 3.抒情 4.描写 5.说明 小说阅读 环境描写： 1.渲染气氛 2.烘托情感 3.表现任务性格或主题 4.推动情节发展 议论文阅读 论证方法 1举例论证：具体有力 2.道理论证：具有权威性 3.比喻论证：生动形象 4.对比论证：全面深刻 句子作用是：（1）总领全文【在开头】（2）承上启下（3）引出下文（4）提纲挈领【在最后】 高考阅读和诗词鉴赏答题公式诗歌鉴赏解题技巧 \*第一种模式 分析意象、意境型 提问方式：这首诗营造了一种怎样的意境？ 提问变体：这首诗描绘了一幅怎样的画面？表达了诗人怎样的思想感情？ 解答分析：这是一种最常见的题型。所谓意境，是指寄托诗人情感的物象(即意象)综合起来构建的让人产生想像的境界。它包括景、情、境三个方面。答题时三方面缺一不可。答题步骤： ①描绘诗中展现的图景画面。并准确概括考生应抓住诗中的主要景物，用自己的语言再现画面。描述时一要忠实于原诗，二要用自己的联想和想像加以再创造，语言力求优美。②概括景物所营造的氛围特点。一般用两个双音节词即可，例如孤寂冷清、恬静优美、雄浑壮阔、萧瑟凄凉等，注意要能准确地体现景物的特点和情调。

答题示例： 早行 陈与义 露侵驼褐晓寒轻，星斗阑干分外明。寂寞小桥和梦过，稻田深处草虫鸣。此诗主要用了什么表现手法？有何效果？ 答：主要用了反衬手法(步骤一)。天未放亮，星斗纵横，分外明亮，反衬夜色之暗；“草虫鸣”反衬出环境的寂静(步骤二)。两处反衬都突出了诗人出行之早，心中由飘泊引起的孤独寂寞(步骤三)。\*第三种模式 分析语言特色 提问方式：这首诗在语言上有何特色？ 提问变体：请分析这首诗的语言风格。谈谈此诗的语言艺术。答题步骤：(1)用一两个词准确点明语言特色。(2)用诗中有关语句具体分析这种特色。(3)指出表现了作者怎样的感情。答题示例： 春怨 打起黄莺儿，莫教枝上啼。啼时惊妾梦，不得到辽西。请分析此诗的语言特色。答：此诗语言特点是清新自然，口语化(步骤一)，“黄莺儿”是儿化音，显出女子的纯真娇憨。“啼时惊妾梦，不得到辽西”用质朴的语言表明了打黄莺是因为它惊扰了自己思念丈夫的美梦(步骤二)。这样非常自然地表现了女子对丈夫的思念之情(步骤 三)。

**第四篇：19种英语常用句型结构**

19种英语常用句型结构

初学英语的人常常感到在掌握一些英语单词和基本语法后，在英语说和写方面还是很难表达自己，其中一个原因是没有掌握一些英语句型，只有掌握了一些句型才能比较正确、完整地表达自己。下面是一些常用的句型及其例句。

1.否定句型

1)一般否定句

I don\'t know this.No news is good news.There is no person /not a person/not any person in the house.2)特指否定

He went to his office, not to see him.I am sorry for not coming on time.I don\'t think/believe/suppose/feel/imagine you are right.3)部分否定

I don\'t know all of them.I can\'t see everybody/everything.All the answers are not right.（并非所有答案都对。）

All is not gold that glitters.（闪光的不一定都是金子。）Both of them are not right.（并非两人都对。）

4)全体否定

None of my friends smoke.I can see nothing/nobody.Nothing can be so simple as this.Neither of them is right.5)延续否定

You didn\'t see him, neither/nor did I.You don\'t know, I don\'t know either.He doesn\'t know English, let alone/to say nothing of/not to speak of French.6)半否定句

We seldom/hardly/scarcely/barely hear such fine singing.I know little English.I saw few people.7)双重否定

You can\'t make something out of nothing.What\'s done cannot be undone.There is no sweet without sweat.No gain without pains.I can\'t help /keep/ laughing whenever I hear it.No man is so old but(that)he can learn.8)排除否定

Everyone is ready except you.He did nothing but play.But for your help, I couldn\'t do it.9)加强否定

I won\'t do it at all.I can\'t see it any more.He is no longer a boy.2.判断句型

1)一般判断句

It is important for us to learn English.It is kind of you to help me.Sincere means honest.The boy is called/named Tom.We regarded/considered it as an honor.2)强调判断

It is English that we should learn.It is he who helped me a lot.3)弱式判断

Your sentence doesn\'t sound/look/appear/feel right.You look/seem as if/as thought you had been there before.Maybe/Perhaps/ she is ill.He is probably ill.He is likely ill.It is possible that he is late

4)正反判断

That sounds all right, but in fact it is not.5)互斥判断

He or you are wrong.Either he is right or I am.6)注释判断

He is a walking dictionary, that is(to say), he can remember many English words.7)比较判断

It is more a picture than a poem.Incomplete knowledge of style is worse than useless.3.祝愿祈使句式

1)一般句式

Study hard and keep fit.Be brave!Don\'t be shy!

Get out of here.2)强语式

Do tell me.Never tell a lie.3)委婉祈使句

Please tell me the true.Would/Will/Won\'t do me a favor?

Would/Do you mind my smoking?

What/How/ about going there on foot?

4)建议祈使句

Let us go.Let us know the time.Don\'t let the fire out.Let\'s not waste the time.You\'d better start early.Shall we listen to some music?

Why don\'t you get something to drink?

I suggest we(should)take the train.Suppose/supposing you pick me up at about six?

5)祝愿句

Success to you!

Wish you a good journey.Here\'s to your success!

May you have a happy marriage.Allow me to propose a toast to our friendship!

4.感叹句型

How well he speaks!

How kind she is!

What nice weather it is!

What a beautiful day!

Here he comes!

Such is life!

Wonderful!

Help!（救命啊！）

5.疑问句型

1)一般疑问句

Is he a doctor?

Do you the way to the station?

2)反意疑问句

He is a teacher, isn\'t he?

It is quite cheap, don\'t you think?

3)特殊疑问句

What is the distance / width/ size / population / temperature / fare?Who is he?

What is he?(他是干什么工作的？）

What is he like?

How/Where is he?

How do you like him?

What do you think of him?

What ever do you mean by saying this?

4)选择疑问句

Is he a doctor or a nurse?

Do you love it or not?

5)间接疑问句

Do you know how old he is?

Tell me if(whether)you like it.What do you think/say/suppose I should do?

6.数词句型

1)表数目

It is exactly ten o\'clock.It is five miles away from here.He is more than/over/ at least not less than 20.He is under/at most/no more than 20.2)表年月日

He was born on April 22, 1994/in 1994/on the morning of October 1.3)表年龄

He is 20 years old.= He is 20 years of age.He is at the age of 10.4)表倍数

It is four times that of last years.This is four times as big(again)as that one.This is four times bigger than that one.The income is double what it was.The output of coal was 200% greater than in 1998.5)表计量

It is 10 meters long/wide/high.It costs me 100 yuan./ It is worth 100 yuan.I spent 10 hours to finish it.It took me 10 days to finish it.7.关联指代句型

1)两项关联

I have two books, one is Chinese;the other English.I have five books, one is Chinese;the others English.To say is one thing, but/and/ to do is another.One the one hand, I am your teacher, and on the other hand, I am also you friend.Some like to play football, others are fond of basketball.2)先后顺序

First/firstly, I wish good health, second/secondly success in your

study, third/thirdly good luck in everything.First stop, then look, finally cross.At first/in the beginning/ he word hard.Later/Afterwards he is not so diligent.3)修饰限制

This is the same book as I lost yesterday.（不是同一本书，但书名、内容等相同）

This is the same book that I lost yesterday.(同一本书）

Don\'t trust such a man as over praise you.He/One/Those/They who should come failed to appear.A man/A person/The one/Anyone/People who saw her liked her very much.The day/time/moment will come when China is strongest in the world.4)两项连接

He can speak not only English but also French.The book is both interesting and instructive.It is neither cold nor hot.Please either come in or go out.The old worker has experience and knowledge as well.5)加和关系

Besides literature, we have grammar and writing.Apart from oxygen, there are some other gases in the air.In addition to \'if\', there are many other conjunctions that can introduce conditional clauses.I must go now, incidentally, if you want that book.You seem to like tea, so do I.8.比较句型

1)等比句

He is as tall as I.He is the same height as I.She is no less diligent than he.The lab is no better than a cottage.2)差比句

I speak English worse than he does./ He is not so/as tall as I am.Our knowledge is much inferior to their.3)极比句

He is the tallest of all in the class.None/No one/ is so blind as those that won\'t see.Nothing is so easy as this.4)比例句

The more a man knows, the more he feels his ignorance.5)择比句

He is taller than any other boy in the class.It is better late than never.They would die than live as slaves.He prefers doing to talking.He prefers to do rather than to talk.He prefers mathematics to English.I\'d rather stay here.6)对比句

You think me idle, but on the contrary, I am busy.They are working hard while you are wasting your time.9.比喻类句型

We must work like him.He behaves as his father does.He speaks English as if/ as though he was a foreigner.10.条件假设句

1)一般事实

If we succeed, what will the people say?

Suppose it rains, what shall we do?

Persevere and you\'ll succeed.2)虚拟条件句

If I were you, I would go.If you had seen it, you would have been moved.3)反条件句

Unless you try, you\'ll never succeed.Don\'t move, or/else/otherwise I\'ll shot.4)唯一条件句

If only I have another chance, I shall do better.Only in this way can we learn English well.So/As long as we don\'t lose heart, we\'ll succeed.5)推论条件句

Since that is so, there is no more to say.Now that you are grown up, you must stop this behavior.

**第五篇：There be句型结构**

There be句型结构、用法详解、练习题。

1.there be结构的主谓一致

在英语里表示什么地方或时间存在什么事情就用此结构，句子的结尾往往带有地点状语或时间状语。其中there是引导词，本身没有词意，be是谓语动 词，be后面的名词是主语。be的数与后面的名词一致，若be后是两个或多个并列的名词，be则与靠得最近的那个名词的数一致。如：

There was a meeting yesterday.昨天有个会议。

There is a pen, two books and many pencils on the desk.桌上有一支钢笔、两本书和好些铅笔。

比较：There are two books, a pen and many pencils on the desk.2.there be与have的比较

(1)用法不同：there be 表示某个时间或地方“存在”某人或某物，而have表示主语“拥有”某人或某物，作宾语的某人或某物属主语所有。

(2)结构不同：there be + sb./sth.+时间/地点(副词或介词短语)；sb./sth.+ have +sb./sth.else

There are some children in the garden.花园里有几个孩子。

She has three cars.她拥有三辆汽车。(汽车是属于她的)

注：若是部分与整体关系时，有时用两种表达方式都可以。如：

A week has seven days.=There are seven days in a week.一周有七天。

3.there be的否定和疑问

(1)否定式：be后面加not(any)或no。如：

There are not any boats on the river.河上没有船。

(2)疑问句：是把be移到there的前面来。如：

Are there any boat on the river? 河上有船吗？

Yes, there are..(No, there are not.)有。（没有。）

注：若有别的助动词时就不一样了，请看：

There won’t be a football match tomorrow, will there? 明天没有足球赛，对吗？

There usedn’t to be a tall tree here, used/didn’t ther? 以前这里有棵高树，是不是？

There seems to be something wrong with you, doesn’t there? 你好像有些不舒服，对吗？

There happened to be a well there, didn’t there? 那里碰巧有口井，是不是？ 4.there be结构的时态

there be结构有不同的时态，而且可以和各种助动词或情态动词连用。如：

There was a sport meeting in the playground yesterday.昨天运动场举行了一场运动会。

There will be(=There is going to be)a new film show on Monday.星期一将有一场新电影放。

There is to be a concert at the school hall.学校礼堂有场音乐会。

There have been a lot of accidents round here.这里已经发生多起事故了。

He told me that there had been an argument between them.他告诉我们之间发生了一场争论。

There will have been a definite result by Friday.到星期五前就已经有明确的结果了。

There must be a mistake somewhere.一定在什么地方有错误。

There must have been a rain last night, for the ground is wet.昨晚一定下了雨，因为地是湿的。

5.there be结构的变体

该结构中，有时be还可以被live, exist, lie, stand, seem, rise, remain, happen, come, go等动词代替。如：

Once there lived an old fisherman in a village by the sea.从前，在海边的一个村子里住着一个老人。

There remained just twenty-eight pounds.只剩二十八英镑了。

There seems little doubt that he is insane.似乎没有多少疑问他的神经不正常。

6.there be的非限定形式

there be的非限定形式是there to be和there being，主要用来做介词或动词的宾语、主语或状语。如：

Have you ever thought of there being so many interesting films for you to choose from?没想到过有这么多有趣的电影供你选择吧？

John was relying on there being another opportunity.约翰相信另有机会。

There being a bus stop so near my house is a great advantage.有公交车停在离我房子这么近的地方是很大的优势。

There having been no rain, the ground was dry.由于没有下雨，地上很干燥。

It’s unusual for there to be so few people in the street.(=It’s unusual that there are so few people in the street)这条街上这么少的人是不寻常的。

It was too late for there to be any subways.太晚了，不会有地铁了。

Would you like there to be a meeting to discuss the problem? 你们要开个会讨论一下这个问题吗?

I don’t want there to be a simple mistake in the article that I have written.我不想我写的这篇文章中有错误。

I except there to be no argument about this.我期限望对此事没有争论的。

注：there to be常做like, expect, mean, want, intend, prefer, hate等的复合宾语。

7.there be的固定句型

There be +名词或代词+to do(+介词)有某事要做

There be + some/no+ trouble/difficulty(in)doing sth/with sth.做某事(没)有困难

There be + some/no + doubt about/as to sth / that… 对某事(没)有疑问

There is no sense/use/good/point(in)doing sth 做某事没有道理/用处/好处/意义

There is no need(for sb.)to do sth/that…(某人)做某事没有必要

There is no chance/possibility to do sth/of doing sth./that… 没有做某事的机会/可能性

There was no arguing with her.没法和她争辩。

There is a time when...有做某事的一段时间

练习： \_\_\_\_\_\_ a reading lamp on the table.A There is B There has C It is D It has 2 What a rainy summer we’ve had!

Yes, there\_\_\_\_\_\_ only 3 sunny weekends the whole summer.A have been B are C had been D has been 3 I didn\'t want \_\_\_\_\_ to be a war between these two countries.A it B them C there D their 6 There is a little hope of \_\_\_\_\_\_ a settlement of the argument.A to be B there to be C there being D being 7 I don\'t expect there \_\_\_\_\_\_ any misunderstanding.A is B to be C being D will be 8 There are five pairs\_\_\_\_\_\_ , but I’m at a loss which to buy.A to choose B to choose from C to be chosen D for my choosing 9 There is no use\_\_\_\_\_\_ a lot without \_\_\_\_\_\_ anything.A to talk, do B talked, doing C talking, being done D talking, doing 10 If the storm had happened in the day-time, there \_\_\_\_\_\_ many more deaths.A were B would have been C had been D would be 11 Look!\_\_\_\_\_\_.A There comes the bus B There the bus comes C The bus comes here D There does the bus come 12 \_\_\_\_\_\_ Mary with a baby in here arms just when I was about to leave.A There enter B There entered C Entered there D There entered into 13 There are a lot of people \_\_\_\_\_\_ for the bus to come.A waiting B to wait C waited D is waiting 14 The little girl is afraid to enter the house, because \_\_\_\_\_\_ a big dog at the gate.A lies there B lays there C there lies D there lays 15 About twenty-three centuries ago, \_\_\_\_\_\_.A there lived in Greece a great thinker who called Aristotle B a great thinker lived in Greece calling Aristotle C lived there in Greece a great thinker called Aristotle D there lived in Greece a great thinker named Aristotle 16 \_\_\_\_\_\_ plenty of water in this river.A There used to being B There used to be C There is used to being D There was used to be 17 What a pity, my new computer doesn\'t work.\_\_\_\_\_\_ must be something wrong with it.A It B There C This D That 18\_\_\_\_\_\_ no need for us to discuss the problem again since it has already been settled.A It has B There has C It is D There is 19 Let’s get through the work quickly.\_\_\_\_\_\_ seems to be little time left now.A It B That C There D we 20 \_\_\_\_\_\_appeared to be a war between his heart and his mind.A There B It C Where D What 答案： 1A 2A 3C 6C 7B 8B 9D 10B 11A 12B 13A 14C 15D 16B 17B 18D 19C 20A

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