耕伟学长的

《语法+单词急救课》

【语法部分】

嘎嘎上岸独家整理更新
全网最新最全雅思资料课程
微：lovepapa10086

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Day1：以【剑雅文本】为载体的【语法精讲】（一）

《剑雅 16-Test1 听力-第 1 篇》

Hello. Children's Engineering Workshops.
Oh hello. I wanted some information about the workshops in the school holidays.
Sure.
I have two daughters who are interested. The younger one's Lydia, she's four – do you take children as young as that?
Yes, our Tiny Engineers workshop is for four to five-year-olds.
What sorts of activities do they do?
All sorts. For example, they work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break. Well, sometimes it does break but that's part of the fun!
Right. And Lydia loves building things. Is there any opportunity for her to do that?
Well, they have a competition to see who can make the highest tower. You'd be amazed how high they can go.
Right.
But they're learning all the time as well as having fun. For example, one thing they do is to design and build a car that's attached to a balloon, and the force of the air in that actually powers the car and makes it move along. They go really fast too.
OK, well, all this sounds perfect.

名词：Noun（N）

代词：Pronoun（Pron）

形容词：Adjective（Adj）

介词：Preposition（Prep）

动词：Verb（V）

主语：Subject

宾语：Object

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Children's Engineering Workshops

【名词所有格】（children's）

- 一般名词：'s + 名词
- 复数名词：books' covers

【名词的复数】（workshops）

可数名词：

- 不能单独在文中出现。要么是复数，要么前面有 a/an/the/形容词性物主代词(my/your/her/his/their 等)

  （这也是【写作】中的重灾区）

  ※ I like book. （错误）

  ※ I like books. （正确）

  ※ I like the book. （正确）

  ※ I like his book/this author's book. （正确）

  ※ I like a book. （语法上正确；语义上？？？）

不可数名词：

- 一般没有复数，不加 s。但可以用量词修饰：a piece of equipment
- 强调【种类】的时候，可以加 s：various foods

【名词 1 】修饰【名词 2】（engineering workshops）

- engineering：名词/动名词（engineer：V. 建造）
- 【名词 1】修饰【名词 2】的时候，【名词 1】通常为单数。如：a child center
- 可以修饰名词的还有？

  ※ 形容词 修饰 名词：good books

  这里的形容词又称为：【定语】

  ※ 定语从句 修饰 名词：books that are good

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I wanted some information about the workshops in the school holidays.

【主谓宾结构】（I wanted some information.）

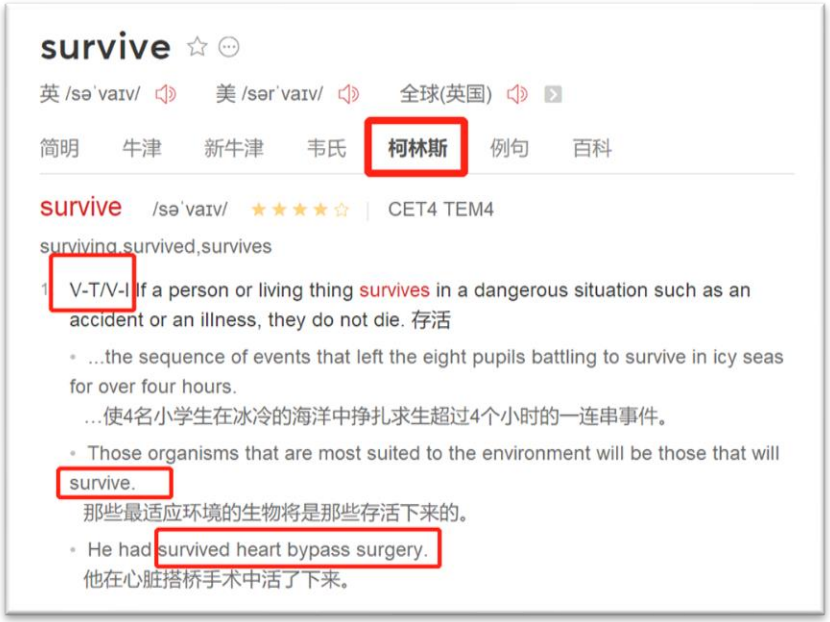
- 主语：I（这里的【I】的词性是：代词（pronoun））

  谓语：wanted（动词的【过去时】）

  宾语：some information
- 【主语】：动作的【主人】，即：动作的【发出者】

  【宾语】：动作的【接受者（客人）】

  【谓】："说明"（联想中文"不知所谓"），即：【说明】主语和宾语关系的成分。
- 谓语是一个句子中最核心的成分（极端简洁的例子：Stop!）
- 【主谓宾】结构是【最经典】的简单句模式（SVO）
- 及物动词（vt）：want information（【及物】：涉及、靠近物体）
- 不及物动词（vi）：1) I died. 2) Listen to me（【介宾结构】）.



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【介词短语】作为【后置定语】修饰名词（information about the workshops in the school holidays）

- 这里的【介词短语】是：【about the workshops】和【in the school holidays】，前者修饰名词【information】，后者修饰名词【workshops】
- 介词短语放 N 后，翻译时需要倒过来翻译：关于{【在学校假期期间】的工作室}的信息
- 注意：阅读 or 听力的时候，不需要【翻译】，只需要理解!!!!!!!!!!!!!!!!!!!!!!!!

  （不少同学的心声：老师！我必须要【翻译】才能【读懂句子】，但考试的时候来不及翻译，怎么办！？？？）

I have two daughters who are interested.

【定语从句】（two daughters who are interested）（重要!!!!）

- 就是作为【定语】修饰【名词】的句子
- two daughters 的 two 是【形容词】作为【定语】修饰名词 daughters，一般放【名词前】；【who are interested】是【句子】作为【定语】修饰名词 daughters，放【名词后】。
- daughters：被定语从句修饰的【先行词】
- who：【引导词/连接词/关系词】，但同时在从句中【充当先行词的意思】
- 【先行词】是【人】时，【引导词】可以是 that 或者 who，但不能用 which 哦（which 指代【事物】）
- 句子翻译成中文是：我有两个【对此感兴趣的】女儿（感受一下中英文【定语位置】的不同）

The younger one's Lydia.

形容词的比较级（younger）

- 基本规则：

  【多音节】形容词：more + Adj（more beautiful）

  【非多音节】形容词：Adj+er（younger）
- 特殊：many-more；good-better；bad-worse

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拓展：形容词的最高级

- 基本规则：

  【多音节】形容词：the most + Adj（the most beautiful）

  【非多音节】形容词：Adj+est（youngest）

- 特殊：many-most；good-best；bad-worst

【one】的指代

- 指代【前面出现过】的【可数名词单数】
- 如果是【复数】呢？用【ones】

需要【定指】的话，需要用【the】

- the younger one
- 是否需要【定指】，更多的是看【写作者】自己的意图。但还是需要遵循【基本语法规则】（重要!!! 写作里大家也容易误用!!!!!）。如：
  - ※ I like books. （没有定指，但【语法】和【语义】皆正确）
  - ※ I like the books. （定指，【语法】和【语义】也都正确）
  - ※ I like book. （【语法】上不正确）

口语里的 one's=one is 或者 one's

Do you take children as young as that?

【一般疑问句】：Do you take…（【助动词】开头的疑问句）

- Be 动词也可以开头：Are you ok?
- 情态动词也可以开头：Can you do that?

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复习：【及物动词】（take children）

【动宾结构】（take children）

- 复习：之前学过的【介宾结构】：listen to music

复习：【介词结构】作【后置定语】修饰名词（children as young as that）

- 翻译：你们接收【像那样年轻的】小孩吗？
- 等同于：Do you take children who are as young as that?
- 第一个 as 和第二个 as 的词性一样吗？--不一样。但情况比较复杂，之后再讲。

Our Tiny Engineers workshop is for four to five-year olds.

【主系表结构】

- 主语：our Tiny Engineers workshop

  系动词：is（做谓语）（“系”就是“联系”，is 的作用就是【联系】主语和表语，表明其关系）

  表语：for four to five-year olds（【介宾结构】做表语）
- 最简单的【主系表】例子：I am good. / I am a student. （【系动词+名词/形容词】
- for 作为【介词】，表示：“以 XX 为对象/为了”

What sorts of activities do they do?

【特殊疑问句】（What…）：以【疑问词】开头的问句

- 又如：where do we meet? Why are you late?

【do】的两个词性（What sorts of activities do they do）

- 前一个 do：助动词。没有实际含义。
- 后一个 do：实义动词。有实际含义。

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- 其实，这里的 do 也是：及物动词（They do activities.）

They work together to design a special cover that goes round an egg.

【副词修饰动词】（work together）

- 一个更简单的例子：run quickly

【动词不定式表示目的】（work together to design…）

- 动词不定式：to do
- 一个更简单的例子：I run quickly to win.

【动词+介词+宾语】结构（goes round an egg）

- 一个更简单的例子：look at me. （【介宾结构】）

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【定语从句】（a special cover that goes round an egg）

- 这个定语从句的【先行词】是？-- cover
- 这个定语从句的【引导词/连接词/关系词】是？-- that，指代的对象是：cover。
- 这个定语从句的【引导词 that】可以换成【which】吗？-- 可以。【that】和【which】都可以指【物】。

  （that 和 which 充当【引导词】的区别，雅思不做考察）
- 定语从句里的【goes】之所以是【三人称单数】，是由什么决定的？--that 指代的【cover】就是单数。（如果【cover】变成【covers】，that 依然是 that，不是 those，但后面的 goes 需要变成 go）
- 到底有几个【定语】在修饰【cover】？--两个。【前置定语：形容词 special】+【后置的定语从句 that…】
- 翻译的时候需要注意什么？--【定语】通通放【名词前】翻译：一个特别的、围绕着一个鸡蛋的【外壳】。

When it's inside, they can drop it from a height.

【时间状语从句+主句】（when it's inside, they can drop it…）

- 用一个【从句】补充说明关于【时间】的信息，这个从句就叫【时间状语从句】
- 【时间状语从句】的构成：表示【时间的引导词】+【陈述句】
- 【时间状语从句】和【主句】的位置：可以在主句【前】or【后】。通常用【逗号】和主句隔开，如下：
  - ※ When it's inside, they can drop it from a height.
  - ※ They can drop it from a height when it's inside.
- 怎样区分【时间状语从句】和【主句】：
  1）看【逗号】：When it's inside, they can drop it from a height.
  2）看【引导词】：When it's inside, they can drop it from a height.
  3）从【引导词】开始，从句开始，遇到【第二组主谓】，从句在此之前结束：When it's inside, they can drop it from a height.
- 【时间状语从句】和【主句】的信息，哪个更重要？--顾名思义，是【主句】。
- 【从句+主句】的组合叫：【主从复合句】，和【简单句】、【并列句】三足鼎立。（重要的概念！！！！！！！！！！）

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【情态动词+动词原形】（they can drop it…）

- they can dropping it… (错误)
- 【can+drop】共同构成本句的【谓语】

…they can drop it from a height and it doesn't break.

【and 连接的并列句】：句子 $_1$ and 句子 $_2$

- and 前面的【逗号】可有可无
- and 前后的句子【哪个更重要】？--既然是 and（"并且"）连接，那当然是【一样重要】
- 一个更简单的例子：I love you, and I want to marry you.

  （这个例子之所以【更简单】，原因之一在于 and 并列了【简单句】+【简单句】。

  原文的句子之所以更难，是因为 and 并列了【主从复合句】+【简单句】：when it's inside, they can drop it from a height and it doesn't break.
- 【and】除了并列句子，还可以并列什么？--任何成分，但前后【词性需要一致】

  1）apples and books

  2）you are handsome and smart

  3）do it effectively and efficiently

【不及物动词】：break（"破裂"）

- 复习：【不及物动词】的特征是？--后面不能（直接）加宾语。
- break 也可以是【及物动词】：Please don't break my heart.
- break 的三态：【break】-【broke（过去时）】-【broken（过去分词）】

  回忆：【过去分词】什么时候用来着？--1）被动语态【be+done】；2）完成时态【have+done】

【英语的三大句式】：【简单句】【并列句】【主从复合句】

- 【简单句】：I love you.
- 【并列句】：I love you, and I want to marry you.
- 【主从复合句】：I want to marry you when I become an adult.

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…, so that when it's inside they can drop it from a height and it doesn't break.

【目的状语从句】（主句, so that…）

- 用一个【从句】补充说明关于【目的】的信息，这个从句就叫【目的状语从句】
- 【so that】如何翻译：这样一来，…
- 【目的状语从句】和【主句】的位置：一般在主句【后】
- 【目的状语从句】和【主句】的信息，哪个更重要？--顾名思义，是【主句】。结合原文理解：

FATHER: What sorts of activities do they do?
SARAH: All sorts. For example, they work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break. Well, sometimes it does break but that's part of the fun!

- 【状语】的【状】到底是什么意思？："描述"。参考中文：不可名状之美。

  【时间状语从句】:【描述】一件事情的【时间】的从句

  【目的状语从句】:【描述】一件事情的【目的】的从句

超长句：They work together to design special cover that goes around an egg, so that when it's inside they can drop it from a height and it doesn't break.

- 翻译：他们会协同努力去设计一个特别的、围绕着一颗蛋的外壳，这样一来，当蛋在（外壳）里面的时候，他们就可以把蛋从高处扔下来，并且蛋还不会破裂。
- 有几个句子（包括从句）？--5 个。【They work…】这个【主句】，【that】引导的【定语从句】，【so that】引导的【目的状语从句】，【when】引导的【时间状语从句】，and 引导的最后一个【并列的简单句】。
- 读懂这个【一层套一层的长难句】的关键是什么？

  1） 每个单词都认识：单词基本功

  2） 熟悉引出每个句子的【引导词、连接词…】，并且明白其【使用规则】：语法基本功
- 阅读的顺序是什么？（重要!!!!!!!!!!）

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顺序。

而不是一上来去分析句子成分，如：【找主谓宾】、【断开句子】等。

【今日作业】

1） 不需要【再看一遍课程视频】

2） 但需要【至少再精读 2 次讲义 Day1 内容】（一次在【今天结束前】；一次在【明天新课开始前】）。

3） 可以自己尝试【用已经学到的语法点】分析【明天的语料文本】（明天上课时可以比对【我的视频讲解】）。

以后每一天新课之后，作业都是这个，就不一一说明了。

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Day2：以【剑雅文本】为载体的【语法精讲】（二）

《剑雅 16-Test1 听力-第 1 篇》

Hello. Children's Engineering Workshops.
Oh hello. I wanted some information about the workshops in the school holidays.
Sure.
I have two daughters who are interested. The younger one's Lydia, she's four – do you take children as young as that?
Yes, our Tiny Engineers workshop is for four to five-year-olds.
What sorts of activities do they do?
All sorts. For example, they work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break. Well, sometimes it does break but that's part of the fun!
Right. And Lydia loves building things. Is there any opportunity for her to do that?
Well, they have a competition to see who can make the highest tower. You'd be amazed how high they can go.
Right.
But they're learning all the time as well as having fun. For example, one thing they do is to design and build a car that's attached to a balloon, and the force of the air in that actually powers the car and makes it move along. They go really fast too.
OK, well, all this sounds perfect.

Well, sometimes it does break but that's part of the fun.

【副词】（sometimes）

- 【副词（Adverb/Adv）】可以修饰哪些东西？
  - ※ 动词：run quickly
  - ※ 形容词：very good

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- ※ 副词：run very quickly
- ※ 句子：sometimes it does break（修饰句子时，一般放在句子【前面】，有时用【逗号】和句子隔开）。又如：Fortunately, he didn't die.

- 【副词】修饰谁，一般就离它近

【强调结构 do+V 原形】（it does break）

- 【do】在这里是助动词，没有实际含义，硬要翻译，可以翻译成【确实】。
- 【do】需要根据【主语】和【时态】变化，如：
  - ※ Sometimes, it does break.
  - ※ I do love you.
  - ※ I did love you.
  - ※ 稍难的例子：I did do my homework.
- 【do+V 原形】的结构是【雅思听力】常客；【阅读】不太常见，因为比较口语化。

【but 连接的并列句】：句子 $_1$ but 句子 $_2$

- but 前面的【逗号】可有可无
- but 前后的句子哪个更重要？

  I love you, but I can't marry you.

  --【语法】上来讲，【一样重要】（因为是【并列句】）；但从【语义】来说，but 后面的部分【取反】了前面的部分，尤其需要我们重视（这也是 but 后面经常出题的原因）
- 迄今为止讲过的【并列句】的两大连接词：and，but。代表了大多数并列句的逻辑。

【A of B】结构（part of the fun）

- A 和 B 的词性？--都是【名词】。
- 怎么翻译："欢乐的一部分"。即：倒过来翻译：B 的 A。
- 一个更简单的例子：I need the help of my teacher. 我需要我老师的帮助。
- 一个更复杂的例子：the first word of the first sentence of the first paragraph of the page
- 【A of B】这个结构，也可以看作是：【介词结构 of B】作为【后置定语】修饰 A，所以翻译的时候，需要把定语提前到【A 前面】去翻译。

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【that 指代前文出现过的内容】（sometimes it does break but that's part of the fun.）

- this 和 that 都可以指代【前文出现过】的内容；但只有【this】可以指代【下文出现的内容】。如：I want to study at Tsinghua University, and this is my first reason: it is famous around the world.

Is there any opportunity for her to do that?

【there be 句型】（is there…?）

- there be 的 be 到底是 is 还是 are，由【后面名词】决定：
  - ※ There is a book.
  - ※ There are some books.

  如果后面有【多个事物】，则【就近原则】：There is a book and some apples.
- there be + sb/sth +【doing】，而不是 do!!! 这是大家【雅思写作】的重灾区!!

  There is a man reading books.

They have a competition to see who can make the highest tower.

【宾语从句】（to see who can make the highest tower）（重要!!!）

- see 可以是【及物动词】，所以后面可以有宾语，如：Can you see me?
- 如果此时【宾语】是一个句子，这个句子就叫【宾语从句】。
- 宾语从句，必须是【陈述句语序】。如果原句本来就是【陈述句】，就不用改变其语序，但需要【在句子前加一个连接词 that】（口语中 that 可以省略）。

  原句：Your name is Wey.

  变成宾语从句：I know that your name is Wey.
- 当【宾语从句】是【一般疑问句】时，需要在前面加一个【whether】，然后语序变为【陈述句】语句。如：

  原句：Do you like me?

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变为宾语从句：I don't know whether you like me.

（宾语从句中【or not】可有可无）

- 当【宾语从句】是【特殊疑问句】时，语序变为【陈述句】语句。如：

  原句：What did you like?

  变为宾语从句：I don't know what you liked.（注意是【liked】，不是【like】）

  可能有的疑问：陈述句语序，不应该是【I don't know you like what.】吗？

  不对。这是中式思维。英文中：【疑问词】还是应该在句首。

不改变【语序】，是大家在【雅思写作】中的重灾区。

You'd be amazed how high they can go.

复习：【宾语从句】（how high they can go）

- 这里的宾语从句【做谁的宾语】？--被省略的介词【about】：You'd be amazed (about) how high they can go.

  复习：介词后面可以接宾语哟~（Look at me.）

  【介宾】和【动宾】是两个最重要的宾语结构。（动宾：read books）
- 这里的宾语从句还原成【疑问句语序是】？-- How high can they go?
- 整个句子翻译为：

  基础版：你将会对【它们能达到多高这件事】感到惊讶。

  进阶版：你将会对【它们的高度】感到惊讶。

  高级版：你将惊讶于【其高度】。

【would】表示委婉语气（You'd be amazed…）

- You'd be 的【'd】是？--would。
- would 的原形是：will。所以原句本来是：You will be amazed…
- 那这里的 would 是表示【过去时】吗？--不是。是表示一种【委婉语气】。情态动词都有这种用法：
  - ※ Can you help me? 更委婉 → Could you help me?
  - ※ You may be wrong. 更委婉 → You might be wrong.

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But they are learning all the time as well as having fun.

【But】的口语用法（But+句子）

- 之前讲过的 but 的用法：句子 $_1$ but 句子 $_2$
- 口语用法是：but 单独出现在一个句子句首。（写作里面尽量不要这么用）
- 【and】同理。之前讲过的用法是：句子 $_1$ and 句子 $_2$

  口语用法是：单独出现在一个句子句首。如：And Lydia loves building things. （写作里面尽量不要这么用）

【正在进行时态 be + doing】表示【一段时间的持续】（they are learning all the time）

- 大家最熟悉的【现在进行时】表示的意思是？--【正在做 XX】。如：I am reading a book.
- 【现在进行时】还可以表示：【一段比较长时间的持续 or 习惯性动作】。I am reading a book recently.

【as well as + doing】（as well as having fun）

- 为什么用 doing？--习惯用法？可以这么记。

  但终极原因是：第二个 as 是介词，介词后需要加【宾语】，宾语需要是【名词性属性】，doing 可以做【动名词】，因此可以做【宾语】。
- 第一个 as 什么词性呢？--稍复杂，此时不讲。

One thing they do is to design and build a car

【定语从句引导词 that 的省略】（one thing they do）

- One thing they do 原来的样子是？-- one thing (that) they do
- 【先行词】是？-- one thing
- 【引导词】是？--that。引导词在定语从句中指代的是：one thing。
- 引导词【为什么可以省略】？-- 因为是口语？不是。

  是因为：【先行词/引导词】在定语从句中做的是【宾语】，所以可以省略。

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再看一个例子：This is the book (that) I like. （that 可以省略）

再看一个反例：This is the book that makes me laugh. （that 不能省略，因为它在定语从句中【做主语】）

【is + to do 做表语】（one thing…is to design and build a car）

- 复习：【主系表】结构：I am good. / I am a student.
- 还有什么可以做【表语】？--【to do】结构：one thing is to design and build a car
- 其实，【doing】也可以做【表语】：one thing is designing and building a car（注意 and 后面的 build 也要变成 ing 形式哦~）

  但我们习惯用【to do】做表语，因为【doing】做表语，容易和正在进行时态的【be doing】弄混。

… a car that's attached to a balloon

【被动语态 be+done】（is attached to）

- attach 做动词，表示：绑定，固定用法是：attach A to B（把 A 绑在 B 上面）。被动语态是：A is attached to B（A 被绑在了 B 上面）。
- 原文中，A 是：that（也就是：a car），B 是：balloon。句子翻译为：被绑在了气球上的车。
- 被动语态中，有时也会用【by XX】引出【动作的发出者】。如：The book is read by me.

the force of the air in that actually powers the car and makes it move along.

复习：【that 指代前文出现过的内容】

- that 指代：the balloon

复习：【介词结构】作【后置定语】修饰名词（the force of the air in that）

- 应该翻译为：【在气球里】的【空气】的【力量】。一定记住：倒过来翻译。

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复习：考试读文章的时候，需要【倒过来翻译】吗？--不需要。顺序读句子。理解即可。

【宾语补足语】（makes it move along）

- 复习：【it】在这里是作为动词【make】的【宾语】
- 那么【move along】是什么成分呢？--是【宾语补足语】。简称【宾补】，作用是：【补充说明宾语的某个状态】。

  又如：【make me happy】中，【me】是【宾语】，【happy】是【宾补】。

  再如：【consider him (as) the leader】中，【him】是【宾语】，【the president】是【宾补】。

  综上，【动词/形容词/名词】都可以当【宾补】。
- 【宾补】的知识点大家了解即可。

【副词修饰动词】（move along）

超长句：One thing they do is to design and build a car that's attached to a balloon, and the force of the air in that actually powers the car and makes it move along.

- 翻译：他们所做的一件事是设计和制造一辆绑在气球上的汽车，气球里的空气的力量为汽车提供动力，并使它继续前进。
- 有几个句子？--省略了【that】的、修饰 one thing 的【第一个定语从句】，修饰 car 的【that】引导的【第二个定语从句】，两个【and】前后的两个并列句。
- 读懂的关键是什么？

  1） 每个单词都认识：单词基本功

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2） 熟悉引出每个句子的【引导词、连接词…】，并且明白其【使用规则】：语法基本功

- 阅读的顺序是什么？（重要!!!!!!!!）

  顺序。

  而不是一上来去分析句子成分，如：【找主谓宾】、【断开句子】等。

They go really fast too.

【副词 fast】

- 一般的副词长相都是：Adj+ly，如：quickly。fast 是特例。
- fast 修饰谁？-- 动词 go。（副词修饰动词）
- fast 还被谁修饰？-- really。（副词修饰副词）

All this sounds perfect.

【sound+形容词】（sounds perfect）（重要!!!!）

- sound 什么词性？--动词，表示“听起来”。

  修饰【动词】用什么词？--副词。

  perfect 是副词吗？--不是。是形容词。副词是 perfectly。

  那怎么回事？
- sound 是【感官动词】，【感官动词】后面不加副词修饰，而是加【形容词】。如：
  - ※ This plan sounds good.
  - ※ This shirt looks great.
  - ※ This perfume smells amazing.
  - ※ This soup tastes wonderful.
  - ※ This silk（丝绸）feels soft.
- 【感官动词】也是【系动词】的一种。

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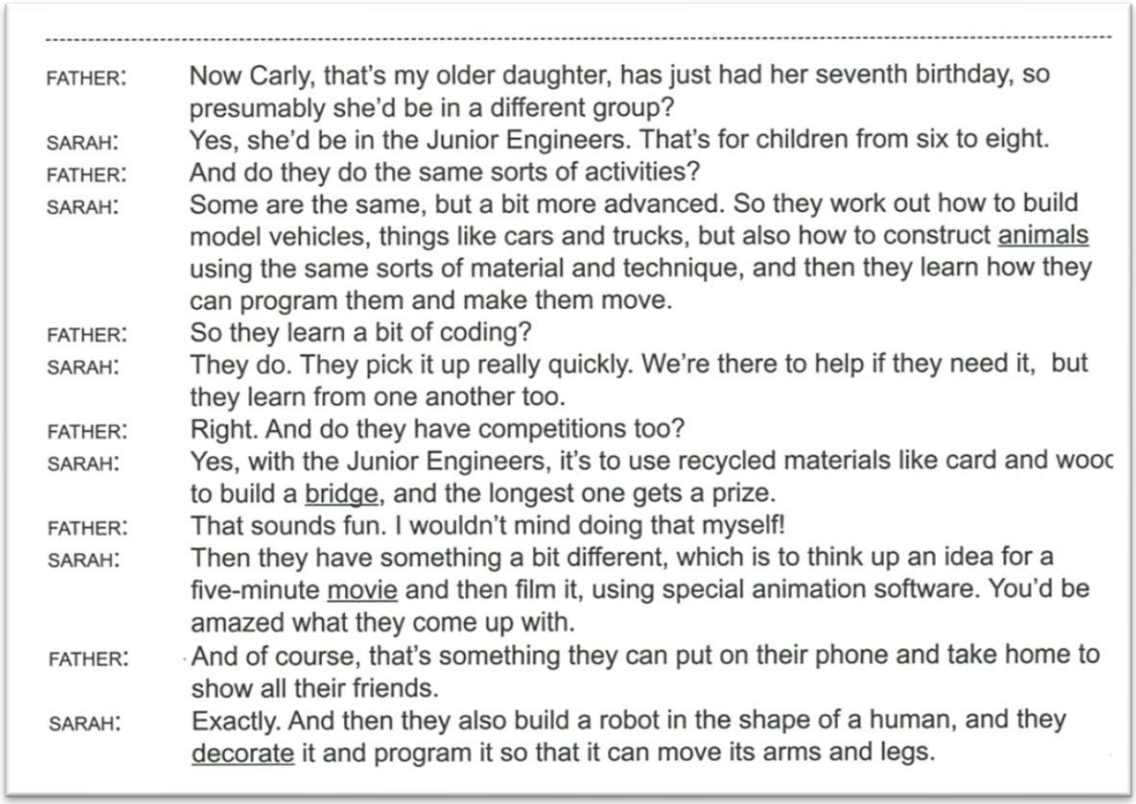
Day3：以【剑雅文本】为载体的【语法精讲】（三）

《剑雅 16-Test1 听力-第 1 篇》



FATHER: Now Carly, that's my older daughter, has just had her seventh birthday, so presumably she'd be in a different group?
SARAH: Yes, she'd be in the Junior Engineers. That's for children from six to eight.
FATHER: And do they do the same sorts of activities?
SARAH: Some are the same, but a bit more advanced. So they work out how to build model vehicles, things like cars and trucks, but also how to construct animals using the same sorts of material and technique, and then they learn how they can program them and make them move.
FATHER: So they learn a bit of coding?
SARAH: They do. They pick it up really quickly. We're there to help if they need it, but they learn from one another too.
FATHER: Right. And do they have competitions too?
SARAH: Yes, with the Junior Engineers, it's to use recycled materials like card and wooc to build a bridge, and the longest one gets a prize.
FATHER: That sounds fun. I wouldn't mind doing that myself!
SARAH: Then they have something a bit different, which is to think up an idea for a five-minute movie and then film it, using special animation software. You'd be amazed what they come up with.
FATHER: And of course, that's something they can put on their phone and take home to show all their friends.
SARAH: Exactly. And then they also build a robot in the shape of a human, and they decorate it and program it so that it can move its arms and legs.

Now Carly, that's my older daughter, has just had her seventh birthday, so presumably she'd be in a different group?

【插入语】（, that's my older daughter,）

- 结构：【逗号】+【插入成分】+【逗号】。

  【插入成分】可以是任何东西，【名词】、【短语】、【句子】等，想要【补充说明什么内容】，就插入对应内容。

- 【双逗号】可以替换为：

  Now Carly--that's my older daughter--has just…（破折号）

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Now Carly (that's my older daughter) has just…（括号）

- 【插入语】重要吗？--不如主干重要。

  那可以【跳过不读】吗？--不行，因为有时候也会考题。最多就是【读得快一点】。

- 理解时的关键：注意【逗号/破折号/括号】开始的地方+结束的地方，准确定位出【插入语】是什么。

【现在完成时态 has+done】（Carly has just had her seventh birthday）

- 第一个【has】是【助动词】，没有实际含义（可以理解为"已经"），单复数由【主语】决定。
- 第二个【had】是实义动词【have（拥有）】的【过去分词形式 had】。

  have 的三种形态是？--【have（原形）】【had（过去时态）】【had（过去分词形式）】

- 【现在完成时态】强调的是【动作开始于过去（可能现在已经结束了）】+【对现在有影响】。后者是和【一般过去时态】的最主要区别（Carly had her seventh birthday）。

【so 连接的并列句】（句子 $_1$ so 句子 $_2$）

- 复习：目前为止学过的可以连接两个并列句的连词：and，but
- so 前面的【逗号】可有可无
- so 前后的句子哪个更重要？

  I love you, so I want to marry you.

  --【语法】上来讲，【一样重要】（因为是【并列句】）；但从【语义】来说，so 后面的部分尤其需要我们重视（这也是 so 后面经常出题的原因）

- 写作里的两个【重灾区病句】：

  ※ I love you. So I want to marry you. （错误，口语里可以这样写，写作里不行）

  ※ I love you, so, I want to marry you. （错误，口语里可以这样写，写作里不行）

  ※ I love you, so I want to marry you.（正确）

- 升级拓展：【so】和【so that】的微妙区别

  意思：so（"所以"）；so that（"这样一来"）--比较难看出区别

  词性：so（并列连词，连接【两个并列句】，前后两个句子【并重】）

  so that（从属连词，连接【主句】+【目的状语从句】，【主句】更重要）

  结合原文来看：

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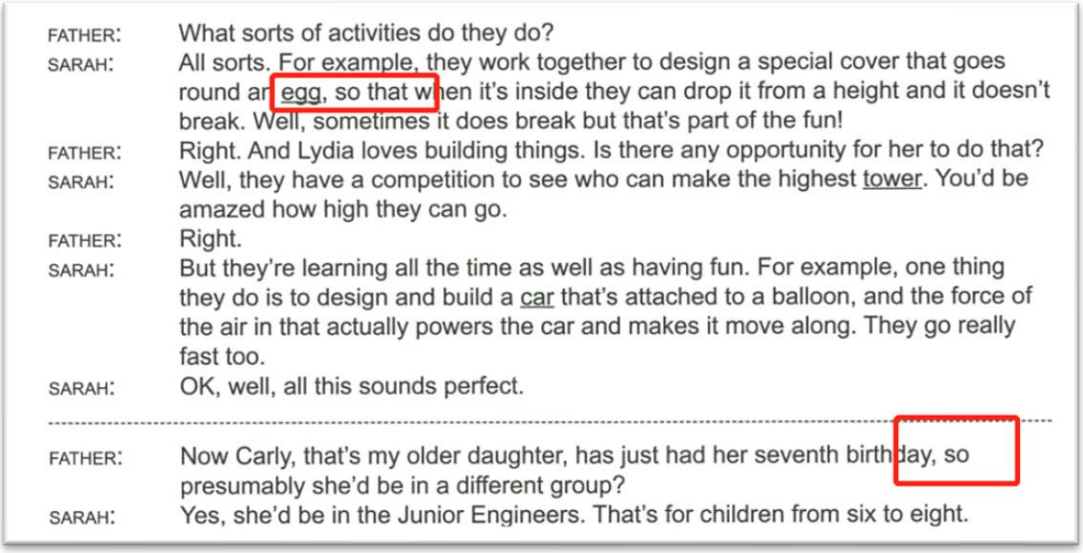

FATHER: What sorts of activities do they do?
SARAH: All sorts. For example, they work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break. Well, sometimes it does break but that's part of the fun!
FATHER: Right. And Lydia loves building things. Is there any opportunity for her to do that?
SARAH: Well, they have a competition to see who can make the highest tower. You'd be amazed how high they can go.
FATHER: Right.
SARAH: But they're learning all the time as well as having fun. For example, one thing they do is to design and build a car that's attached to a balloon, and the force of the air in that actually powers the car and makes it move along. They go really fast too.
SARAH: OK, well, all this sounds perfect.

FATHER: Now Carly, that's my older daughter, has just had her seventh birthday, so presumably she'd be in a different group?
SARAH: Yes, she'd be in the Junior Engineers. That's for children from six to eight.

复习：【would 表示委婉语气】（so presumably she'd be in a different group?）

- 此处表示一种【委婉的猜测】

That's for children from six to eight.

复习：【that】指代前文出现过的内容

- 这里指：the Junior Engineers
- 小升级：写作营里有同学看不懂下面这个句子里的【that】

  The percentage of A is higher than that of B.

  这里的【that】就是指代【前文出现过的内容】，即【the percentage】。

  如果前文单词是【复数】，则用【those】：

  The expenses on A are higher than those on B.

复习：【主系表结构】。

- 主语：that
- 系动词：is（“系”就是“联系”，is 的作用就是【联系】主语和表语，表明其关系）
- 表语：for children from six to eight（介词短语做表语）

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复习：【介宾结构】

- 介词：for
- 宾语：children

复习：【介词短语作为后置定语修饰名词】（children from six to eight）

- 翻译为：【从六岁到八岁】的孩子。即：倒过来翻译。
- 可以替换为：children who are from six to eight（即：定语从句）

Some are the same, but a bit more advanced.

【some】的双重词性

- Some books are interesting.（限定词。也可以理解为：形容词属性）
- Some are the same.（代词，指代：some activities。也可以理解为是：名词属性）

  限定词：determiner（det）

  代词：pronoun（pron）

【same】前面的【the】不能省略

- the 表示：定指，所以【the same】的 the 不可省略。
- 这是大家在雅思写作中的【重灾区】：忘掉 same 前的 the。

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【重复成分的省略】（but a bit more advanced）

- 未省略前：but (they are) a bit more advanced.
- 省略原则：【和前文一样的内容】；或者：【根据上下文能脑补出来的内容】

【a bit+比较级】（a bit more advanced）

- 表示：更高级一点点
- a bit=a little，后面都可以加比较级
- 【much】同理，翻译为："XX 得多"。如：This book is much more interesting.

So they work out how to build model vehicles, things like cars and trucks, …

复习：So 的不规范用法

- I love you. So I want to marry you. （错误，口语里可以这样写，写作里不行）
- I love you, so, I want to marry you. （错误，口语里可以这样写，写作里不行）
- I love you, so I want to marry you.（正确）

【疑问词+to do】做宾语（work out how to build model vehicles）

- 【work out】是动词短语，表示：解决。后面可以跟【名词】做【宾语】，如：work out the problem。
- 【疑问词+to do】也可以做宾语，如：work out how to build model vehicles.
- 再看一个简单的例子：I don't know what to do and where to go.

复习：【双逗号引出的插入语】（, things like cars and trucks,）

- 这里的【双逗号】还可以变成：【双破折号】或者【逗号】
- 【插入语】重要还是【主干】重要？--【主干】

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复习：介词作为【后置定语】修饰【名词】（things like car and trucks）

- 这里的 like 不表示【喜欢】，不是【动词】；而表示："像…"，是【介词（prep）】。
- 应该翻译为：【像 car 和 truck 一样的】东西

【同位语】（build model vehicles, things like car and trucks）

- 这里的【things】其实指的就是前面的【model vehicles】，两者在意思上【地位相同】，这时【things】称为是【model vehicles】的【同位语】。
- 再看两个简单的例子：

  I, a student, should work hard.

  Mr. Wang, our teacher, is really strict.

- 【同位语】通常用【双逗号】引出，插入在句子中，跟在其【解释说明的对象后】。

…but also how to construct animals using the same sorts of material and technique, …

【but also=and】

【口语中介词的省略】

- 原文省略了一个介词：how to construct animals (by) using the same sorts of materials and technique
- 【介词的省略】在口语中很常见，写作里一般不省略。

and then they learn how they can program them and make them move.

复习：【宾语从句】（learn how they can program them and make them move）

- 【learn】可以是【及物动词】，后面可以加【宾语】，如：learn a language。后面的宾语是【句子】的时候，此时这个句子为【宾语从句】。
- 需要记住：【宾语从句】的语序需要是【陈述句语序】。所以原文是：learn how they can

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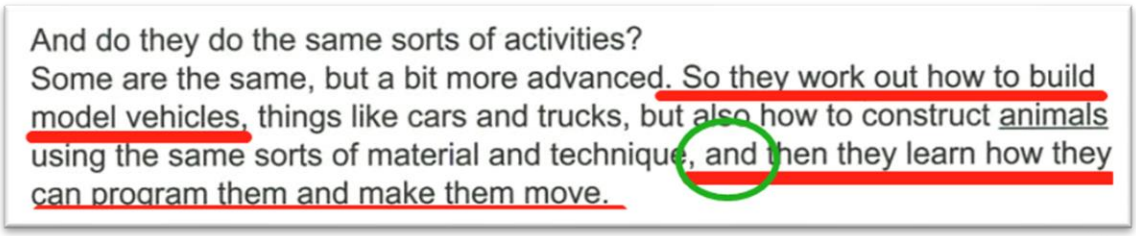
program them…，而不是：learn how can they program them…

连接两个完整句子，需要【连词】，【副词】不行


And do they do the same sorts of activities?
Some are the same, but a bit more advanced. So they work out how to build model vehicles, things like cars and trucks, but also how to construct animals using the same sorts of material and technique, and then they learn how they can program them and make them move.

- 【and】是【连词】，可以连接【两个完整的句子】，但【then】不是连词，所以不能连接两个完整的句子。

- 以为【then】是连词，用它来连接两个完整的句子--这是大家【写作重灾区病句】。如：
  - ※ I want to learn English, then I can study abroad. （错误）
  - ※ I want to learn English, and then I can study abroad. （正确）
  - ※ I want to learn English, so that I can study abroad. （正确）

超长句：So they work out how to build model vehicles, things like cars and trucks, but also how to construct animals using the same sorts of material and technique, and then they learn how they can program them and make them move.

- 翻译：所以他们研究如何建造模型交通工具，像汽车和卡车一类的东西，还有如何用同样的材料和技术建造动物，然后他们还学习如何给它们编程，让它们动起来。
- 有几个主句？各自有什么嵌套--2 个主句。第三行【and】前后。前面的主句没有从句；后面的主句有一个【how】引导的宾语从句。

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- 读懂的关键是什么？

  1） 每个单词都认识：单词基本功

  2） 熟悉引出每个句子的【引导词、连接词…】，熟悉【插入语】，熟悉【but also】结构，熟悉【using 前省略的 by】…：语法基本功

- 阅读的顺序是什么？（重要!!!!!!!!!）

  顺序。

  而不是一上来去分析句子成分，如：【找主谓宾】、【断开句子】等。

They pick it up really quickly.

【代词和动词短语的位置关系】（pick it up）

- 代词放在【动词+介词】的动词短语【中间】，如：give it up
- 如果是名词、或者短语、句子，就放【后面】。如：
  - give up my dream
  - give up the dream of my childhood
  - give up what I want（宾语从句）

复习：【副词修饰副词】（really quickly）

We're there to help if they need it, but they learn from one another too.

【条件状语从句】（if they need it）

- 用一个【从句】补充说明关于【条件】的信息，这个从句就叫【条件状语从句】
- 【条件状语从句】的构成：表示【条件的引导词】+【陈述句】
- 【条件状语从句】和【主句】的位置：可以在主句【前】or【后】。通常用【逗号】和主句隔开，如下：
  - If they need it, we're there to help.
  - We're there to help if they need it.
- 怎样区分【条件状语从句】和【主句】：

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1） 看【逗号】：If they need it, we're there to help.

2） 看【引导词】：If they need it, we're there to help.

3） 从【引导词】开始，从句开始，遇到【第二组主谓】，从句在此之前结束：If they need it we're there to help.

- 【条件状语从句】和【主句】的信息，哪个更重要？--顾名思义，是【主句】。
- 【从句+主句】的组合叫：【主从复合句】，和【简单句】、【并列句】三足鼎立。
- 迄今为止，我们学习了【三种状语从句】了：【时间状语从句】、【目的状语从句】、【条件状语从句】

※ 时间状语从句：When it's inside, they can drop it from a height.

※ 目的状语从句：They work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break.

※ 条件状语从句：We're there to help if they need it

记住这几个从句的【名称】不是重点，只要能够【根据连接词】读懂其意思+区分从句和主句，就 ok 了。

复习：【one 和 another】的指代（they learn from one another）

- 【one】本来表示："一个"；【another】本来表示："另一个"。根据上下文，这里等于【one kid】和【another kid】。
- 【one another】是固定搭配，等于：each other。

复习：【but 连接的并列句】（We're there to help if they need it, but they learn from one another too.）

With the Junior Engineers, it's to use recycled materials like card and wood to build a bridge, and the longest one gets a prize.

【With】=about（with the Junior Engineers）

- 表示"关于"，比较冷门的意思，了解即可。

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【it 作为形式主语】（it's to use…）

- 这里的【it】只是占据一个语法上【主语】的位置，语义上已经失去了自己本身的含义（不能翻译为"它"），这时我们将其称为【形式主语】。
- 【形式主语 it】具体的意思需要结合上下文理解。本句中，可以理解为是：those Junior Engineers，或者 those kids。
- 另一个常见的【形式主语 it】的例子：
  - ※ It is important that we should work hard.
  - ※ It is impossible to finish this.

  总结：【it+形容词+句子/to do】中的【it】也是【形式主语】，其指代的内容是后面的【句子/to do】。

复习：【主系表结构】（it's to use…）

- to do 可以作为表语，和【it is】形成【主系表结构】
- 【doing】也可以作为表语，但【it is using…】容易让人混淆【正在进行时态】，所以【to do】做表语更常见。

【过去分词形式 done 做定语修饰名词】（recycled materials）（重要!!!）

- 【背景补充 1】：首先，需要知道【recycle】作为动词，表示：回收（某个东西）
- 【背景补充 2】：其次，这里的【recycled】是【过去分词形式】，而不是【过去时】（recycle-recycled-recycled）

  【过去分词形式】表示【被动含义】（联想被动语态【be done】）。
- 这个短语中，动作的【承受者】是后面的名词【materials】，所以这里的 recycled materials 表示：【被回收的材料】
- 这里的【recycled】是作为【前置定语】修饰 materials，已经具备了【形容词属性】
- 再看一个例子：【a scared man（一个受到惊吓的男人】其实同理，scared 其实来自【scare（V. 使受惊）】，scared 其实是【过去分词形式】作为【前置定语】修饰 man，表示【被动】：被吓住的男人。
- 拓展（重要!!!）：除了【done】，【doing】也可以做【前置定语】修饰名词，如：【a sleeping child】。这时的【sleeping】表达的是一种【主动含义】，动作的【发出者】是后面的名词【child】。

  同时，这里的【sleeping】还带有【正在进行】的意味（联想正在进行时态【be doing】），所以【a sleeping child】翻译为：一个正在睡觉的小孩。

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另外，这里的【sleeping】也具备【形容词属性】。

- 再看一个例子：我们熟悉的【an exciting book】其实也是这么来的。这里的 exciting 来自动词【excite：使兴奋】，动作的发出者是后面的名词【book】：【book】主动发出了【使兴奋】这个动作。所以【an exciting book】翻译为：一本（使人兴奋）的书。

  而这里的【exciting】也是具备了【形容词属性】。

- 拓展：那【an excited man】怎么理解呢？【an exciting man】呢？

复习：【介词短语作为后置定语修饰名词】（recycled materials like card and wood）

- like 这里表示：【像…的】，是【介词】
- 翻译为：【像 card 和 wood 这样的】被回收的材料。

复习：【不定式 to do】表示【目的】（use recycled materials like card and wood to build a bridge）

- 翻译为：使用【像 card 和 wood 这样的】被回收的材料【去】建造一个桥
- 拓展：【to do】被称为【不定式】，其【不定】应该如何理解？

  就是【还不确定】，也就是：【还没有发生】，暗含有一种【将来可能发生】的意味。

  再看一个例子：I have a lot of homework to do.

  因此，不定式既可以表示【目的】，又可以表示【将来】。

复习：【one】表示【前文出现过的可数名词】（the longest one gets a prize）

- 【one】这里指代前文出现过的【bridge】。

复习：【and 连接两个并列句】

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- With the Junior Engineers, it's to use recycled materials like card and wood to build a bridge, and the longest one gets a prize.

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Day4：以【剑雅文本】为载体的【语法精讲】（四）

《剑雅 16-Test1 听力-第 1 篇》

FATHER: Now Carly, that's my older daughter, has just had her seventh birthday, so presumably she'd be in a different group?

SARAH: Yes, she'd be in the Junior Engineers. That's for children from six to eight.

FATHER: And do they do the same sorts of activities?

SARAH: Some are the same, but a bit more advanced. So they work out how to build model vehicles, things like cars and trucks, but also how to construct animals using the same sorts of material and technique, and then they learn how they can program them and make them move.

FATHER: So they learn a bit of coding?

SARAH: They do. They pick it up really quickly. We're there to help if they need it, but they learn from one another too.

FATHER: Right. And do they have competitions too?

SARAH: Yes, with the Junior Engineers, it's to use recycled materials like card and wooc to build a bridge, and the longest one gets a prize.

FATHER: That sounds fun. I wouldn't mind doing that myself!

SARAH: Then they have something a bit different, which is to think up an idea for a five-minute movie and then film it, using special animation software. You'd be amazed what they come up with.

FATHER: And of course, that's something they can put on their phone and take home to show all their friends.

SARAH: Exactly. And then they also build a robot in the shape of a human, and they decorate it and program it so that it can move its arms and legs.

That sounds fun. I wouldn't mind doing that myself!

复习：【that 指代前文出现过的内容】

- 这里的两个【that】都指代："to use recycled materials like card and wood to build a bridge"

复习：【sound+形容词】

- sound 是【感官动词】，【感官动词】后面不加副词修饰，而是加【形容词】。如：
  - ※ This plan sounds good.
  - ※ This shirt looks great.

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※ This perfume smells amazing.

※ This soup tastes wonderful.

※ This silk（丝绸）feels soft.

- 那这里的【sound fun】是怎么回事？为什么不是【sound funny】？

※ sound funny：语法正确。语义："听起来很有趣/搞笑"

※ sound fun：固定用法。语义："（你说的活动）听起来很有意思（我也想做做看）"

如：

--We will have a party tonight. Do you want to come?

--Sure, that sounds fun. I will be there.

【wouldn't mind doing sth】

- 直译为："不介意做某事"。其实表达：want to do sth
- 注意：mind 后面是【doing】，不是【do】or【to do】
- 复习：其实这里的【would】也来自【will】，是其过去式，表示【语气的委婉】

【介词 by 的省略】（I wouldn't mind doing that myself!）

- 还原回来是：I wouldn't mind doing that (by) myself!
- 【口语】里经常省略；【写作中】建议不要省。

Then they have something a bit different, which is to think up an idea for a five-minute movie and then film it, using special animation software.

【不定代词 something 与形容词的位置】（something a bit different）

- 【something】意思是："一些事物"，带有一种【不确定性】，something 因此也被称为【不定代词】。类似的还有：someone, somebody, anything, anybody, somewhere, anywhere 等。
- 【不定代词】被【形容词】修饰的时候，【形容词】需要放在它们后面，如：something different；someone smart。

这种顺序和形容词修饰【一般名词】的顺序是【相反的】。如：a different thing; a smart

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student.

【which 引导定语从句修饰名词】（which is to think up an idea for a five-minute movie and then film it）

- 【which】也可以作为【引导词/连接词/关系词】，引导定语从句，修饰前面的【名词】。本句中，修饰的就是前面的【something】。
- 本句中，定语从句前用【逗号】和主句隔开。有两个作用：
  1）方便读者阅读，以免让人以为定语从句是修饰的【different】
  2）一旦用【逗号】把【定语从句】和【主句】隔开，就相当于【弱化了】定语从句对主句的先行词的【限定、修饰】作用。也就是说：这时的定语从句的信息【没那么重要】。这种定语从句我们称为是【非限定性定语从句】。
- 是否把一个定语从句写成【非限定性定语从句】，完全取决于【写作者】本人觉得【该信息是否重要】。
- 注意：【非限定性定语从句】的引导词【只能是 which】，不能是【that】。
- 拓展：翻译时，【限定性定语从句】和【非限定性定语从句】的【翻译顺序】不一样。如：

  This is the new book that/which I like:（限定性）这就是那本【我喜欢】的新书。

  This is the new book, which I like:（非限定性）这就是那本新书，我喜欢的那本。

  （上面的例子比较简单，但请一定记住这个原则，【学术翻译】or【考研英语翻译题】时需要注意）

【单词 1-单词 2】的组合词做【形容词】（a five-minute movie）

- 翻译为：一个【五分钟的】电影
- 单词 1 和 2 本身的【词性】没有限制；单词的【数量】也没有限制。如：a five-year-old child（一个【五岁】的男孩）
- 注意：这个结构能看懂就行，不需要在写作中【自创】。

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【doing 作为句子的附加修饰成分】（Then they have something a bit different, which is to think up an idea for a five-minute movie and then film it, using special animation software.）（重要!!!）

【这个部分可谓难点、重点、核心点，一定注意了!!!!!!】

- 【背景规则补充 1】：一个句子的功能，是说清楚【一件事情】，因此只能有一个主句。如果还有其他【附加信息】想要交代，可以用【从句】，或者是【附加修饰成分】。
- 【背景规则补充 2】：【附加修饰成分】中如果涉及到【动词】，那么这个动词需要变成【非谓语动词形式】，即：【doing】【to do】【done】中的一者。具体是哪一个，需要根据意思决定。
- 原文句子中，【using…】这个部分就是【附加修饰成分】，相对于主句而言，它是【相对次要的附加信息】。
- 【using】这个动作的发出者是？--需要往前找。看看【哪个主体】和【use】这个动作相关。

  最后找到的是：【主句中的 they（也就是 those kids）】，他们可以发出【use】的动作。
- 因为【use】是【they】这个主体【主动发出】的，所以将【use】改为【using】的形式（规则：【doing】表示【主动】、【done】表示【被动】、【to do】表示【目的/将来】）
- 结合上面两点，可以这样理解：they 主动发出了 use 的动作。
- 【using】引导的附加修饰成分，可以放在【主句前】或者【主句后】，甚至是【插在主句内部】。
- 再看一个简单的例子：

  1）She is doing homework, listening to the music at the same time.

  2）Listening to the music at the same time, she is doing homework.

  3）She, listening to the music at the same time, is doing homework.

  在上面这些例子中，着重感受两点：1）【listening】和【动作主体 she】是【主动发出】的关系；2）【附加修饰成分】的【位置很灵活】。
- 再看几个例子，体会【doing】【to do】【done】的区别。

  1）She is doing homework, listening to the music at the same time.

  2）To play outside later, she is doing homework now.

  3）Forced to stay at home, she is doing homework now.

  在上面这些例子中，着重感受三点：1）【doing】表示【动作主动发出】；2）【to do】表示【目的/将来】；3）【done】表示【动作被动承受】。

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至此，就是【非谓语动词做附加修饰成分】的核心内容，这个曾经高考语法的大魔头，需要在这里被我们拿下!!!

- 拓展：在大家【自己写作】时，是否要把【某个信息】用【非谓语做附加修饰成分】的形式写出来，完全取决于大家觉得【这个信息】的重要程度。如：

1）She is doing homework, listening to the music at the same time.

2）She is doing homework, and she is listening to the music at the same time.

3）She is listening to the music, doing homework at the same time.

【1】中，【listen】的部分【被认为是次要的】，所以作为【附加修饰成分】出现。

【2】中，【listen】的部分【被认为是和 do homework 同等重要的】，所以作为【并列句】出现。

【3】中，【listen】的部分【被认为是主要的】，所以作为【主句】出现。

熟练运用【doing/done/to do】是【写作中】的加分点，但一定注意：是需要用时才用（表达的信息【比较次要】），而且一定需要区分开【doing/done/to do】的使用。否则会画蛇添足，反而丢分。

You'd be amazed what they come up with.

复习：【宾语从句】

- amazed 后面其实省略了介词【about】，原句是：You'd be amazed about what they come up with.

And of course, that's something they can put on their phone and take home to show all their friends.

复习：【定语从句引导词 that 的省略】（that's something they can put on their phone and take home to show all their friends.）

- 定语从句的引导词【that】被省略了，因为：它在定语从句中做的是【put】和【show】的宾语，所以可以省略。还原回来之后是：put something on their phone 和 take something home。

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【their phone】的【phone】为什么不是复数?

- 可以是【复数】,这个时候表示:每个人都有一台 phone,所以合起来就应该是【phones】。
- 但如果不想强调这个意思的时候,也可以说【their phone】,语法上也是正确的。

复习:【可数名词】不能单独在文中出现。要么是复数,要么前面有 a/an/the/形容词性物主代词(my/your/her/his/their 等)。

【take something home】中被省略的【介词 to】

- 本来的搭配是:【take sth. to sw.】。但当【sw.】是【home】【there】【here】中的一者时,【to】需要省略。如:

  【take my book to school】vs【take my book home】

  【please bring my ticket to my seat】vs【please bring my ticket here】

【动词+双宾语】(show all their friends)

- 原文应该理解为:show all their friends something
- show 是【及物动词】,后面可以跟【名词】作为【宾语】。但有时候【宾语有两个】,我们称为【双宾语】。如:

  show me your book,【your book】可以理解为是【show】的【内容】,【me】可以理解为是【show】的【对象】。两个都是 show 的【宾语】。
- show me your book=show your book to me
- 再看几个例子:
  - ※ give me your book=give your book to me
  - ※ offer me your help=offer your help to/for me
  - ※ provide me with your help=provide your help for me

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FATHER:	Perfect. So, is it the same price as the Tiny Engineers?
SARAH:	It's just a bit more: £50 for the five weeks.
FATHER:	And are the classes on a Monday, too?
SARAH:	They used to be, but we found it didn't give our staff enough time to clear up after the first workshop, so we moved them to Wednesdays. The classes are held in the morning from ten to eleven.
FATHER:	OK. That's better for me actually. And what about the location? Where exactly are the workshops held?
SARAH:	They're in building 10A – there's a big sign on the door, you can't miss it, and that's in Fradstone Industrial Estate.
FATHER:	Sorry?
SARAH:	Fradstone – that's F-R-A-D-S-T-O-N-E.
FATHER:	And that's in Grasford, isn't it?
SARAH:	Yes, up past the station.
FATHER:	And will I have any parking problems there?
SARAH:	No, there's always plenty available. So would you like to enrol Lydia and Carly now?
FATHER:	OK.
SARAH:	So can I have your full name …

So, is it the same price as the Tiny Engineers?

复习：【so 的规范用法】

- 规范用法是：句子 $_1$ so 句子 $_2$

【it 指代前文出现过的内容】

- it 这里指代前文出现过的【the Junior Engineers】
- 这里的 it 还可以用【that/this】替换。

【as…as…】结构的灵活性

- 最规范的用法是：It (the Junior Engineers) is as the same price as the Tiny Engineers.
- 从上面的例子可以看出：【第一个 as】后面跟的是【比较的方面】；【第二个 as】后面跟的是【被比较的对象】。
- 对比听力稿中的句子，可以发现，【第一个 as】被省略了，这是【口语】的用法。【写作】里建议不要省略。
- 其实，【第二个 as】后面的内容还可以是下面这三种：

  1） It is as the same price as the Tiny Engineers' price.

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2） It is as the same price as the Tiny Engineers'.

3）It is as the same price as the Tiny Engineers costs.

这三个例子的【语法】和【意思】都是对的。但如果深究：【句子 1 和 2】中的 as 是【介词】，后面跟的是【名词】，这和原文中的 as 用法一致；【句子 3】中的【as】是【连词】，后面跟了一个句子（谓语动词是【cost】）。

这三个用法都可以，大家认识就行。

They used to be, but we found it didn't give our staff enough time to clear up after the first workshop, so we moved them to Wednesdays.

【used to do 表示"过去…，而现在不是了"】（They used to be (on Mondays)）

- 【used to do】包含了两层含义：1）描述的事情【发生在过去】；2）现在不这样了。又如：

  I used to be a student.

- 它和【一般过去时态】的区别在于，后者【不强调过去和现在的区别】。如原文中的：we found it didn't give our staff enough time to clear up after the first workshop…
- 和【used to do】特别容易搞混的另外两个表达：

  1）I used to be a student. （【used to do】："过去…，但现在不这样了"）

  2）The book is used to guide you. （【be used to do】："被用来做某事"）

  3）I will be/get used to getting up early. （【be/get used to doing】："习惯做某事"）

复习：【双宾语】（give our staff enough time）

- 可以换成：give enough time [to] our staff

【enough 的特殊位置】（enough time）

- 修饰【名词】时，在【名词前】：enough time
- 修饰【形容词/副词】时，在【后面】：1）She is smart enough. 2）She runs quickly enough.

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There's a big sign on the door, you can't miss it.

【口语中不规范的句子连接问题】

- 【两个完整的句子】之间，不能【用逗号】连接。正确连接方式如下：

  There's a big sign on the door, and you can't miss it. （用连词）

  There's a big sign on the door. You can't miss it. （用句号）

  There's a big sign on the door; you can't miss it. （用分号）

- 这也是大家【写作时病句的重灾区】，一定引起重视！！！！！

【情态动词表示推测】（you can't miss it）

- 【can't】作为情态动词，大家最熟悉的意思是：【不准】。如：You can't smoke here.
- 其实，【情态动词】也可以表示【推测】。如：

  You can't miss it. （你【一定不会】错过它）

  = You won't miss it.

  People can/may die in the wildness. （人们在野外【可能】会死）
- 其中，【can】的可能性比【may】稍高。
- 过去时【could】、【might】的可能性相比于其原形，【可能性】降低。
- 大家对【上面这些词】表示【推测】相对熟悉，而对【should】表示【推测】这一点，可以说极不熟悉。如：

  ※ This book is recommended by the experts, so it should be good.

  ※ This book is recommended by the experts, so it shouldn't be bad.

  区分下句中的【should】和【shouldn't】

  ※ You should work hard. （表示【劝诫】）

  ※ You shouldn't stay up late. （表示【劝诫】）

That's in Grasford, isn't it?

【附加疑问句】（isn't it?）

- 对于附加疑问句【怎么问】，不是难点。要根据主句的谓语动词形式，如：

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- ※ They are good, aren't they?
- ※ The run fast, don't they?
- ※ They are not good, are they?
- ※ They don't run fast, do they?

- 对于附加疑问句【如何回答】，这是难点，也是大家一直比较懵的地方。
- 注意 1：回答是【Yes】和【No】中的一种。具体是哪个，不由【对方的问法】决定，而是由【事实】决定。如：

  提问：They are good, aren't they? / They are not good, are they?

  如果事实是：【他们的确是好的】，那就统一回答：Yes, they are good.
- 注意 2：【Yes】后面统一【跟肯定内容】；【No】后面统一跟【否定内容】。不能张冠李戴。如：

  --They are good, aren't they? / They are not good, are they?

  --Yes, they are. / No, they aren't.
- 虽然这个点比较绕，但并不是重点考点：

  【阅读】里基本不出现；

  【写作】不建议大家用，因为不够书面化；

  【口语】考官一般不会这样问大家，更不建议大家这样反问考官；

  【听力】中如果涉及二人对话，可能会出现。这是需要尤其铭记【注意 1】。

Yes, up past the station.

【双介词结构】

- up 在这里是【介词】。past 也是。

（注意区分【介词 past】和【动词 pass】的【过去时】和【过去分词形式】：pass-passed-passed）

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- 一般来说，【两个介词】不连用。如：Look at me；Listen to the music。
- 个别情况下，可能会有【双介词结构】，只要意思通顺，就是合理的。如：

  1）up past the station

  2）She came from behind the door.

  3）He waited until after 8:00.
- 这不是考察重点，大家认识就行。

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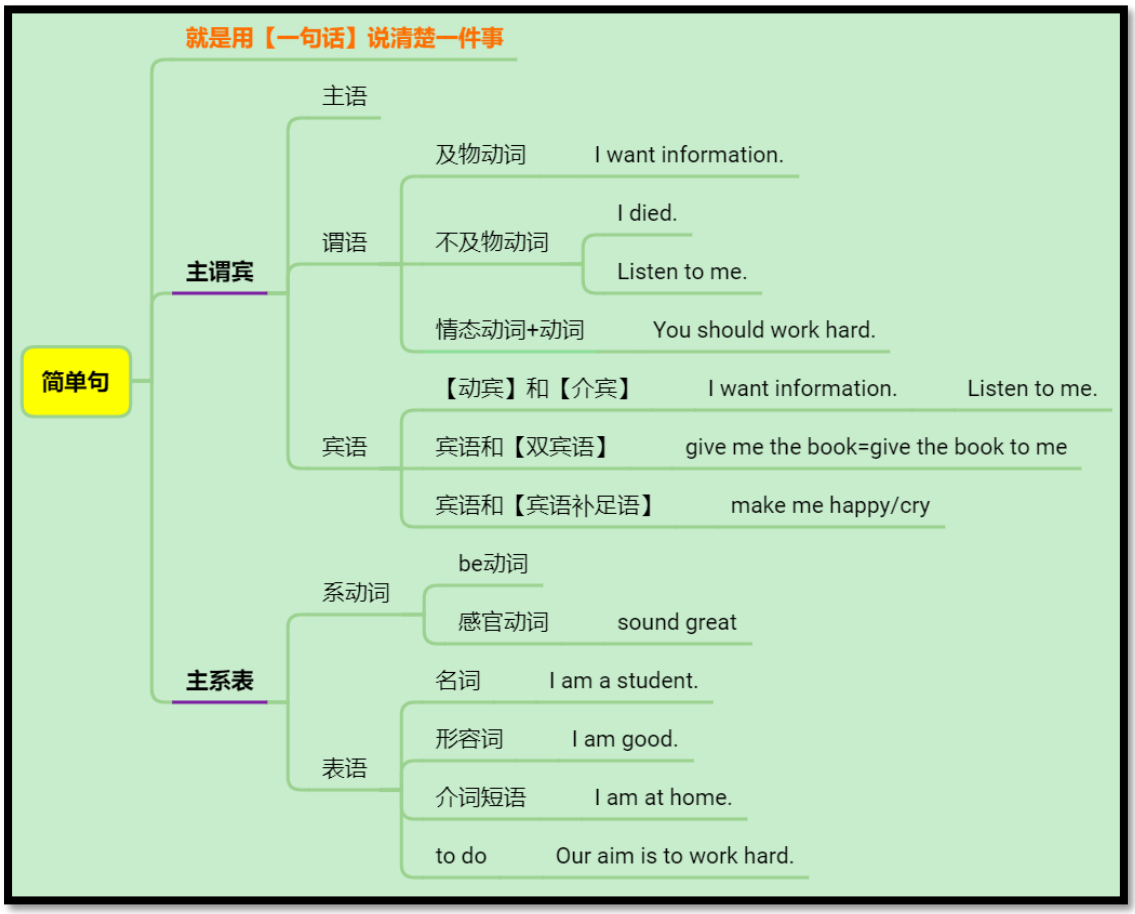
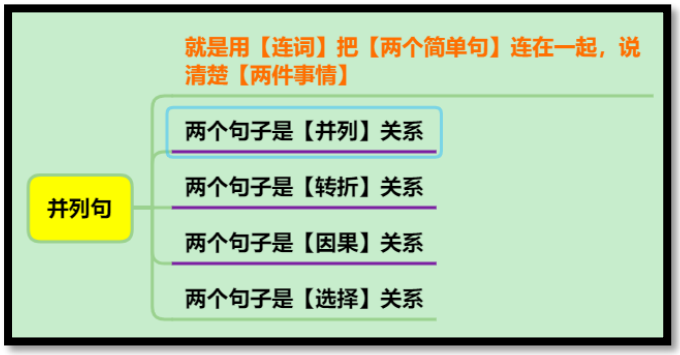
Day5：【阶段性总结】与【语法拓展】（一）

【阶段性总结】





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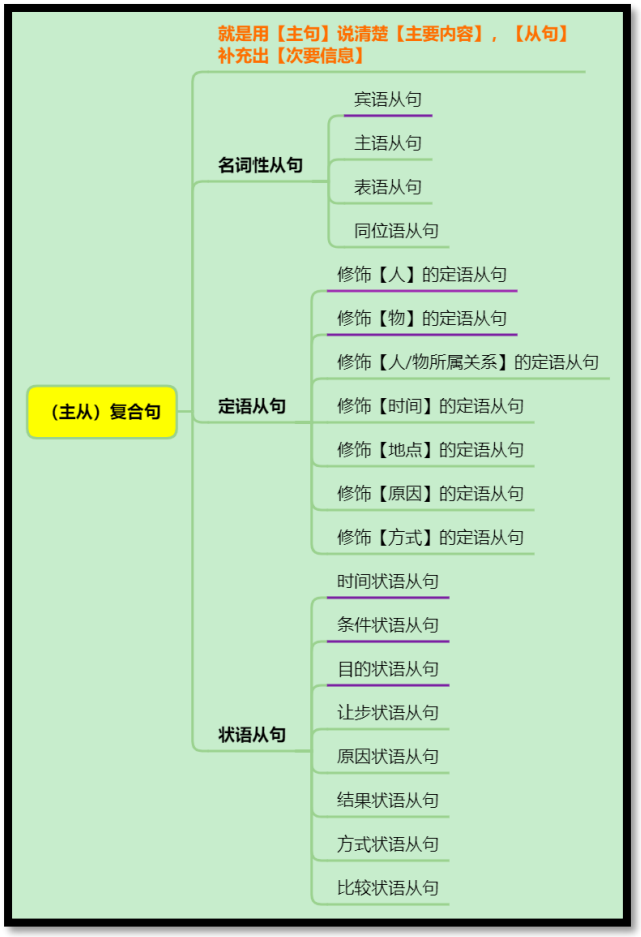

【语法拓展】

【主语】

- 【哪些成分】可以做主语？
  - ※ I am a student. 【代词】
  - ※ Students are good. 【名词】
  - ※ Working hard is important. / To work hard is important. 【Doing/To do】
  - ※ Where to go is a question. 【疑问词+to do】构成的短语
  - ※ Where we should go is a question. 【主语从句】（之后会讲）
- 【主语】决定【谓语的单复数】
  - ※ She is a student.
  - ※ They are students.
- 主语如果是【A and B】的形式，【谓语】一般用【复数】

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Going to bed early and getting up early are important.

【介词】

介词数量众多，我编写了一个表格，下面的例子只要能【读懂意思】，就代表对应介词的知识掌握过关。【红色部分】是重点。

大类	介词	例子	意思 or 注意事项
【时间】	**at**	at 3:00	
	on	on Monday on 3rd May	
	in	in May in 1991	
	before/after	before/after next semester	before 和 after 后面还可以+句子，此时是【连词】
	in	I will study abroad in three years.	表示【将来】
	by	I will finish it by 3:00.	在...前
		I work as a waiter by day.	在...期间
	over	We will discuss it over dinner.	在...期间
	until	The store will be open until 20:00.	
	for	I used to study in Japan for three years.	持续时间段
	during	I will be free during weekends.	
	since	I have been a student since 2010.	主句用【完成时态】 since 后面还可以+句子，这时是【连词】，且意思是：因为。
【地点】	**at**	at home at university	
	in	in university in China	
	on	on the table	与 table【有】接触
	above	above the table	与 table【无】接触
	over	over the table	与 table【有无接触均可】
	under/below	under the ground	与 table 无接触
	beneath/underneath	beneath/underneath the ground	与 table【有无接触均可】，且比【under/below】更书面化
	in front of/behind	in front of/behind me	
	near/by/next to/beside	near/by/next to/beside me	注意 beside 和 besides 区别
	between	between two people	

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	among	among three or more people	
	amongst	就是【among】的更高级说法	
	around	walk around the campus	
	into	look into the situation	
	out of	get out of the problem	
	onto	The window looks out onto the river.	【移动+到达】的双重语感
	off	take your clothes off	
		off the coast	在…不远处
	across/through	walk across/through the campus	通过
	past	up past the station	经过（了）
	along	move along (the street)	沿着
	from…to	from home to school	
	toward(s)	from home toward(s) school	就是【to】的升级版
	beyond	beyond one's reach	
		beyond one's imagination/understanding	
【其他】	of	A of B	B 的 A
		a picture of me	我的照片（我在照片里）
		a picture of mine（mine=my pictures）	我的照片（我所拥有的照片）
	about	a book about environmental issues	
	concerning	【about】的高级版本	
	regarding		
	with regard to		
	in regard to		
	on	a book on environmental issues	关于
	for	I did that for you.	为了
	for all	For all his mistakes, he is still confident.	“虽然”。后面只跟【名词 or 名词短语】
	by	pay by cash	用…，表【方式】
		The study is done by him.	
		increase by 30 hours	上涨【了】30 小时
	as	As a student, I should….	作为
		the same as you	和…一样
	like/unlike	Like/unlike other people, I am different.	
	despite/in spite of	Despite/In spite of his mistakes, he is still confident.	“虽然”。后面跟【单词/短语】，不能跟【句子】
	against	struggle against the hardships	对抗
	to	be used to doing	习惯做某事
		look forward to doing	期待做某事
		be committed to doing	全身心做某事

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		the approach to doing	做某事的方式
		lead to doing	导致了某事
		contribute to doing	导致了某事
		the key to doing	做某事的关键
	at/with	at/with a fast speed	
	out of	do it out of frustration	"出于...", 表【因果】
	besides	Besides me, he will also go.	
	except	They will all go except me.	

【情态动词】

同【介词】,【情态动词】部分也是【只要看懂例子意思】就算掌握。

情态动词	含义	例子	注意事项
must	必须	I must go.	表示【主观必要性】。区分：I have to go. 【客观不得不走】
	肯定会	It must rain tomorrow.	表示【极为肯定的推测】
mustn't	不准	You mustn't smoke here.	表示【禁止】
can	可以	I can speak Chinese.	表示【能力】, =be able to do
	可以	--Can I use your pen? --You can use it.	表示【许可 or 请求】
	可能	People can die in the wildness.	表示【可能性】
	不可能	It can't be wrong: I have checked a lot of times.	表示【几乎为零的可能性】
could	（过去）可以	I could speak two languages.	表示【过去的能力】
	可以	Could I use your pen?	表示【更委婉的许可 or 请求】
	可能	People could die in the wildness.	表示【更低的可能性】
	（过去）不可能	It couldn't be wrong: I have checked a lot of times.	表示【过去的、几乎为零的可能性】
will	将要	I will go to Japan next month.	表示【将来】
	愿意	Will you marry me?	表示【意愿】
would	（过去的）将要	He said he would go to Japan.	表示【过去语境下的】将来
	愿意	Would you marry me?	表示【更委婉的意愿】
may	可以	May I know your name?	表示【许可 or 请求】
	可能	People may die in the wildness.	表示【推测】（可能性比 can 低）

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might	可能	People might die in the wildness.	表示【更低的可能性】
should	应该	You should work hard.	表示【劝诫】
	应该	This book should be interesting: it's recommended by the experts.	表示【按照道理来讲的推测】(通常上下文会说明这个道理是什么)
ought to	应该	The plan ought to be stopped.	表示【劝诫】
shall	可以	Shall we go? / Audience shall not talk with each other during the show.	表示【请求 or 许可】

【系动词】

系动词大类	具体系动词	意思	例子
be 动词	am	是	I am good.
	are		You are good.
	was		I was good.
	等		
感官动词	sound	听起来	This plan sounds good.
	look	看起来	This shirt looks great.
	smell	闻起来	This perfume smells amazing.
	taste	尝起来	This soup tastes wonderful.
	feel	摸起来	This silk（丝绸）feels soft.
【改变】类动词	become	变得	He became angry.
	get		He got upset.
	turn		The light turned red.
	go		This may go wrong.
	grow		The tree is growing taller.
其他	seem/appear	似乎是	It seems/appears (to be) right.
	keep/remain/stay	一直是	We should keep/remain/stay healthy.
	continue	一直是	We should continue (to be) healthy.
	prove	被证明是	It proved (to be) right. = It was proven (to be) right.
	come true	实现	这几个也可作为【固定搭配】记下来
	hold true	正确	
	fall asleep	睡着	

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【时态】

英文时态，琐碎而复杂。我结合考点，将其简化成 11 个句子，对应【11 种常考时态】。只要看懂句子，就算是基本掌握了其对应知识点。

① I am a student.

- 名称：【一般现在时态】
- 注意事项：无

② I am doing my homework now. / I am studying Japanese recently.

- 名称：【现在进行时态】
- 注意事项：既可以表示【短时间内、动作的持续】，也可以表示【相对长时间内、动作的习惯性持续】

③ I have checked three times; it should be ok.

- 名称：【现在完成时态】
- 注意事项 1：包含两层语感：1）动作【开始于过去】；2）动作【对现在有影响】。
- 注意事项 2：句子中不能出现【具体时间点】，如：
  - ※ I have checked three times just now. （错误）
  - ※ I checked three times just now. （正确）
  - ※ I have graduated in 2015. （错误）
  - ※ I graduated in 2015. （正确）

④ I have been learning Japanese for three years.

- 名称：【现在完成进行时态】
- 注意事项 1：在【现在完成时态】的基础上，追加一层语感：3）动作【到现在还在进行】
- 注意事项 2：句子中可以出现【since+具体时间点】，表示【从这个时间点】开始、到【目前】为止，动作/状态一直持续。如：

  I have been the best student since childhood.

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⑤ I was a student. / I used to be a student.

- 名称：【一般过去时态】
- 本身的注意事项：无
- 但要注意：【used to do】相较于【一般过去时态】的特殊语感：【强调今昔之别】。

⑥ I was doing my homework last night. / I was studying Japanese in this May.

- 名称：【过去进行时态】
- 注意事项：和【现在进行时态】类似，既可以表示【短时间内、动作的持续】，也可以表示【相对长时间内、动作的习惯性持续】。只不过整体时间变成了【过去】。

⑦ He said he had checked three times.

- 名称：【过去完成时态】
- 注意事项：内含的语感是【该动作发生在【另一件过去事情】的更之前】，也就是所谓的【过去的过去】。体现在语句上，往往能在【主句】中找到【过去时态】，所以从句用的是【过去完成时态】。

⑧ I will be in Japan in one month. / I am going to visit Japan in one month.

- 名称：【一般将来时态】
- 注意事项 1：表示【在某个时间 XX 之后】，用【in】而不是【after】。
- 注意事项 2：【be going to】的特殊语感：按照【计划】，某事将会发生。
- 注意事项 3：【be about to do】也可以表示【将来】，特殊语感是：【正要做某事】。如：I am about to leave.
- 注意事项 4：【go/come/leave/take off】等含有【趋向性动作】的词，可以用【现在进行时态】表示【将来】。

  如：I am leaving. （不是【我正在离开】，而是【我即将离开】）

⑨ I will be doing homework tomorrow night. / I will be studying Japanese next year.

- 名称：【将来进行时态】
- 注意事项：和【现在进行时态】类似，既可以表示【短时间内、动作的持续】，也可以表示【相对长时间内、动作的习惯性持续】。只不过整体时间变成了【将来】。

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⑩ I will have finished my project by next Monday.

- 名称：【将来完成时态】
- 注意事项：表示【在将来的某个时间点前】，某事会被完成。通常用【by】引出这个时间点。

⑪ He said he would go to Japan. / He said he was going to visit Japan.

- 名称：【过去将来时态】
- 注意事项：内含的语感是【该动作发生在【另一件过去事情】的之后】，也就是所谓的【过去的将来】。体现在语句上，往往能在【主句】中找到【过去时态】，所以从句用的是【过去将来时态】。

时态汇总

	现在	过去	将来	过去将来
一般	一般现在时态	一般过去时态	一般将来时态	一般过去将来时态
	I am a student.	I was a student. I used to be a student.	I will be in Japan in one month. I am going to visit Japan in one month.	He said he would go to Japan. He said he was going to visit Japan.
进行	现在进行时态	过去进行时态	将来进行时态	过去将来进行时态
	I am doing my homework. I am studying Japanese recently.	I was doing my homework last night. I was studying Japanese in this May.	I will be doing homework tomorrow night. I will be studying Japanese next year.	
完成	现在完成时态	过去完成时态	将来完成时态	过去将来完成时态
	I have checked three times; it should be ok.	He said he had checked three times.	I will have finished my project by next Monday	
完成进行	现在完成进行时态	过去完成进行时态	将来完成进行时态	过去将来完成时进行时态
	I have been learning Japanese for three years.			

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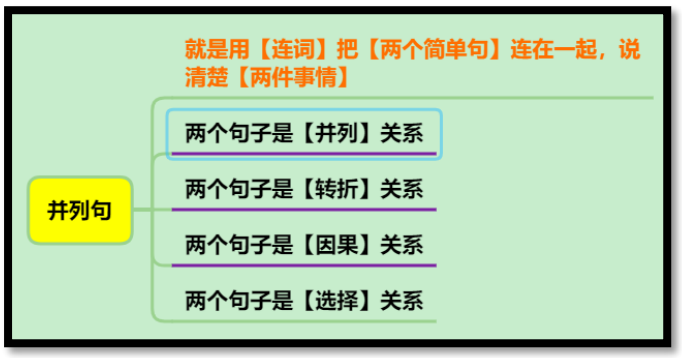
Day6：【阶段性总结】与【语法拓展】（二）

【语法拓展】



【并列、转折、因果】关系的并列句的【连接词】补充

- 复习：已经学过的【并列关系的并列句】：They can drop it from a height and it doesn't break.

  （复习：【and】不仅可以连接【句子】，也可以连接【其他成分】：smart and beautiful; apples and books…）

- 复习：已经学过的【转折关系的并列句】：Sometimes it does break but that's part of the fun.

- 复习：已经学过的【因果关系的并列句】：Carly has just had her seventh birthday, so presumably she'd be in a different group?

- 总结：上述三种句型中的【两个简单句】，地位上是【平等的】，因此统称为【并列句】，只不过因为两个简单句之间的【逻辑关系】不同，所以又细分成了【并列、转折、因果】等。

- 拓展 1：【并列关系的并列句】的其他连接词（除开 and）以外。

  ※ She is a singer, but also she is a dancer.

  这句话还可以这样改写：

  ※ She is not only a singer, but she is also a dancer.

  ※ She is not only a singer, but also a dancer.

  ※ Not only is she a singer, but also a dancer.

- 拓展 2：【转折关系的并列句】的其他连接词（除开 but）以外。

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※ I love you, yet I can't marry you.

问题：however 也是【表示转折的连词】吗？

如：I love you, however I can't marry you. （【however】在这里的确表示【转折】，但用法是错的，之后会讲到。很重要!!!!!!）

- 拓展 3：【因果关系的并列句】的其他连接词（除开 so）以外。

We should work hard, for we are the future or our nation.

注意 1：【for】作为【连词】的用法是大家非常不熟悉的!! 大家更多熟悉它作为【介词】：I do this for you.

注意 2：【for】作为【连词】用，是【很正式、很书面】的用法，语气比较硬。例如上句可以翻译为："我辈当力争上游，只因我辈是国家之未来"。

注意 3：【for】作为【连词】去引导一个句子，需要放在另一个句子后面，这是习惯用法。

总结与升华：【for】作为连词的用法太"烦"，大家认识即可，不必自己用。

问题：therefore 也是【表示因果的连词】吗？

We are the future of our nation, therefore we should work hard . （【therefore】在这里的确表示【因果】，但用法是错的，之后会讲到。很重要!!!!!!）

- 拓展 4：一系列大家在【阅读里不会注意】，但在【写作中屡屡写错】的句子。(重要!!!!!)

※ I love you, however I can't marry you.

※ We are the future of our nation, therefore we should work hard .

※ She is a singer, in addition, she is a dancer.

※ She is a singer, furthermore, she is a dancer.

※ She is a singer, moreover, she is a dancer.

※ She works hard, hence, she can get good grades.

※ She works hard, thus, she can get good grades.

※ She works hard, consequently, she can get good grades.

※ She works hard, as a result, she can get good grades.

※ She works hard, then she can get good grades.

※ She works hard, nevertheless she can't get good grades.

以上句子的错误都是一个类型。

错把【副词】当【连词】!!!!!

前后两个句子如果是【两个完整的句子】，就只能用【连词】连接。【副词】不具备【连接句子】的功能!

改正方法 1：【副词】换成【连词】

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She works hard, thus, she can get good grades.

→ She works hard, so she can get good grades.

（所以需要大家记清楚【单词的词性】）

改正方法 2：【统一】加一个【and】

She works hard, thus, she can get good grades.

→ She works hard, and thus she can get good grades.

（【and】在这里不承担【表意】功能，而只是单纯从【语法上连接两个句子】）

改正方法 3：前一个句子后面的【逗号】变成【分号】

She works hard, thus, she can get good grades.

→ She works hard; thus, she can get good grades.

【选择】关系的并列句

- 这部分知识只是在【语法上】给大家补全，但在雅思中【并非考察重点】，所以了解即可。也不需要在【写作中】用，容易翻车。
  - ※ You can either go by bus, or you can go by taxi.
  - ※ Either can you go by bus, or you can go by taxi.
  - ※ You can neither go by bus, nor can you go by taxi.
  - ※ Neither can you go by bus, nor can you go by taxi.

    （【either…or…】和【neither…nor…】也可以连接【其他成分】，不只是【句子】）

    You can choose either English or Japanese to study.

    I am neither handsome nor smart.
  - ※ Do your homework now, or/otherwise you will be grounded.（【祈使句】中的【警告】用法）

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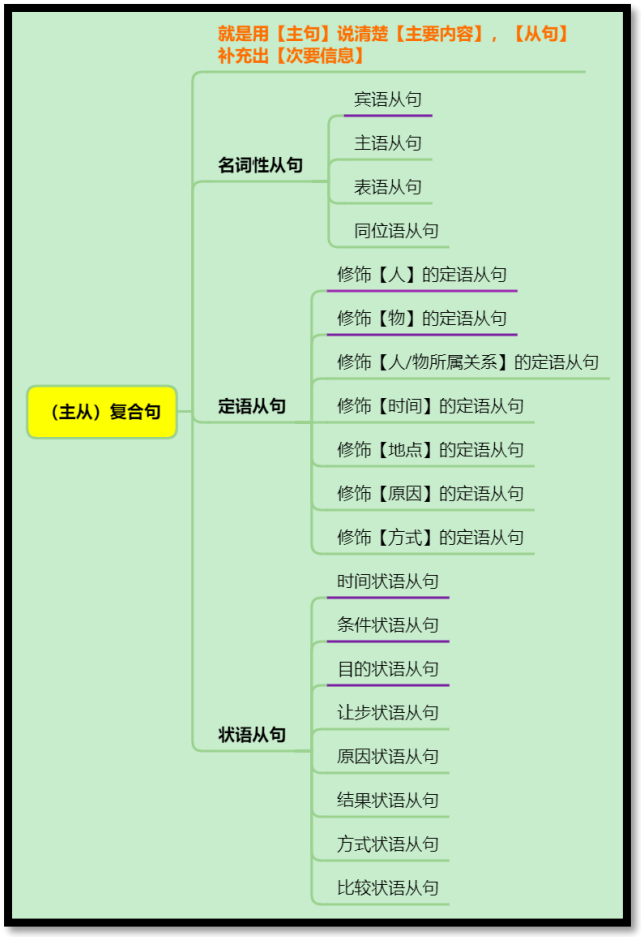

【宾语从句】拓展

- 复习：目前【已经学过的宾语从句】
  - ① I know that your name is Wey.
  - ② I don't know whether you like me.
  - ③ They have a competition to see who can make the highest tower.
  - ④ You'd be amazed (about) what they come up with.
  - ⑤ You'd be amazed (about) how high they can go.
- 以上句子可以从【两个维度】去理解：
  - ※ 维度一：【句子 1】的宾语从句是【陈述句】；【其余句子】的宾语从句是【疑问句】。

    （注意【陈述句】前面的【that】可能省略；而【疑问句】的语序需要调整为【陈述句】）
  - ※ 维度二：【句子 123】的宾语从句是做【动词】的宾语；【其余句子】是做【介词】的宾语。

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- 补充：【其他疑问词】引导的宾语从句：

  以下句子重点感受两点：1）这个疑问词可以引导【宾语从句】；2）【宾语从句】的语序是【陈述句语序】。

  ※ I don't know when we will meet tomorrow.

  ※ I don't know where we will meet tomorrow.

  ※ I don't know why I am wrong.

  ※ I have no idea of whom I can turn to for help.

  ※ I have no idea of which person made the mistake.

  ※ I have no idea of whose mistake it is.

- 补充：【it】充当【形式宾语】的宾语从句。

  We find it impossible that we have made a mistake.

  【it】充当【形式宾语】，真正的【宾语从句】是【that we have made a mistake】

  注意：此时【that】不能省略。

- 【宾语从句】可以不止一个。

  I know that you are right, that I am wrong, and that everyone knows it.

  注意：此时【第一个 that】虽然可以省略，但【之后的 that】不能省略（口语写作都不行）-- 这也是阅读中【帮助我们判断句式的诀窍】。

  另外，最后一个【that】前需要加上【and】。构成【A, B, and C】的结构。

- 【宾语从句】时态【可能受主句影响】：

  ※ I know that I will make a mistake/am making a mistake/made a mistake. （主句是【一般现在时态】，宾语从句【时态任意】）

  ※ I knew that I would make a mistake/was making a mistake/had made a mistake. （但如果主句是【一般过去时态】，宾语从句【时态要跟着退后一步】）

【时间状语从句】拓展

- 复习：目前【已经学过的时间状语从句】

  When it's inside, they can drop it…

  复习：【从句】可以在【主句前】或者【主句后】，可以有【逗号】和主句隔开。【主句的信息】更重要。【主句+从句】构成【主从复合句】结构。

- 拓展：【时间状语从句】的其他连接词

  ※ I will not get married before you do.

  ※ I will not get married after you do.

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※ I will get married until you do.

※ I will leave as soon as/once he arrives.

※ I have been the best student since I started working hard/since 2020.

※ I had already finished it by the time he arrived. / I will have finished it by the time he arrives.

※ Every time you give more, you will receive more.

※ Next time you come, please bring more gifts.

※ When/While/As I am doing homework, my mother is cooking.

着重感受以上句子中【从句连接词的意思】+【从句位置的灵活性】。

【条件状语从句】拓展

- 复习：目前【已经学过的条件状语从句】

We're there to help if they need it.

复习：【从句】可以在【主句前】或者【主句后】，可以有【逗号】和主句隔开。【主句的信息】更重要。【主句+从句】构成【主从复合句】结构。

- 拓展：【条件状语从句】的其他连接词

※ I will not get married unless you do first.

※ I will get married as soon as/once you do.

※ I will get married as long as/so long as you do.

注意上面例子中的【主将从现】。

【目的状语从句】拓展

- 复习：目前【已经学过的目的状语从句】

They work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break.

复习：【目的状语从句】一般在【主句后】，可以有【逗号】和主句隔开。【主句的信息】更重要。【主句+从句】构成【主从复合句】结构。

区分：【so that】引导的句子是【目的状语从句】，而【so】连接的是两个【并列句】。两个连接词在意思上接近，但语法地位上，【从句】和【主句】终究有高低之分。

- 拓展：【目的状语从句】的其他连接词

※ I will protect you in order that you can be safe.

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※ I will protect you that you can be safe. （口语用法）

※ I will protect you in case you get hurt.

※ I will protect you for fear that you get hurt.

※ I will protect you lest you get hurt. （lest：以免）

- 拓展：【so that】和【so…that…】的区别

※ I will protect so that you can be safe.

※ She is so smart that the test will be so easy for her. / She is such a smart student that the test will be so easy for her.

【so that…】翻译为：【这样一来…（就可以）】，是【目的状语】从句的引导词。

【so/such…that…】翻译为：【如此…以至于…】，是【结果状语】从句的引导词。（这类状语从句就这一个常考表达，所以不单独展开讲了）

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Day7：以【剑雅文本】为载体的【语法精讲】（三）

《剑雅 16-Test1 听力-第 2 篇》

Good morning, everyone, and welcome to Stevenson's, one of the country's major manufacturers of metal goods. Thank you for choosing us for your two weeks of work experience. My name is Julia Simmons, and since the beginning of this year I've been the managing director.

Stevenson's is quite an old company. Like me, the founder, Ronald Stevenson, went into the steel industry when he left school – that was in 1923. He set up this company when he finished his apprenticeship, in 1926, although he actually started making plans two years earlier, in 1924. He was a very determined young man!

Stevenson's long-term plan was to manufacture components for the machine tools industry – although in fact that never came about – and for the automotive industry, that is, cars and lorries. However, there was a delay of five years before that happened, because shortly before the company went into production, Stevenson was given the opportunity to make goods for hospitals and other players in the healthcare industry, so that's what we did for the first five years.

Over the years, we've expanded the premises considerably – we were lucky that the site is big enough, so moving to a new location has never been necessary. However, the layout is far from ideal for modern machinery and production methods, so we intend to carry out major refurbishment of this site over the next five years.

I'd better give you some idea of what you'll be doing during your two weeks with us, so you know what to expect. Most mornings you'll have a presentation from one of the managers, to learn about their department, starting this morning with research and development. And you'll all spend some time in each department, observing what's going on and talking to people – as long as you don't stop them from doing their work altogether! In the past, a teacher from your school has come in at the end of each week to find out how the group were getting on, but your school isn't able to arrange that this year.

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复习：之前六天学到的语法点，已经能够帮助大家串联起这篇文章的【大部分内容】了。

He set up this company when he finished his apprenticeship, in 1926, although he actually started making plans two years earlier, in 1924.

【让步状语从句】（although…）

- although 引导的【让步状语从句】大家已经很熟悉了。提醒几点注意事项：

  1）【although】引导的【从句】意思上更次要，【主句】意思更重要。

  Although I love you, I can't marry you.

  体会【让步】二字的用意：【以退为进】，突出【主句】。

  2） although=though，前者更正式

  3） 【although】不能和【but】一起用。

  Although I love you, but I can't marry you. （错误）

  之前在学习的时候，对于这条准则，我们可能是【死记硬背】下来的。但刨根究底，【although】不能和【but】一起用，是因为【连接两个句子，一个连词就够】，不需要两个连词。

  【because】不能和【so】一起用，原因同理。

  Because I love you, so I want to marry you. （错误）

- 【让步状语从句】的其他引导词

  ※ Even though I worked really hard, I made little progress. （"虽然"）

  ※ Even if I work really hard, I won't make much progress. （"即使/就算"）

  ※ While I worked really hard, I made little progress.

  ※ No matter how hard I worked, I couldn't make much progress.

  =However hard I worked, I couldn't make much progress. （此时的【however】是连词，表示【不论】，注意区分我们熟悉的【副词 However（然而）】。

  ※ No matter what I say, I will be punished. = Whatever I say, I will be punished.

  ※ Whether you believe it or not, it's true.

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※ As reasonable this idea is, its implementation is difficult. = As this idea is reasonable, its implementation is difficult. （【as】的这个用法一旦掌握，【阅读】和【写作】都会受益!!!）

目前为止学到的【as】的用法和意思：

As a student, I should work hard. （介词："作为"）

As time goes by, everything will change. （表示【时间】的连词："随着"）

As reasonable this idea is, its implementation is difficult. （表示【让步】的连词："尽管"）

- 【一个主句】，可以搭配【多个从句】

He set up this company when he finished his apprenticeship, in 1926, although he actually started making plans two years earlier, in 1924.

Stevenson's long-term plan was to manufacture components for the machine tools industry - although in fact that never came about - and for the automotive industry, that is, cars and lorries.

【解释说明的附加修饰成分】（主句, that is, +【解释部分】 ）

- 【that is】意为："也就是说"，比较好理解。= 【namely】【that is to say】。
- 【that is】前面不需要用【句号 or 分号】和主句隔开，用【逗号】就行。
- 【that is】后面的部分【不论单复数】，【is】不变（【主谓一致】原则）

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However, there was a delay of five years before that happened, because shortly before the company went into production, Stevenson was given the opportunity to make goods for hospitals and other players in the healthcare industry, so that's what we did for the first five years.

【However】（“然而”）的用法（重要!!!!!）

- 复习：However hard I worked, I couldn't make much progress. （此时的【however】是连词，表示【不论】，注意区分我们熟悉的【副词 However（然而）】。
- 复习：【I love you, however, I can't marry you.】这句话语法上是错的。需要改为：

  【I love you; however, I can't marry you.】

  【I love you, but I can't marry you.】

  【I love you, and however, I can't marry you.】
- 补充 1：【however（然而）】的【位置灵活性】。

  【I love you; however, I can't marry you.】

  【I love you; I, however, can't marry you.】

  【I love you; I can't marry you, however.】

  总结：位置灵活，【句首】【句中】【句尾】都可。
- 补充 2：【however（然而）】到底取反的是【哪两句话】？

  I love you; I can't marry you, however. But I can always love you.

  结论：取反的是【however 所在的这句话】和【前一句话】的关系。

【because】引导【原因状语从句】（because shortly before the company went into production, Stevenson was given the opportunity to make goods for hospitals and other players in the healthcare industry）

- because 引导的【原因状语从句】大家已经很熟悉了。提醒几点注意事项：

  1）【because】引导的【从句】意思上更次要，【主句】意思更重要。

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Because I love you, I want to marry you.

2） 【because】放在【主句前后】皆可（几乎所有状语从句都是这样，除了…?）

3） 【because】不能和【so】一起用（因为不需要两个连词）。

- 【原因状语从句】的其他引导词

※ Since it's raining, we should stay at home.

注意区分【since】引导的【时间状语从句】和【条件状语从句】。

注意：【since 后的原因】通常是【双方共知的客观原因】。可以翻译为"既然"。

※ As the store is closed, let's go home.

注意：【as 后的原因】也通常是【双方共知的客观原因】。可以翻译为"既然"。

目前为止学到的【as】的用法和意思：

As a student, I should work hard. （【介词】："作为"）

As time goes by, everything will change. （表示【时间】的连词："随着"）

As reasonable this idea is, its implementation is difficult. （表示【让步】的连词："尽管"）

As the store is closed, let' s go home. （表示【原因】的连词："既然"）

※ Now that the store is closed, let's go home.

注意：【now that 后的原因】也通常是【双方共知的客观原因】。可以翻译为"既然"

※ Given that you already know it, let's move on.

注意：Given that 翻译为【考虑到】，是大家容易忽略的一个【表示因果的连词】。

注意：需要区分 Given 作为【附加修饰成分】。

Given a lot of books to read, I am under much pressure.

注意区分【for】引导的句子：We should work hard, for we are the future or our nation.

for 连接的是【并列句】，和上面的【原因状语从句】在【语法】和【语义侧重】上有本质区别。

【表语从句】（that's what we did for the first five years）

- 复习：【表语】

※ I am a student. （名词做【表语】）

※ I am good. （形容词做【表语】）

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※ I am at home. （介词短语做【表语】）

※ The aim is to work hard. （不定式做【表语】）

- 而当表语是【句子】时，这个句子被称为【表语从句】。
- 当【表语从句】是【陈述句】时，在前面加一个【that】即可。并且【that】不能省略。如：

  原句：I will work harder.

  表语从句：My new year plan is that I will work harder.

  回顾：【什么从句】中的【that】是可以省略的？
- 当【表语从句】是【一般疑问句】时，需要在前面加一个【whether】，然后语序变为【陈述句】语句。如：

  原句：Do you like me?

  变为表语从句：My question is whether you like me.
- 当【表语从句】是【特殊疑问句】时，语序变为【陈述句】语句。如：

  原句：What do you like?

  变为表语从句：My question is what you like.
- 【系动词】后面都可以加【表语】。所以【表语从句】也可以跟在除开【be 动词】之外的很多动词后。如：

  It has become what we can't control.

  It will remain what it is now.

系动词大类	具体系动词	意思	例子
be 动词	am	是	I am good.
	are		You are good.
	was		I was good.
	等		
感官动词	sound	听起来	This plan sounds good.
	look	看起来	This shirt looks great.
	smell	闻起来	This perfume smells amazing.
	taste	尝起来	This soup tastes wonderful.
	feel	摸起来	This silk（丝绸）feels soft.
【改变】类动词	become	变得	He became angry.
	get		He got upset.
	turn		The light turned red.
	go		This may go wrong.
	grow		The tree is growing taller.

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其他	seem/appear	似乎是	It seems/appears (to be) right.
	keep/remain/stay	一直是	We should keep/remain/stay healthy.
	continue	一直是	We should continue (to be) healthy.
	prove	被证明是	It proved (to be) right. = It was proven (to be) right.
	come true	实现	这几个也可作为【固定搭配】记下来
	hold true	正确	
	fall asleep	睡着	

I'd better give you some idea of what you'll be doing during your two weeks with us, so you know what to expect.

【'd better 表建议】（I'd better give you some idea of…）

- 【'd better】是【had better】的缩写，但习惯用【缩写】（口语写作都是）。
- 【'd better】后面的动词需要用原形。
- 【'd better】表示【建议】，但也可以用【自身】：
  - ※ You'd better go.
  - ※ I'd better go.

复习：【介词+宾语从句】（some idea of what you'll be doing）

- 复习：You'd be amazed (about) what they come up with.

复习：【疑问词短语做宾语】（you know what to expect）

- 复习：work out how to build model vehicles

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Most mornings you'll have a presentation from one of the managers, to learn about their department, starting (from) this morning with research and development.

复习：【doing 作为句子的附加修饰成分】（主句, starting this morning with research and development）

- 这个句子中，【starting…】这个部分是【附加修饰成分】，相对于主句而言，它是【相对次要的附加信息】。
- 【starting】这个动作的发出者是？--需要往前找。看看【哪个主体】和【start】这个动作相关。

  最后找到的是：【主句中的 you】，可以发出【start】的动作。
- 因为【start】是【you】这个主体【主动发出】的，所以将【start】改为【starting】的形式（规则：【doing】表示【主动】、【done】表示【被动】、【to do】表示【目的/将来】）
- 【starting】引导的附加修饰成分，可以放在【主句前】或者【主句后】，甚至是【插在主句内部】。

And you'll all spend some time in each department, observing what's going on and talking to people — as long as you don't stop them from doing their work altogether!

复习：【doing 作为句子的附加修饰成分】（主句, observing what's going on and talking to people）

- 这个句子中，【observing 和 talking】这个部分是【附加修饰成分】，相对于主句而言，它是【相对次要的附加信息】。
- 【observing 和 talking】这个动作的发出者是？--需要往前找。看看【哪个主体】和【observe 和 talk】这个动作相关。

  最后找到的是：【主句中的 you】，可以发出【observe 和 talk】的动作。
- 因为【observe 和 talk】是【you】这个主体【主动发出】的，所以将【observe 和 talk】改为【observing 和 talking】的形式（规则：【doing】表示【主动】、【done】表示【被

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动】、【to do】表示【目的/将来】)

- 【observing 和 talking】引导的附加修饰成分，可以放在【主句前】或者【主句后】，甚至是【插在主句内部】。
- 需要注意：本句中【talking】的 ing 并不是由【what's 的 is】决定的，而是和【observing】同等地位，作为【附加修饰成分】，所以变成了【非谓语动词】。

复习：【as long as+句子】条件状语从句（as long as you don't stop them from doing their work altogether）

- 【as long as+句子】："只要…"。
- 【as long as+名词】："A 和 B 一样长"

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Day8：以【剑雅文本】为载体的【语法精讲】（四）

《剑雅 16-Test1 听力-第 2 篇》

OK, now I'll briefly help you to orientate yourselves around the site. As you can see, we're in the reception area, which we try to make attractive and welcoming to visitors. There's a

Audioscripts

corridor running left from here, and if you go along that, the door facing you at the end is the entrance to the coffee room. This looks out onto the main road on one side, and some trees on the other, and that'll be where you meet each morning.

The factory is the very big room on the far side of the site. Next to it is the warehouse, which can be accessed by lorries going up the road to the turning area at the end. You can get to the warehouse by crossing to the far side of the courtyard, and then the door is on your right.

Somewhere you'll be keen to find is the staff canteen. This is right next to reception. I can confidently say that the food's very good, but the view isn't. The windows on one side look onto a corridor and courtyard, which aren't very attractive at all, and on the other onto the access road, which isn't much better.

You'll be using the meeting room quite often, and you'll find it by walking along the corridor to the left of the courtyard, and continuing along it to the end. The meeting room is the last one on the right, and I'm afraid there's no natural daylight in the room.

Then you'll need to know where some of the offices are. The human resources department is at the front of this building, so you head to the left along the corridor from reception, and it's the second room you come to. It looks out onto the main road.

And finally, the boardroom, where you'll be meeting sometimes. That has quite a pleasant view, as it looks out on to the trees. Go along the corridor past the courtyard, right to the end. The boardroom is on the left, next to the factory.

OK, now are there any questions before we …

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As you can see, we're in the reception area, which we try to make attractive and welcoming to visitors.

【as】的所有考法（重要!!!）

- 复习：目前为止学到的【as】的用法和意思：
  - ※ As a student, I should work hard. （【介词】："作为"）
  - ※ As time goes by, everything will change. （表示【时间】的连词："随着"）
  - ※ As reasonable this idea is, its implementation is difficult. （表示【让步】的连词："尽管"）
  - ※ As the store is closed, let's go home. （表示【原因】的连词："既然"）
- 【as 引导非限制性定语从句】
  - ※ 这个用法大家【在名称上】很不熟悉，但【在用法和意思上】很熟悉。一个简单例子是：
  - ※ As we all know, protecting the environment is important.
  - ※ 此时，【as】翻译为：【正如】；语法上，它指代【后面整个句子的内容】。
- 回到 Day1 时被我们定义为【很难】的问题：【as…as…】的两个【as】分别是什么词性？
  - ※ A is as good as B.
  - ※ 例句中，【第一个 as】是【副词】，修饰【good】（副词修饰形容词）；【第二个 as】是【介词】，后面跟【名词】做宾语。
  - ※ 上面的句子也可以写成：A is as good as B is.
  - ※ 此时，【第二个 as】是【连词】，后面跟句子。
  - ※ 上面分析中的【词性】大家了解即可，重要的是能够【认识并接受、最好能写出】第二个 as 后面的【两种情况】。如：
  - ※ I finished as much work as you. 或者：I finished as much work as you did.

【which 引导的非限定性定语从句】（we're in the reception area, which we try to make attractive and welcoming to visitors.）

- 复习：

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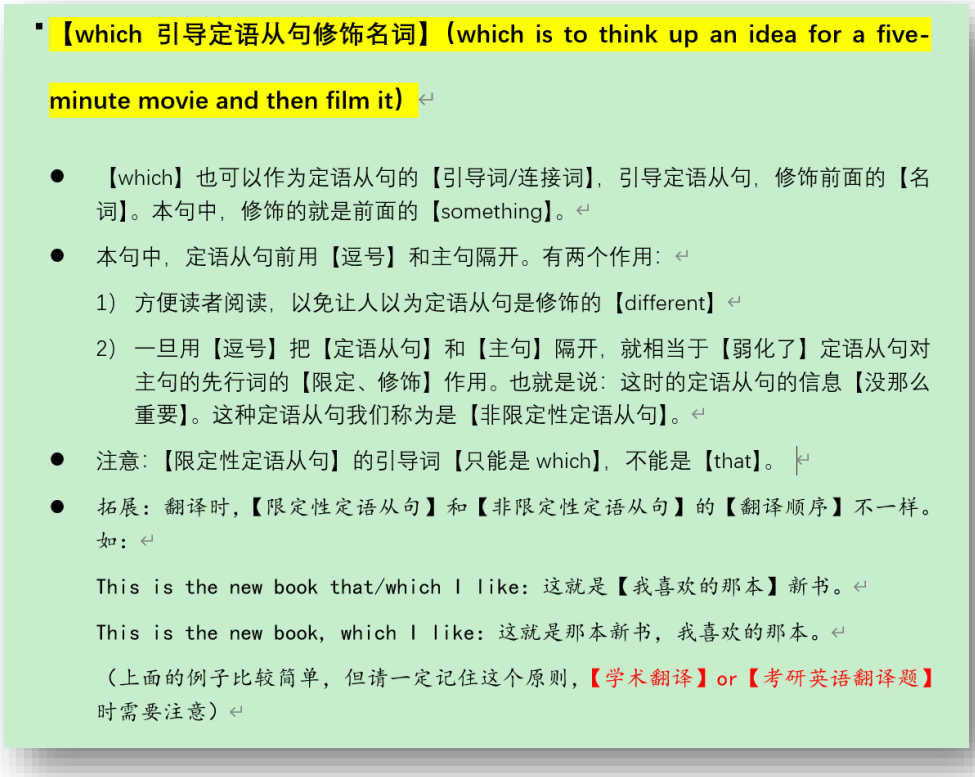

- 【which 引导定语从句修饰名词】(which is to think up an idea for a five-minute movie and then film it)

- 【which】也可以作为定语从句的【引导词/连接词】，引导定语从句，修饰前面的【名词】。本句中，修饰的就是前面的【something】。
- 本句中，定语从句前用【逗号】和主句隔开。有两个作用：
  1) 方便读者阅读，以免让人以为定语从句是修饰的【different】
  2) 一旦用【逗号】把【定语从句】和【主句】隔开，就相当于【弱化了】定语从句对主句的先行词的【限定、修饰】作用。也就是说：这时的定语从句的信息【没那么重要】。这种定语从句我们称为是【非限定性定语从句】。
- 注意：【限定性定语从句】的引导词【只能是 which】，不能是【that】。
- 拓展：翻译时，【限定性定语从句】和【非限定性定语从句】的【翻译顺序】不一样。如：

  This is the new book that/which I like: 这就是【我喜欢的那本】新书。

  This is the new book, which I like: 这就是那本新书，我喜欢的那本。

  （上面的例子比较简单，但请一定记住这个原则，【学术翻译】or【考研英语翻译题】时需要注意）

- 本句中，【which】指代的是【area】，做的是定语从句中【make】的宾语。还原回来是：we try to make (the area/which) attractive and welcoming to visitors.

There's a corridor running left from here, and if you go along that, the door facing you at the end is the entrance to the coffee room.

【there be】句型中的动词要用【ing】形式

- there be 句型是大家【写作】中的重灾区：

  There are a lot of advertisements claim that their products are new.

  claim 应该变为：claiming

【非谓语动词】做【后置定语】修饰名词（the door facing you）（重要!!!!）

- 复习：

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- **【过去分词形式 done 做定语修饰名词】（recycled materials）（重要!!!）**

  - 首先，需要知道【recycle】作为动词，表示：回收（某个东西）
  - 其次，这里的【recycled】是【过去分词形式】，而不是【过去时】(recycle-recycled-recycled)

    【过去分词形式】表示【被动含义】（联想被动语态【be done】）。
  - 这个短语中，动作的【承受者】是后面的名词【materials】，所以这里的 recycled materials 表示：【被回收的材料】
  - 这里的【recycled】是作为【前置定语】修饰 materials，已经具备了【形容词属性】
  - 再看一个例子：【a scared man（一个受到惊吓的男人】其实同理，scared 其实来自【scare（V. 使受惊）】，scared 其实是【过去分词形式】作为【前置定语】修饰 man，表示【被动】：被吓住的男人。
  - 拓展（重要!!!）：除了【done】，【doing】也可以做【前置定语】修饰名词，如：【a sleeping child】。这时的【sleeping】表达的是一种【主动含义】，动作的【发出者】是后面的名词【child】。

    同时，这里的【sleeping】还带有【正在进行】的意味（联想正在进行时态【be doing】），所以【a sleeping child】翻译为：一个正在睡觉的小孩。

    另外，这里的【sleeping】也具备【形容词属性】。
  - 再看一个例子：我们熟悉的【an exciting book】其实也是这么来的。这里的 exciting 来自动词【excite：使兴奋】，动作的发出者是后面的名词【book】：【book】主动发出了【使兴奋】这个动作。所以【an exciting book】翻译为：一本（让人兴奋）的书。

    而这里的【exciting】也是具备了【形容词属性】。

  - 拓展：那【an excited man】怎么理解呢？【an exciting man】呢？

- 【非谓语动词】做【后置定语】修饰名词，和它做【前置定语】修饰名词，其实是【一样的意思和语法】，而它放在【名词后面】的唯一原因就是：【不止一个词，放在前面碍眼、影响阅读】。
- 在短语【the door facing you】中，【facing】来自动词【face：面对 XX】，它是【door】主动发出的动作，所以用【ing】（复习：【ing】表示【主动】；【done】表示【被动】；【to do】表示【将来 or 目的】）

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- 翻译的时候，按照中文的习惯，需要把英文中的【后置定语】提前到【名词前】翻译：【面对着你】的这扇门。（这也是【考研英语翻译】的重要考点!）
- 拓展：【done】和【to do】作为【后置定语】修饰名词（重要!!!）
  - ※ The door broken by me has been repaired by my father.
  - ※ The door to be repaired has not been repaired.

  重点感受：1）两个后置定语的【位置】；2）【done】表示【被动】；【to do】表示【将来】；3）翻译的时候的顺序：【被我破坏】的门；【有待修缮】的门。
- 拓展：【形容词】作为【后置定语】修饰名词（重要中的重要!!!）

  The man interested in math is reading a math-related book.
  - ※ 很多同学的问题是：为什么 interested 前面没有【is】？
  - ※ 这个问题的最简单答案是：因为【形容词】可以【直接作为后置定语】修饰名词，不需要【be】动词。
  - ※ 在翻译的时候，也需要按照中文的习惯，把【后置定语】提前到【名词前】翻译：那个【对数学感兴趣】的男人。
  - ※ 当然，这里的【形容词后置定语】结构也可以替换为下面：

    The man who is interested in math is reading a math-related book.
- 以上的语法是【基础】，如果将它们和另一些语法【融合】，【长难句】瞬间就产生了：

The man interested in what is going on around the world is reading a book talking about the global issues.

这个句子的【主干】是：The man interested in what is going on around the world is reading a book talking about the global issues.

但需要注意：如何读懂这个句子呢？--是【找出这个句子的主干】，然后就读懂了？？

不是!!!【能找到句子主干】，是【已经读懂了句子意思】的体现！不能本末倒置!!

这个句子在读的时候，不是尝试去【抓住干】，阅读的顺序还是【从左到右、从前到后】顺序地读。而要想读懂，重点是知道：

The man interested in what is going on around the world is reading a book talking about the global issues.

- ※ 【形容词】可以直接做【后置定语】修饰名词（the man interested in…）
- ※ 【介词】后可以跟【疑问词引导的宾语从句】(interested in what is going on around the world)
- ※ 【doing】可以直接做【后置定语】修饰名词(a book talking about the global issues)

如果熟悉这些知识点，我们【边读就会边理解意思】，不用【做翻译】，也能读懂句子。

【总结与升华】：读懂【长难句】，不需要依靠任何【公式】或【步骤】(比如【断开句子】、【找主干】)，而是从【最自然的阅读习惯】出发，【从前完后读】就行。只是需要

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注意：要积累足够的【语法规则】和【单词】。

【升华中的升华】:把每一次应试考试的备考都当作是【硬实力的提升】,才能真正受益。

This looks out onto the main road on one side, and some trees on the other, and that'll be where you meet each morning.

复习：【相同成分的省略】（and some trees on the other）

- 还原回来是：and (this looks out onto) some trees on the other (side)

复习：【表语从句】（that'll be where you meet each morning）

- 复习：【be】动词后面跟的是【表语】。当这个表语是【句子】时，称之为【表语从句】。
- 翻译为：那将是【你们每天早上见面的地方】（注意：表语从句虽然有【疑问词 where】，但翻译的时候，不一定需要还原【疑问的语气】。翻译成【那将是你们每天早上在哪见面】反而很怪异）

Next to it is the warehouse, which can be accessed by lorries going up the road to the turning area at the end.

【完全倒装句】（Next to it is the warehouse）

- 还原回来应该是：The warehouse is [next to it].
- 倒装的规则是：【方位词】位于句首，引起【完全倒装】。
- 什么叫【完全】倒装？--【完全】描述的是【谓语动词】的倒装情况。【完全倒装】就是把谓语动词【完全地放到主语前面去】。感受两个对比：

  1）Here comes the bus. （原句：The bus comes here.）

  2）Not only does the bus come, the taxi comes too.

  1）中，谓语动词 come【完全倒装在了主语 bus 前】，是为【完全倒装】。

  2）中，谓语动词 come【依然在主语 bus 后】，只不过【助动词 does 被添加、并且被移动到 bus 前】，是为【部分倒装】。
- 【完全倒装】的情况有很多种，雅思中最常见的就是【方位词位于句首】引起的倒装（听力经常出现）。如：

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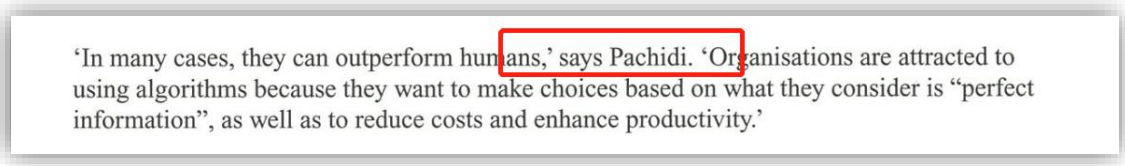
Beside the road are some trees. （原句：Some trees are beside the road.）

- 雅思阅读中常出现一种【完全倒装】，但并不影响阅读和理解。如下图：


'In many cases, they can outperform humans,' says Pachidi. 'Organisations are attracted to using algorithms because they want to make choices based on what they consider is "perfect information", as well as to reduce costs and enhance productivity.'

- 【倒装句】在写作里是【加分点】，但不建议大家在考场上【自行造句】，容易翻车。直接积累【写作营范文里的倒装句表达】即可。

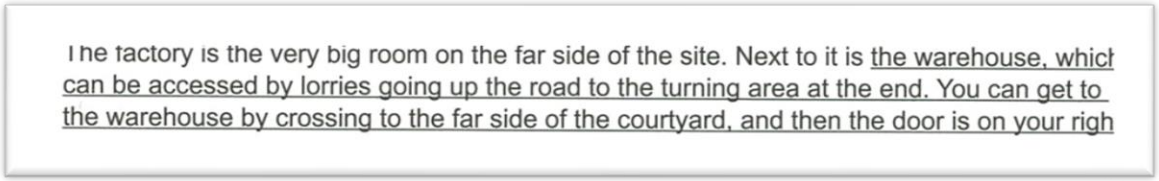
复习：【被动语态】（which can be accessed by lorries）

- 【which】引导【非限定性定语从句】，which 在这里指代的是【warehouse】。所以还原回来是：【the warehouse can be accessed by lorries】。
- 大家还需要知道【access】作为【动词】，表示【接近、到达】。用法是【access + 地点】，表示【达到某地】。
- 这里是其【被动语态（be accessed）】，表示【仓库被到达】。
- by 引出【方式】，【仓库可以被到达、通过卡车的方式】。

【总结与升华】：这个句子的难点其实不在【语法】，而在于【单词】，需要知道【高难词 access 的生僻词性：动词】。

复习：【非谓语动词】做【后置定语】修饰名词（lorries going up the road to the turning area at the end）

- 【going】和【lorries】的关系是：【lorries】可以【主动发出 go 这个动作】，所以【go】用的是【going】。
- 这个部分的难度升级在于：【going】后面的部分太长了。
- 翻译的时候，注意语序：【沿着这条路往上走、一直走到尽头的拐角处】的卡车。
- 感受一下考试时候的难度：


The factory is the very big room on the far side of the site. Next to it is the warehouse, which can be accessed by lorries going up the road to the turning area at the end. You can get to the warehouse by crossing to the far side of the courtyard, and then the door is on your righ

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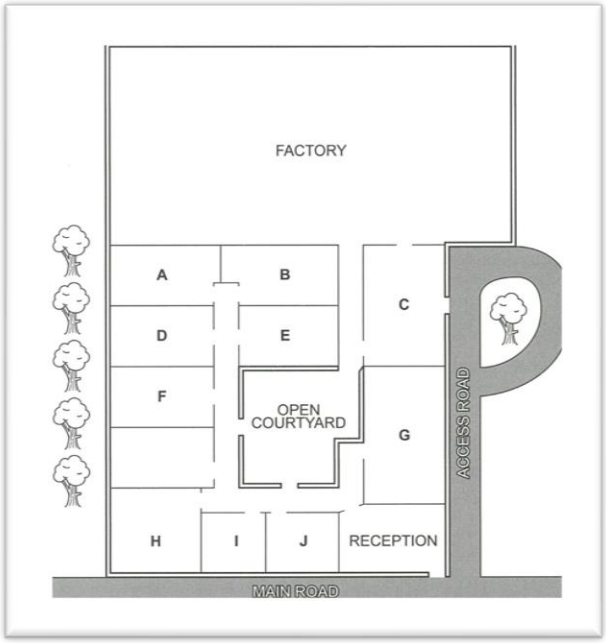

I'm afraid there's no natural daylight in the room.

【形容词+句子】

- 这里的形容词【afraid】和句子【there's…】之间其实省略了【连接词 that】。
- 如【afraid】这样的【情绪形容词】，都可以有【后面加句子】的用法。如：
  - ※ I feel lucky that I left.
  - ※ I am honored that you invited me.
- 拓展：【it is + 形容词 + that+句子】也是常见的搭配。如：
  - ※ It is strange that he left.
  - ※ It is embarrassing that I need to hold your hands.

  以上的例子中，【it】被称为是【形式主语】，真正的主语（或者说，更重要的内容）是【that 引导的句子】。

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And finally, the boardroom, where you'll be meeting sometimes.

【where 引导的定语从句】

- 【where 引导的定语从句】修饰的【先行词】需要是表示【地点】的词，在这个句子中，也就是【boardroom（会议室）】。
- 思考点：where 在定语从句里【做什么成分】呢？--【地点状语】。还原回来的定语从句相当于：you will be meeting [at the boardroom] sometimes。【at the boardroom】就是【地点状语】。
- 【where 引导的定语从句】中，where 可以替换为【介词+which】。比如：the boardroom at which you'll be meeting sometimes.
- 【where 引导的定语从句】前面有一个【逗号】，说明这是一个【非限定性定语从句】。
- 拓展（重要!!!）：【where 引导的定语从句】除了修饰【实实在在的地点名词】，还可以修饰【抽象的地点名词】，如表示【程度、情况、疾病】等的词。如：
  - ※ Things have reached a point where we need to take action.
  - ※ We have come to the situation where we are all in danger.
  - ※ This is the disease where your body temperature will increase.

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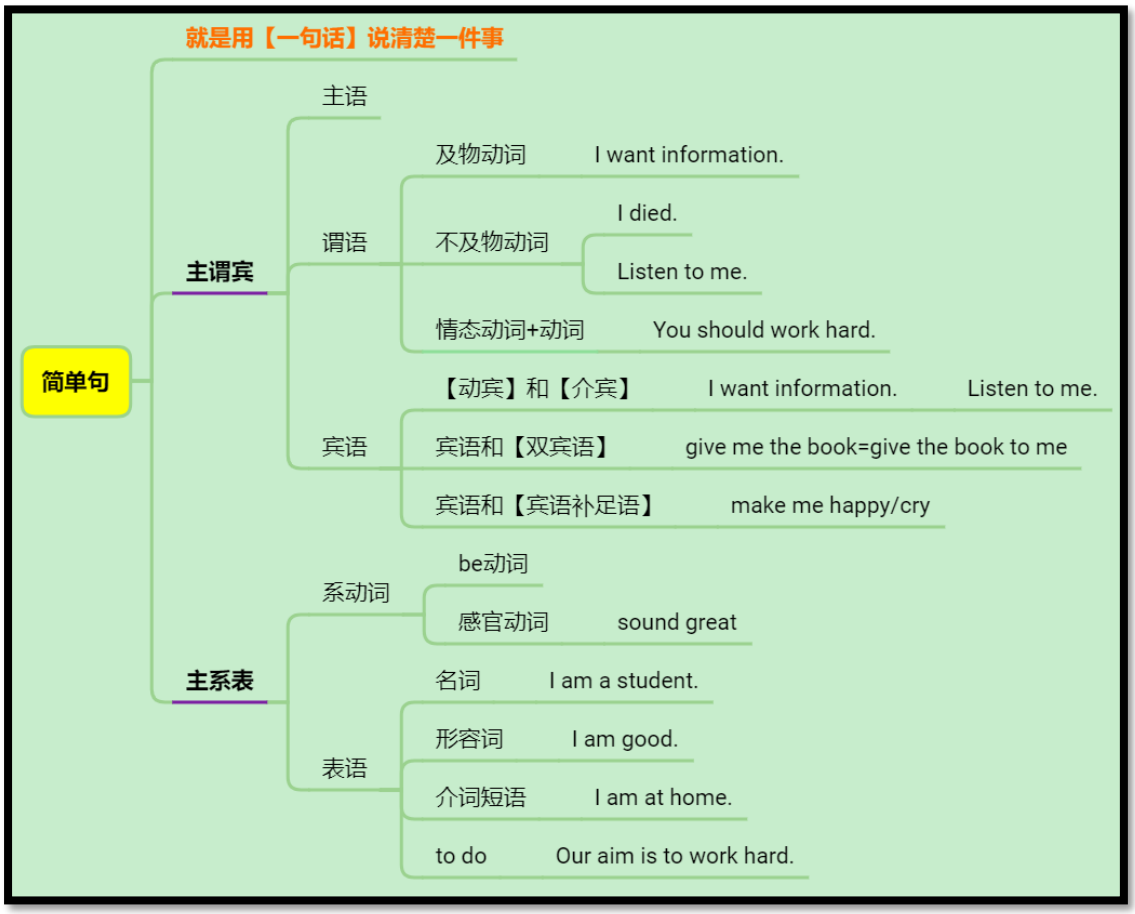
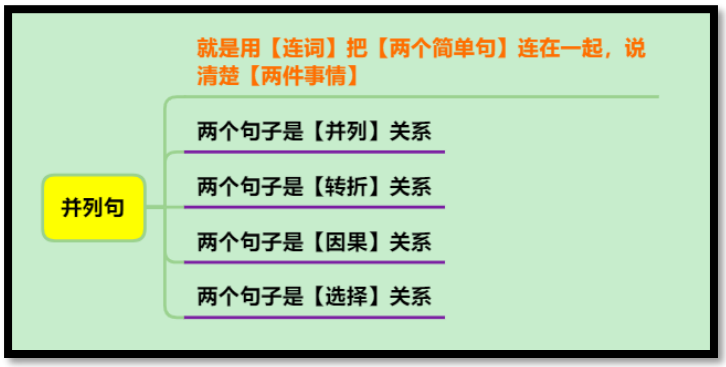
Day9：【阶段性总结】与【语法拓展】（三）

【阶段性总结】





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【语法拓展】

【名词性从句之复习】

- 复习：已经学过的【两种名词性从句】
  - ※ to see who can make the highest tower 【宾语从句】（做动词的宾语）
  - ※ You'd be amazed about what they come up with. 【宾语从句】（做介词的宾语）

【宾语从句】之所以属于【名词性从句】，是因为【宾语】通常是【名词】（I love books）

- ※ that's what we did for the first five years 【表语从句】

【表语从句】之所以属于【名词性从句】，是因为【名词】可以做【表语】（I am a student）

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【剩下 2 种名词性从句之【主语从句】】

- 复习：【名词】做主语：Students are good.

  当【主语】是【句子】时，这样的句子被称为【主语从句】，是【名词性从句】的一种。

- 当【主语从句】是【陈述句】时，在前面加一个【that】即可。并且【that】不能省略。如：

  原句：I love you.

  变成主语从句：That I love you will never change.

  回顾：【什么从句】中的【that】是可以省略的？

- 当【主语从句】是【一般疑问句】时，需要在前面加一个【whether】，然后语序变为【陈述句】语句。如：

  原句：Do you like me?

  变为主语从句：Whether you like me is a question.

  需要注意：这里的【whether】不能换成【if】。Whether 引导的句子中有没有【or not】皆可。

- 当【主语从句】是【特殊疑问句】时，语序变为【陈述句】语句。如：

  原句：What do you like?

  变为主语从句：What you like is a question.

- 当【and】连接【两个主语从句】时，主句的【谓语动词】用复数。

  When we should meet and where we should meet need more discussion.

- 当【what】引导的主语从句做主语时，【谓语动词单复数】由【意思】决定。

  ※ What we need is time.

  ※ What we need is a book.

  ※ What we need are two books.

【剩下 2 种名词性从句之【同位语从句】】

- 复习：【名词】做同位语：Mr. Wang, the professor at our university, is coming next year.
- 当【同位语】是【句子】时，这样的句子被称为【同位语从句】，是【名词性从句】的一种。
- 当【同位语从句】是【陈述句】时，在前面加一个【that】即可。并且【that】不能省略。如：

  原句：I love you.

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变为同位语从句：The fact that I love you will never change.

感受一下这里的【同位语】从句是和【fact】同位，起到的作用是【说明其具体内容】。

- 当【同位语从句】是【一般疑问句】时，需要在前面加一个【whether】，然后语序变为【陈述句】语句。如：

  原句：Do you like me?

  变为同位语从句：The question whether you like me still has no answer.

  需要注意：这里的【whether】不能换成【if】。Whether 引导的句子中有没有【or not】皆可。

- 当【同位语从句】是【特殊疑问句】时，语序变为【陈述句】语句。如：

  原句：What do you like?

  变为同位语从句：The question what you like still has no answer.

- 【同位语从句】说明的【先行词】通常很固定，最常考的就是下面这些：

  ※ I like the idea/opinion/view/perspective that we should cooperate.

  ※ The fact that I love you will never change.

  ※ The evidence that they have the same blood type explains everything.

  ※ The question whether you like me still has no answer.

  ※ Their belief/hope that they will win is really strong.

  ※ We can't ignore the possibility/chance/odds that they will win.

  ※ I choose to ignore his demand/request/requirement that she (should) go.

  ※ The theory that human and animals share the same ancestors has existed for long time.

  ※ The suggestion/recommendation/proposal/initiative/scheme that we (should) protect animals is reasonable.

总结与升华：以上的句子在【结构上】已经不算简单了，每个句子都至少包含了【两个动词】。那读的时候究竟如何读懂呢？是【分析主谓宾】、【断开句子】、【抓谓语动词】等吗？

其实不是。

还是【从左至右、顺序阅读】。只要对【同位语从句的先行词+其引导词】熟悉，就自然能预测到【这个词后面可能跟了一个同位语从句】。

所以需要积累的并不是【读长难句的公式 or 步骤】，而就是【按照最自然的顺序阅读习惯】，只要对应的【语法积累】足够，就能自然读懂了。

至此，【名词性从句】篇章全部结束！

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【定语从句之复习】

- 复习：已经学过的【三种定语从句】
  - ※ I have two daughters who are interested. 【修饰人】（who 可以替换为 that）
  - ※ a special cover that goes round an egg 【修饰物】
  - ※ The boardroom, where you'll be meeting sometimes. 【修饰地点】
- 复习：已经学过的【定语从句中的一种省略情况】
  - ※ The book (that) I like.
  - ※ The book (that) I heard of.

【先行词/引导词】在定语从句中做的是【宾语】（【动宾】or【介宾】），【that】可以省略。

【剩下 4 种定语从句】

- 拓展：其他【四种定语从句】
  - ※ The Spring Festival, when all family members get together, is the most important event for Chinese. 【修饰时间】
  - ※ The reason why I was late is that I got up later. 【修饰理由】

    【注意 1】：【is】后引导的是【表语从句】。

    【注意 2】：【that】在口语中又可以换成【because】。
  - ※ The students, whose grades are below average, should do extra work. 【修饰所属关系】

    The book, whose cover is ugly, is actually interesting. 【修饰所属关系】

    由以上两个例子可以看出，whose 修饰的【先行词】可以是【人 or 物】。
  - ※ The new method, whereby we solve the problem, is important. 【修饰方式】

    这里的【whereby】=【by which】，修饰【方法、途径、工具】，在定语从句里做【方式状语】。这个引导词是【雅思阅读中常出现】、大家也不太熟悉的。
- 拓展：大家经常搞不定的一种定语从句【介词+which】（重要!!!）
  - ※ The room at which we should meet is there.
  - ※ The table on which the book is is old.
  - ※ The issue into which we should look has been solved.
  - ※ The place from which the kids came is poor.

以上的例子中，【which】指代的都是【先行词】，而【介词】虽然各不相同，但都可以

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和各自的【定语从句】中的【某个成分（通常位于定语从句末尾）】形成搭配。如：

※ meet [at] the room;

※ is [on] the table;

※ look [into] the issue

※ came [from] the place

总结与升华：所以，在【阅读】当中，大家把【介词】和【定语从句中的某个成分】连在一起看，就能理解意思了；而在【写作】中，如果要写这种定语从句，这个【介词】不能乱编，也需要结合【定语从句中的某个成分】来确定。

其实，这个【介词】也可以不提前，而是放在【定语从句末尾】，如：

※ The room which we should meet at is there.

※ The table which the book is on is old.

※ The issue which we should look into has been solved.

※ The place which the kids came from is poor.

- 复习：【非限定性定语从句】

※ The book, whose cover is ugly, is actually interesting.

※ The book whose cover is ugly is actually interesting.

- 拓展：【the way】后面的定语从句

这个用法不算很难，但因为出现次数太多，所以单独说说。

※ 省略之后的句子：I like the way you do it.

※ 还原回来的句子：I like the way (in which) you do it.

【which】指代【way】，【in the way】在定语从句中做【方式状语】，相当于：you do it [in the way]。

口语中，【in which】基本会省略。

至此，【定语从句】篇章全部结束！

【状语从句之复习】

- 【六大类型】的状语从句

※ When it's inside, they can drop it… 【时间状语从句】

※ We're there to help if they need it. 【条件状语从句】

※ Because I love you, I want to marry you. 【原因状语从句】

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※ Although I love you, I can't marry you. 【让步状语从句】

※ They work together to design a special cover that goes round an egg, so that when it's inside they can drop it from a height and it doesn't break. 【目的状语从句】

※ She is so smart that the test will be so easy for her. / She is such a smart student that the test will be so easy for her.【结果状语从句】。

- 注意 1:【状语从句】的位置一般比较灵活，可以在主句【前面】或者【后面】(【目的状语从句】一般在【主句后】。
- 【状语从句】的意思是【次要的】，重要的是【主句】。

【剩下三种状语从句之【地点状语从句】】

- 复习：He lived in China.

  这个句子中，in China 是什么成分？--live 的宾语吗？不是。live 在这里是【不及物动词】，不能接【宾语】。

  in China 是【介词+名词】构成的【地点状语】，补充说明【到底住在哪】。

  而当【地点状语】由【句子】充当时，这个句子就叫【地点状语从句】。

- He lived where people are friendly.

  上面这个例子，【where】引导的就是【地点状语从句】。

  当然，这个句子也可以改写成：He lived in a place where people are friendly. 但是在这个句子中，【where】引导的就是【定语从句】，修饰先行词【place】。

  所以可以看出来，同样是【where】充当连接词，【地点状语从句】和【修饰地点的定语从句】的区别是：前者没有【先行词】，后者有。

- 地点状语从句并非高频考点，了解即可。

【剩下三种状语从句之【比较状语从句】】（难点!!!）

- 复习：【他和我一样好】的两种翻译方式

  1) He is as good as me.

  2) He is as good as I am.

  ※ 两个句子中的【第一个 as】，都是【副词】，修饰【形容词 good】。

  ※ 但第一个句子中的【第二个 as】，是【介词】，后面的【me】是名词形式。

  ※ 而第二个句子中的【第二个 as】，是【连词】，后面的【I am】是句子。

  ※ 不难读出第二个句子有【比较】的意味，这时第二个句子中【as 引导的句子】被称为【比较状语从句】。此时的比较为【同级/原级比较】，也就是：A 和 B 一样 XX。

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- 另一个相似的例子：【他比我好】

  1) He is better than me.

  2) He is better than I am.

  ※ 两个句子在【语义】和【语法】上都是正确的。

  ※ 但第一个句子中的【than】，是【介词】，后面的【me】是名词形式。

  ※ 而第二个句子中的【than】，是【连词】，后面的【I am】是句子。

  ※ 不难读出第二个句子有【比较】的意味，这时第二个句子中【than 引导的句子】被称为【比较状语从句】。此时的比较为【非同级/非原级比较】，也就是：A 比 B 更 XX。

- 大家经常觉得难的部分，是【as/than】后面的部分。如：

  ※ Cultural factors are more powerful than previously imagined.

  ※ 常问的问题是：than 后面怎么跟了一个【过去时态 imagined】？

  ※ 其实，这个句子是【比较状语从句】的【省略状态】，还原回来是：

  ※ Cultural factors are more powerful than (people) previously imagined.

  或者：

  Cultural factors are more powerful than (they were) previously imagined.

总结：大家明白两点即可：1）【as】表示【XXX 和 XXX 一样 XXX】，【than】表示【XXX 比 XXX 更 XXX】；2）【as】和【than】因为【词性灵活性】，后面可以接【名词 or 句子】

【剩下三种状语从句之【方式状语从句】】

- 【方式状语从句】大家认识即可，不是重点掌握对象。

  ※ Do it as I do. （【按照我做的方式】去做。）

  ※ Leave them as they used to be. （【按照它们原本的样子】留在那里就行。）

  这两句话中的【as】引导的都是【方式状语从句】，表示：【按照…方式】。

- 复习：目前为止学到的【as】的用法和意思：

  ① As a student, I should work hard. （【介词】："作为"）

  ② As time goes by, everything will change. （表示【时间】的连词："随着"）

  ③ As reasonable this idea is, its implementation is difficult. （表示【让步】的连词："尽管"，注意需要【倒装】）

  ④ As the store is closed, let's go home. （表示【原因】的连词："既然"）

  ⑤ As we all know, protecting the environment is important. （引导【非限制性定语从句】）

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⑥ A is as good as B is. （引导【比较状语从句】）

⑦ Do it as I do. （引导【方式状语从句】）

- 下面两个例子也是【方式状语从句】

※ He looks as if he is angry. （他看起来【好像他生气了】）

※ He treats me as though he totally looks through me. （他对待我的方式【就好像他完全看穿我了】）

这两句话中的【as if/though】引导的都是【方式状语从句】，表示：【如同…一样】。

※ 另外需要注意：【as if/though】后面也可以【加虚拟语气】，如下：

He talks as if he were me.

这个知识点会在【虚拟语气】里详讲。

注意：以上【三种状语从句】不如之前讲的重要，所以大家【结合例句】，【能看懂意思】即可。

至此，【状语从句】篇章全部结束！

→【从句（名词性从句、定语从句、状语从句）】体系搭建完成！

→【主从复合句】体系搭建完成！

→【简单句、并列句、主从复合句】体系搭建完成！

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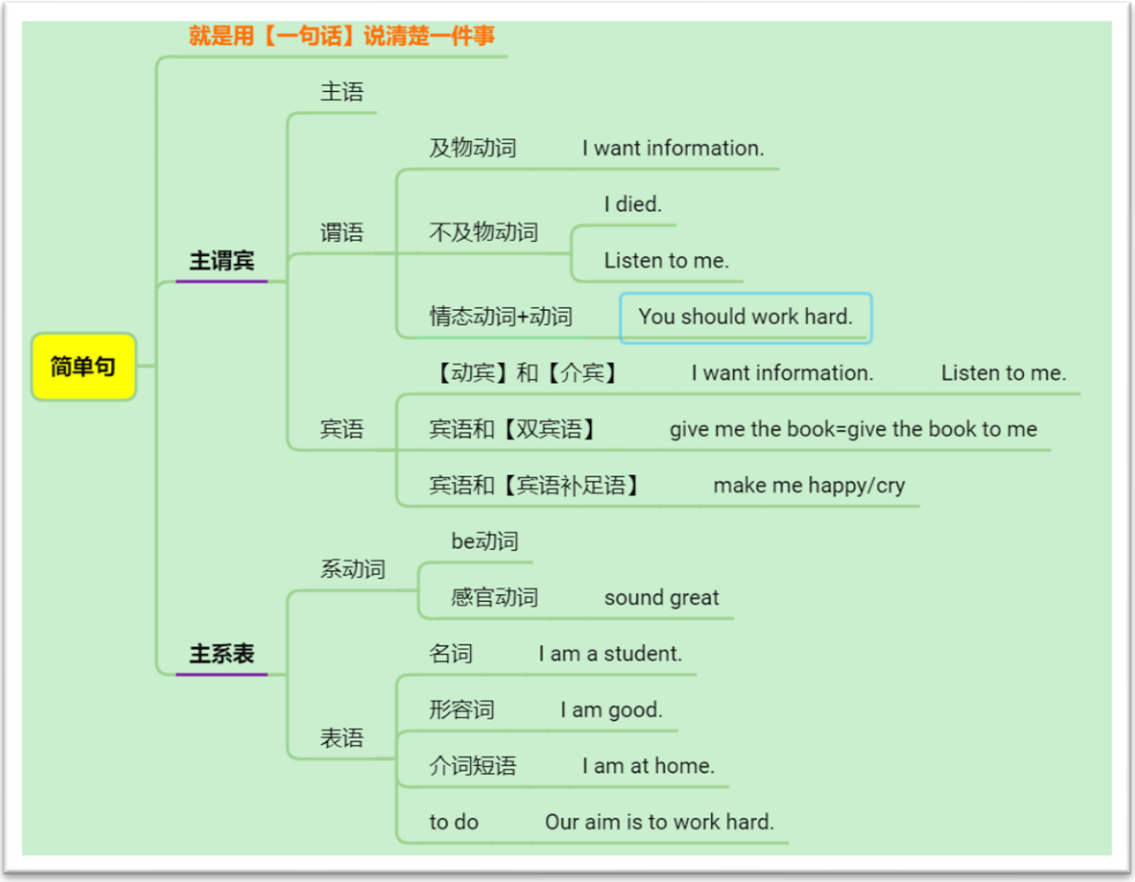

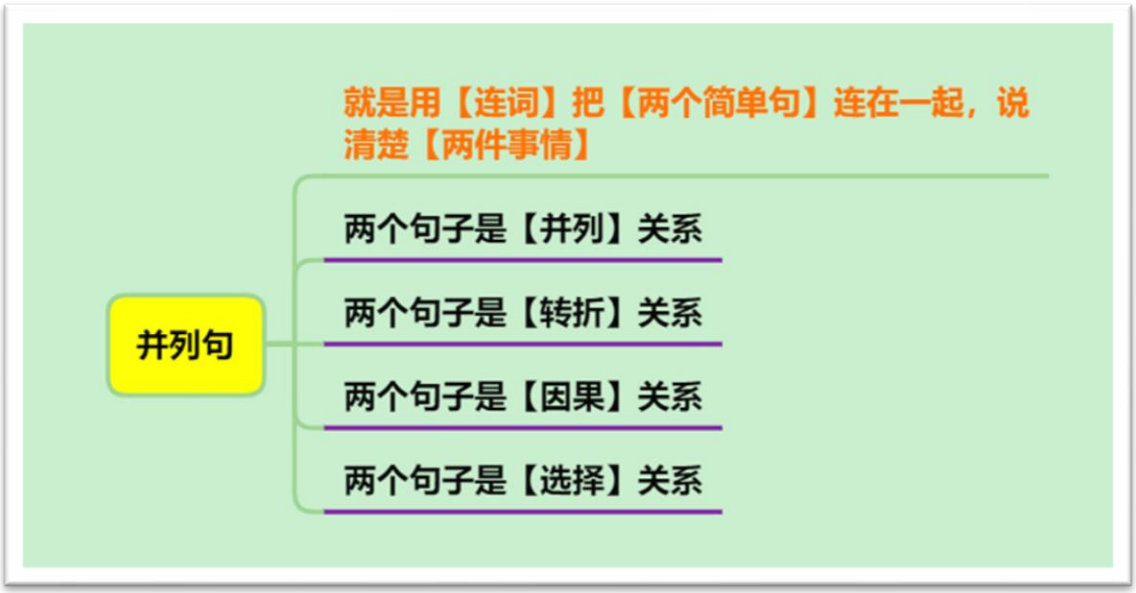

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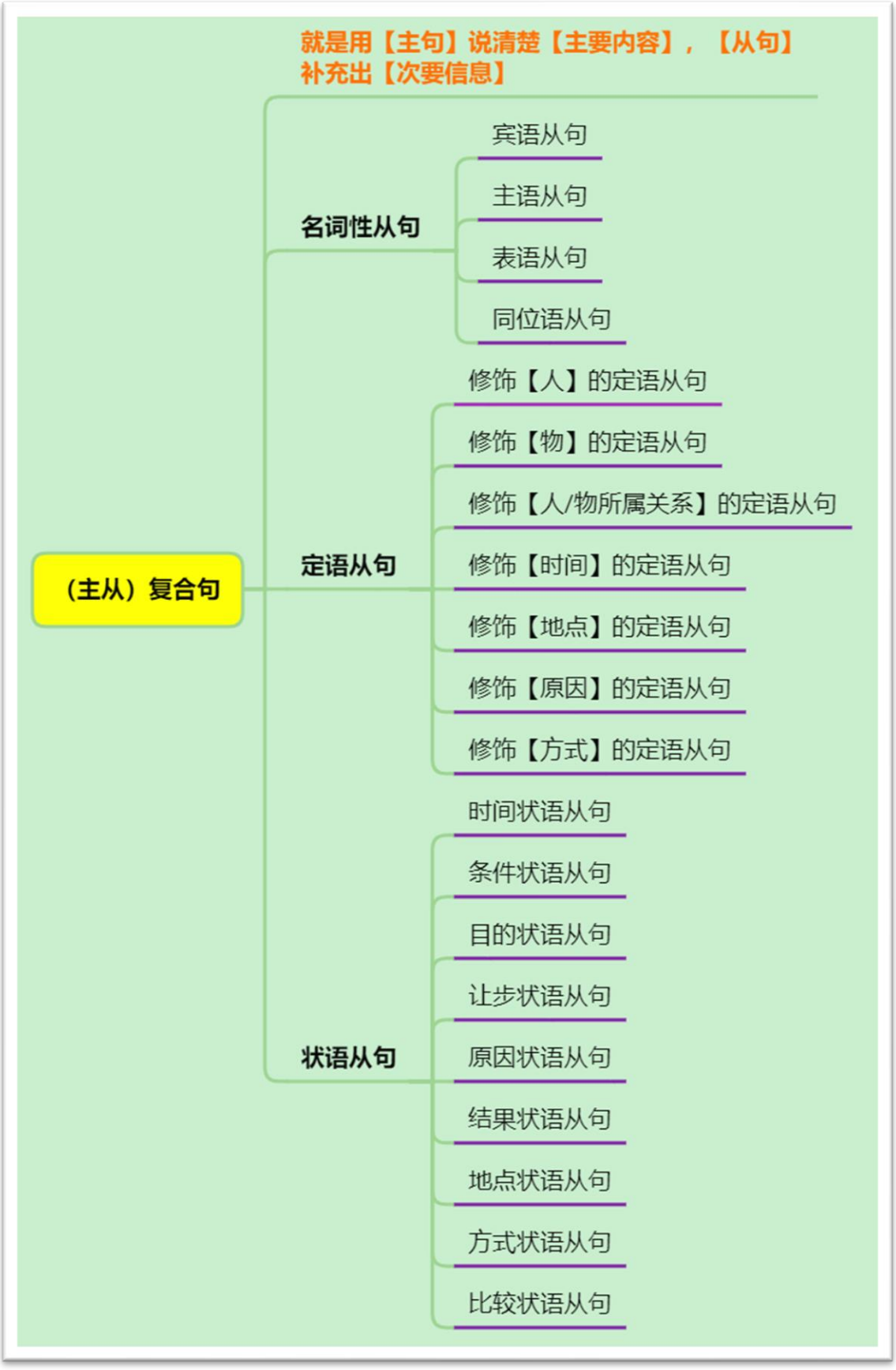

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Day10：【阶段性总结】与【语法拓展】（四）

【语法拓展】

【with 引导的附加修饰成分】

- 大家比较熟悉的结构是：

With the fast development of the society, there has been more and more attention to…

【with】引导的部分是【主句之外的附加修饰成分】，做【伴随状语】。表示【with】部分的事件是和【主句一同发生的】。

同时，本句也含有比较弱的【因果关系】的语感：【因为】社会进步了，【所以】我们关注到了……

（但不建议大家在【写作】中继续使用这个模板）

- 我们要重点讲的结构是：

With the homework done, he can go out and have fun.

【with】引导的部分依然是【主句之外的附加修饰成分】，依然做【伴随状语】。表示的依然是【with】部分的事件是和【主句一同发生的】。

同时，本句也含有比较弱的【因果关系】的语感：【因为】作业被完成了，【所以】他可以出去玩。

- 【要注意的点 1】：

【with】部分包含了一个【动词 done】，也就是【非谓语动词形式】（复习：【非谓语动词】包含：【doing】【done】【to do】）

为什么这个动词要变成【非谓语动词形式】呢？--因为：它所处的是【附加修饰成分/伴随状态】，它在【语法地位】和【语义地位】上都属于【次一等的】。所以，它无法保留【谓语动词形式】，只能以【非谓语形式出现】。

- 【要注意的点 2】：

【with】部分的动词 done 为什么是【done】，而不是【doing】或【to do】？

因为语法规则。（复习：【doing】表示【动作主动发出】；【to do】表示【将来/目的】；【done】表示【动作被动承受】）

with 部分的【homework】是【被完成】，因此用【done】：With the homework done。

再来看几个其他例子：

1) With his sister doing homework for him, he can go out and have fun.

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2) With a lot of homework to be done, he can't go out or have fun.

【例子 1】中，【sister】和【do homework】的关系是：sister【主动发出】do homework 这个动作，所以，用【doing】。

【例子 2】中，【homework】和【do】的关系是：homework【被动承受】do 这个动作，且该动作【还没有发生（也就是将来发生）】，所以，用【done】+【to do】的组合：【to be done】。

【状语从句的省略】

- 不少同学可能会觉得下面这个句子怪怪的：

  When confronted with challenges, we should not give up.

  其实这个句子还原回来是：

  When (we are) confronted with challenges, we should not give up.

  （本句要读懂，还需要知道【be confronted with】表示：遭遇到）

这个句子就涉及到【状语从句的省略】，是一个【雅思阅读中】绝对高频的语法点！！！！！

- 状语从句的省略规则：

  当【状语从句】的【主语】和【主句主语】一样时，可以把【状语从句】的【主语+be 动词】一起省略。

  也就是说：当【状语从句和主句的主语不一致】时，是无法省略的；

  以及：当【状语从句的谓语动词不是 be 动词】时，也是无法省略的。

- 用两个例句感受：

  ※ If (I am) given the chance, I will join it.

  ※ When (she is) writing a letter, she has to use the dictionary.

【虚拟语气】

- 大家很熟悉的例子：If I were a bird, I could fly.

  因为【if 条件状语从句】的内容是【不可能发生，与现实相反的】，所以要启用【虚拟语气】。这种语气会体现在【从句+主句】中。

- 而【从句+主句】的几种变化，是一个需要【死记硬背表格】的语法点。

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条件从句	从句【谓语】	主句【谓语】
与【现在事实】相反	【动词过去时态】or【were】	would/could/might+do
	If I were you, I would marry her. If I had the right, I would marry her.	
与【过去事实】相反	had done	would/could/might+have done
	If I had said that three words, I would have won her love.	
与【将来事实】相反	1）动词过去时态 2）should + V原形 3）were to + V原形	would/could/might + do
	If I went out tomorrow, I would visit you. If I should go out tomorrow, I would visit you. If I were to go out tomorrow, I would visit you.	
时态混搭	从句【过去】	主句【将来】
	If I had prepared better, I would win tomorrow's contest.	

- 【Were，Had，Should 引起的倒装虚拟语气】
  - ※ 原句：If I were you, I would marry her.
  - ※ 倒装：Were I you, I would marry her.

  过去不少同学觉得倒装之后的【were 从句】是疑问句，表示："我是你吗？"
  - ※ 原句：If I had said that three words, I would have won her love.
  - ※ 倒装：Had I said that three words, I would have won her love.

  过去不少同学觉得倒装之后的【Had 从句】是疑问句，表示："我说了那三个词吗？"
  - ※ 原句：If I should go out tomorrow, I would visit you.
  - ※ 倒装：Should I go out tomorrow, I would visit you.

  过去不少同学觉得倒装之后的【should 从句】是疑问句，表示："我明年应该出去吗？"
- 【as if/as though】引导的【虚拟语气】
  - ※ He talks as if he were me.
  - ※ He acts as though he had done nothing!

  注意区分【as if/as though】引导的句子也可以【不含有虚拟语气】，如之前的例子：
  - ※ He looks as if he is angry.（他看起来【好像他生气了】）
  - ※ He treats me as though he totally looks through me.（他对待我的方式【就好像他完全看穿我了】）
- 【even if】引导的【虚拟语气】
  - ※ 【even if】翻译为：即使，后面可以跟【虚拟语气】。如：

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Even if I were you, I would not marry her.

※ 需要区分之前讲的【even if】和【even though】的区别：

【even if】描述的【假设状态下的事情】，翻译为：即使、纵然。

【even though】描述的【现实情况下的内容】，翻译为：虽然。

看一对例子：

Even if I loved you, I would not marry you.

Even though I love you, I would not marry you.

- 和【固定情绪】搭配的【虚拟语气】

※ He insists/demands/wishes/desires/suggests that he (should) go. （坚持/要求/希望/建议）

※ It is advisable/urgent/vital/necessary that he (should) go. （做某件事很明智/紧急/重要/必要）

其实，以上句子的虚拟体现在【对将来事情】的虚拟（should + V 原形），暗含的语感是：（抱着将来某件事情不会发生的心理预期）去期待某件事情的发生。

另外，以上句子其实大家不太会在【写作 or 口语】中用到，所以现阶段的目标就是：【阅读 and 听力】中遇到，不觉得是【病句】就行。

【强调句】

- 思考：中文的【是我爱你！（而不是他！）】翻译成英文是什么？

答案：It is I that love you！(Not he!)

- 上面的例子来源于一个【一般语气】的句子：I love you. 相当于是把【I】单独拿出来【强调一下】。

强调时用到的结构是：【It is A that B.】

其中 A 是【希望强调的部分】，B 是【原本句子中的剩余部分】。

- 【注意点 1】：当【A】是【人】时，【It is A that B.】中的【that】可以替换为【who】。
- 【注意点 2】：当强调的是【过去的事情】时，【It is A that B.】中的【is】替换为【was】。
- 【注意点 3】：强调句用的最多的情况是【强调名词】，一般不【强调动词 or 形容词】。如：

※ 原句：The dog is cute.

※ 强调 the dog：It is the dog that is cute.

※ 强调 is：？？？

※ 强调 cute：？？？（可以说：The dog is so/really/very cute）

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- 【注意点 4】：判断是不是【强调句】的有效方法：把【It is…that…】去掉，剩下的部分能【自然组成一个语义通顺的句子】，那就是【强调句】。反之则不是。如：

  ※ It is exciting that we won.

  去掉【It is…that…】之后剩余：【exciting】和【we won】，无法组成一个语义通顺的句，所以不是强调句。

  ※ It is this book that everyone likes.

  去掉【It is…that…】之后剩余：【this book】和【everyone likes】，可以组成一个语义通顺的句子（【Everyone likes this book】），所以是强调句。

  这句话翻译为：大家喜欢的【是这本书】（而不是那本）。

- 【注意点 5】：想强调【谓语动词】怎么办呢？如：I love you，想改写为【我的确是爱你的】。

  答案：用【do/did+V 原形】的结构：I do love you. （“我的确爱过你”：I did love you.）

【倒装句】

【倒装句】是一个很【庞杂】的语法体系，所幸【大部分知识点】在【雅思（包括考研）】中不会涉及。下面只讲【重点考察部分】。

- 【完全倒装之复习】

  ※ 复习：Next to it is the warehouse.

  ※ 倒装的规则是：【方位词】位于句首，引起【完全倒装】。

  ※ 什么叫【完全】倒装？--【完全】描述的是【谓语动词】的倒装情况。【完全倒装】就是把谓语动词【完全地放到主语前面去】。

  ※ 【方位词】位于句首引起的倒装是雅思中【最常见的】，【听力】经常考察。

- 【完全倒装之 there be 句型】

  ※ 我们太熟悉的【there be】句型其实也是【完全倒装句】。如

  There are five people.

  还原回来是：Five people are there. （五个人在那里）

  ※ 相当于是把【方位词 there】放到了句首，引起了【完全倒装】。

- 【完全倒装之“我也是”】

  ※ --I love cats. --So do I.

  ※ --I can go. --So can I.

  ※ --I am a student. --So am I.

  ※ --I have been to Paris. --So have I.

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以上 4 个例子中，【动词】都被【完全放在了主语前面】，所以为【完全倒装】。

这种倒装在【雅思听力】中经常出现，直接将其等同于【Me too】即可。（听力中有一种题问【两个说话人就哪一点 agree with each other】，【So XX I】的结构是重要的【辅助判断技巧】）

- 【部分倒装之复习】

之前虽然没有系统讲【部分倒装】，但在讲到【个别单词的用法】时，依然涉及到了。比如：

※ Should I go out tomorrow, I would visit you. （【虚拟语气】之部分倒装）

※ Had I said the three words, I would have won her love. （【虚拟语气】之部分倒装）

※ Reasonable as this policy is, its implementation is difficult. （【as 引导的让步状语从句】之部分倒装）

※ Not only did I buy food, but I also bought some drinks. （【not only 位于句首】之部分倒装）

上面这个句子还可以简写为：Not only did I buy food, but also some drinks.

- 【部分倒装之 only 位于句首】

Only when I love you will I marry you.

注意这个例子中，部分倒装的是【主句】，【when 引导的从句】不受影响。

- 【部分倒装之否定词位于句首】

※ Never has he loved me.

【never】是否定词，引起【部分倒装】，类似的还有 seldom, rarely, scarcely, hardly 等。

※ Under no circumstance will this policy be beneficial.

【under no circumstances】是一个【含有否定意味的】短语，置于句首也会引起【部分倒装】。

升华与总结：最主要的【倒装】已经在上面讲完了，之后如果遇到漏网的个例，在阅读 or 听力中单独积累即可。另外，建议大家【不要根据倒装规则、自己在写作中编写句子】，容易翻车；写作中加分的【倒装句】我会在写作营范文中直接给大家，大家直接背诵默写就行。

【感叹句】

- 看懂下面两个句子，就基本理解【感叹句】的构成了：

※ What a shame! （shame：N. 遗憾/丢脸的事情）

※ How shameful! （shameful：Adj. 遗憾的/丢脸的）

从上面可以看出，【What+名词】可以构成【感叹句】；【How+形容词】也可以构成感叹

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句。又如：

- ※ What an embarrassment!
- ※ How embarrassing!

- 注意：

【阅读】中基本不会出现【感叹句】，因为【不够正式】；

【听力】中经常出现感叹句，能根据单词理解【说话者情绪】即可；

【写作】中不建议使用【感叹句】，因为【不够正式】；

【口语】中可以适量使用【感叹句】（但同样也不建议大家【自己造句】，可能会翻车。能加分的【感叹句】我会在【口语参考答案】中直接给到。如：

- ※ What a serendipity! (/ˌserənˈdɪpəti/) 【多么美妙的人生际遇！】
- ※ How lame! 【真的太挫了！】

【情态动词的特殊用法】

- 思考：怎么翻译【我本应该好好准备的（唉，后悔死了）】

  答案：I should have prepared more for that.

- 【should have done】表示【对本来应该做、但却没做的事情的遗憾、追悔、内疚】

  又如：I should have stopped her. （我本应该阻止她的）

- 思考：怎么翻译【我本来可以好好准备的（唉，后悔死了）】

  答案：I could have prepared more for that.

- 【could have done】表示【对本来可以做、但却没做的事情的遗憾、追悔、内疚】

  又如：I could have stopped her. （我本可以阻止她的）

- 区分下面这两个句子：

  - ※ You should have some coffee.
  - ※ You could have some coffee.

  注意，上面两个句子并不是【should/could have done】的结构，所以不包含【对本来应该做/可以做、但却没做的事情的遗憾、追悔、内疚】。而表示："你应该/可以喝点咖啡"（一种建议）。

- 拓展：【should/could have done】的另一种【含义】（考得不多，了解即可）

  It was very late yesterday; he should/could have left by then.

  翻译：昨天已经很晚了，他那个时候应该/可能已经走了。

  【should/could have done】的另一种【含义】：对于过去某件事情的【推测】。

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【should 的推测】更有一种【按道理来说】的感觉。

【could 的推测】语气更弱，更不确定。

如果语气更不确定，可以用【might】。

【特别注意之标点的用法】

这里讲的标点用法主要用于【写作】。如果在【阅读 or 听力原稿】中看到与其相悖的使用情况，不用太在意。我给大家介绍的是【主流学术写作的规范之一】。

- 【注意 1】：标点符号【后面要空一格】，再开始【新的单词】。
  - ※ I love you,but I can't marry you. （错误）
  - ※ I love you, but I can't marry you. （正确）

  例外：【破折号】和【括号】和【引号】。
  - ※ I love you—but I can't marry you.
  - ※ I love fruit (apples and oranges).
  - ※ He say, "I love you."
- 【注意 2】：两个完整句子之间【不能是逗号】，可以是【分号】or【句号】or【连词+逗号】。
  - ※ I love you, I can't marry you. （错误）
  - ※ I love you; I can't marry you. （正确）
  - ※ I love you. I can't marry you. （正确）
  - ※ I love you, but I can't marry you. （正确）
- 【注意 3】：中英文表示【某人说】时的不同。
  - ※ 他说："我爱你。"
  - ※ He say, "I love you."

  注意，英文中有时候【单双引号】可以互相替换使用，需要大家确定【自己学校的写作规范】。
- 【注意 4】：【破折号】可以是【--】，也可以是【—】。

  【破折号】可以引导【转折】的内容，也可以引导【解释】的内容（特别是【双破折号】）
  - ※ I love you—but I can't marry you. （转折）
  - ※ I love fruit—apples and oranges. （解释说明）
  - ※ Fruit—apples and oranges—are all healthy. （解释说明。这时的【双破折号】也可以换成【括号】或【双逗号】）
- 【注意 5】：【冒号】后的内容可以是【单词】，也可以是【句子】。但【冒号】后总是【解

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释说明】的内容。如：

※ I love fruit: apples and oranges. （单词）

※ I love fruit: they are healthy. （句子）

- 【注意 6】：【写作机考】时，每一段【是否空行】、段首【是否空四个】都无所谓。
- 【注意 7】：大家自己在写论文时，如果有中文+英文，尤其需要注意【逗号】，【冒号】【括号】。中英文中，这几种符号的【空间占据】是不一样的。

※ I love fruit: apples and oranges. （英文）
I love fruit：apples and oranges. （中文）

※ I love fruit (apples and oranges). （英文）
I love fruit（apples and oranges）. （中文）

※ I love fruit, like apples and oranges. （英文）
I love fruit，like apples and oranges. （中文）

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Day11：以【剑雅文本】为载体的【语法实操】（一）

《剑雅 16-Test1 听力-第 3 篇》语法精讲

上课前，大家最好能【利用已经学到的语法知识点】,【自己分析一遍】下面的文本。

上课时可以结合我的讲解，对比自己的理解，加深印象、纠正错误。

JESS:	How are you getting on with your art project, Tom?	
TOM:	OK. Like, they gave us the theme of birds to base our project on, and I'm not really all that interested in wildlife. But I'm starting to get into it. I've pretty well finished the introductory stage.	
JESS:	So have I. When they gave us all those handouts with details of books and websites to look at, I was really put off, but the more I read, the more interested I got.	*Q21/Q22*
TOM:	Me too. I found I could research so many different aspects of birds in art – colour, movement, texture. So I was looking forward to the Bird Park visit.	
JESS:	What a letdown! It poured with rain and we hardly saw a single bird. Much less use than the trip to the Natural History Museum.	*Q21/Q22*
TOM:	Yeah. I liked all the stuff about evolution there. The workshop sessions with Dr Fletcher were good too, especially the brainstorming sessions.	
JESS:	I missed those because I was ill. I wish we could've seen the projects last year's students did.	
TOM:	Mm. I suppose they want us to do our own thing, not copy.	
JESS:	Have you drafted your proposal yet?	
TOM:	Yes, but I haven't handed it in. I need to amend some parts. I've realised the notes from my research are almost all just descriptions, I haven't actually evaluated anything. So I'll have to fix that.	*Q23/Q24*
JESS:	Oh, I didn't know we had to do that. I'll have to look at that too. Did you do a timeline for the project?	
TOM:	Yes, and a mind map.	
JESS:	Yeah, so did I. I quite enjoyed that. But it was hard having to explain the basis for my decisions in my action plan.	

TOM:	What?	
JESS:	You know, give a rationale.	
TOM:	I didn't realise we had to do that. OK, I can add it now. And I've done the video diary presentation, and worked out what I want my outcome to be in the project.	
JESS:	Someone told me it's best not to be too precise about your actual outcome at this stage, so you have more scope to explore your ideas later on. So I'm going to go back to my proposal to make it a bit more vague.	*Q23/Q24*
TOM:	Really? OK, I'll change that too then.	

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TOM: One part of the project I'm unsure about is where we choose some paintings of birds and say what they mean to us. Like, I chose a painting of a falcon by Landseer. I like it because the bird's standing there with his head turned to one side, but he seems to be staring straight at you. But I can't just say it's a bit scary, can I?

JESS: You could talk about the possible danger suggested by the bird's look. *Q25*

TOM: Oh, OK.

JESS: There's a picture of a fish hawk by Audubon I like. It's swooping over the water with a fish in its talons, and with great black wings which take up most of the picture.

TOM: So you could discuss it in relation to predators and food chains?

JESS: Well actually I think I'll concentrate on the impression of rapid motion it gives. *Q26*

TOM: Right.

JESS: Do you know that picture of a kingfisher by van Gogh – it's perching on a reed growing near a stream.

TOM: Yes it's got these beautiful blue and red and black shades.

JESS: Mm hm. I've actually chosen it because I saw a real kingfisher once when I was little, I was out walking with my grandfather, and I've never forgotten it. *Q27*

TOM: So we can use a personal link?

JESS: Sure.

TOM: OK. There's a portrait called *William Wells*, I can't remember the artist but it's a middle-aged man who's just shot a bird. And his expression, and the way he's holding the bird in his hand suggests he's not sure about what he's done. To me it's about how ambiguous people are in the way they exploit the natural world. *Q28*

JESS: Interesting. There's Gauguin's picture *Vairumati*. He did it in Tahiti. It's a woman with a white bird behind her that is eating a lizard, and what I'm interested in is what idea this bird refers to. Apparently, it's a reference to the never-ending cycle of existence. *Q29*

TOM: Wow. I chose a portrait of a little boy, Giovanni de Medici. He's holding a tiny bird in one fist. I like the way he's holding it carefully so he doesn't hurt it. *Q30*

JESS: Ah right.

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Day12：以【剑雅文本】为载体的【语法实操】（二）

《剑雅 16-Test1 阅读-第 1 篇》语法精讲

Why we need to protect polar bears

Polar bears are being increasingly threatened by the effects of climate change, but their disappearance could have far-reaching consequences. They are uniquely adapted to the extreme conditions of the Arctic Circle, where temperatures can reach −40°C. One reason for this is that they have up to 11 centimetres of fat underneath their skin. Humans with comparative levels of adipose tissue would be considered obese and would be likely to suffer from diabetes and heart disease. Yet the polar bear experiences no such consequences.

A 2014 study by Shi Ping Liu and colleagues sheds light on this mystery. They compared the genetic structure of polar bears with that of their closest relatives from a warmer climate, the brown bears. This allowed them to determine the genes that have allowed polar bears to survive in one of the toughest environments on Earth. Liu and his colleagues found the polar bears had a gene known as APoB, which reduces levels of low-density lipoproteins (LDLs) – a form of 'bad' cholesterol. In humans, mutations of this gene are associated with increased risk of heart disease. Polar bears may therefore be an important study model to understand heart disease in humans.

The genome of the polar bear may also provide the solution for another condition, one that particularly affects our older generation: osteoporosis. This is a disease where bones show reduced density, usually caused by insufficient exercise, reduced calcium intake or food starvation. Bone tissue is constantly being remodelled, meaning that bone is added or removed, depending on nutrient availability and the stress that the bone is under. Female polar bears, however, undergo extreme conditions during every pregnancy. Once autumn comes around, these females will dig maternity dens in the snow and will remain there throughout the winter, both before and after the birth of their cubs. This process results in about six months of fasting, where the female bears have to keep themselves and their cubs alive, depleting their own calcium and calorie reserves. Despite this, their bones remain strong and dense.

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Physiologists Alanda Lennox and Allen Goodship found an explanation for this paradox in 2008. They discovered that pregnant bears were able to increase the density of their bones before they started to build their dens. In addition, six months later, when they finally emerged from the den with their cubs, there was no evidence of significant loss of bone density. Hibernating brown bears do not have this capacity and must therefore resort to major bone reformation in the following spring. If the mechanism of bone remodelling in polar bears can be understood, many bedridden humans, and even astronauts, could potentially benefit.

The medical benefits of the polar bear for humanity certainly have their importance in our conservation efforts, but these should not be the only factors taken into consideration. We tend to want to protect animals we think are intelligent and possess emotions, such as elephants and primates. Bears, on the other hand, seem to be perceived as stupid and in many cases violent. And yet anecdotal evidence from the field challenges those assumptions, suggesting for example that polar bears have good problem-solving abilities. A male bear called GoGo in Tennoji Zoo, Osaka, has even been observed making use of a tool to manipulate his environment. The bear used a tree branch on multiple occasions to dislodge a piece of meat hung out of his reach. Problem-solving ability has also been witnessed in wild polar bears, although not as obviously as with GoGo. A calculated move by a male bear involved running and jumping onto barrels in an attempt to get to a photographer standing on a platform four metres high.

In other studies, such as one by Alison Ames in 2008, polar bears showed deliberate and focussed manipulation. For example, Ames observed bears putting objects in piles and then knocking them over in what appeared to be a game. The study demonstrates that bears are capable of agile and thought-out behaviours. These examples suggest bears have greater creativity and problem-solving abilities than previously thought.

As for emotions, while the evidence is once again anecdotal, many bears have been seen to hit out at ice and snow – seemingly out of frustration – when they have just missed out on a kill. Moreover, polar bears can form unusual relationships with other species, including playing with the dogs used to pull sleds in the Arctic. Remarkably, one hand-raised polar bear called Agee has formed a close relationship with her owner Mark Dumas to the point where they even swim together. This is even more astonishing since polar bears are known to actively hunt humans in the wild.

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If climate change were to lead to their extinction, this would mean not only the loss of potential breakthroughs in human medicine, but more importantly, the disappearance of an intelligent, majestic animal.

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语法课总结

【回顾】

我们讲了两个【80%】。

- 【第一个 80%】：初高中语法体系的 80%。

  剩下 20%非【雅思】考点，所以没讲。

- 【第二个 80%】：雅思语法点的 80%。

  剩下 20%非【雅思高频】考点，所以之后【遇到了个例】再讲。

需要大家【纠正执念+铭记心中】的一点

- 大家读长难句的【磕磕绊绊】，要么来自【单词】的坑，要么来自【语法】的坑，所以解决【磕磕绊绊】的最根本的办法，是【填坑】。而不是【另起炉灶、造出一套读长难句的公式 or 步骤】，试图躲开坑。
- 正确且自然的阅读顺序：【从左至右、顺序读】。只要【单词】+【语法点】积累足够，就能一路理解、顺畅无阻。
- 读的时候不需要【翻译】，也不需要去【体会中英文语序的不同】，在脑袋中留下"信息影像"即可。（中文的理解其实也是这样，只是中文的【信息影像】形成得【很迅速+很模糊】，所以大家都没有意识到）

> "我们所谓的让很多人头疼并且阻碍阅读的长难句的终极难点之所在，其实就是相对来讲超过普通书面水平的学术英文词汇的难度以及远超我们日常对话水平难度结构的句子的难度的叠加的结果，但只要做到单词短语句式语法的积累过关，这些句子也就能用最自然的、也就是从左到右的方式去阅读（不需要划分意群、主谓等）"

接下来的【复习步骤】

1） 有时间的话，最好【再看一遍课程】。

2） 至少再从头至尾【精读 3 次讲义（Day1-Day10）】。

3） 自己尝试分析【Day11 和 12 的篇章语法】，对比【我的视频讲解】。

至此，语法课的消化暂告一个段落。

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【单词课】的内容如果也消化得差不多了，就可以开始【阅读+听力营】的学习。

4) 时间充裕的话，可以仔细分析【1~2 套阅读听力题目的篇章语法】。结合【语法讲义+我的精读精讲视频+百度/知乎】，进一步熟悉语法点。

5) 【阅读+听力营】剩下的篇章，可以【粗略过一遍语法】。

至此，如果顺利，大家就会拿到够用/理想的雅思分数。

6) 之后的【考试（考研、GRE 等)】or【公司的英语阅读材料】，也可以尝试继续分析语法（结合【我的讲义+百度/知乎+朋友同学老师】)。

……

终有一天，大家可以穷尽语法体系+知识点，随便拿到一个句子，既能【懂其意思】，又能【分析清楚它的语法】。

应试考试的备考

始于应试需求

却应终于实力提升

希望大家和我一起

通过这段时间的应试备考

真正从底层提升起英文实力

不仅是为了雅思成绩

也为了这可能是【人生最后一次的英文学习】

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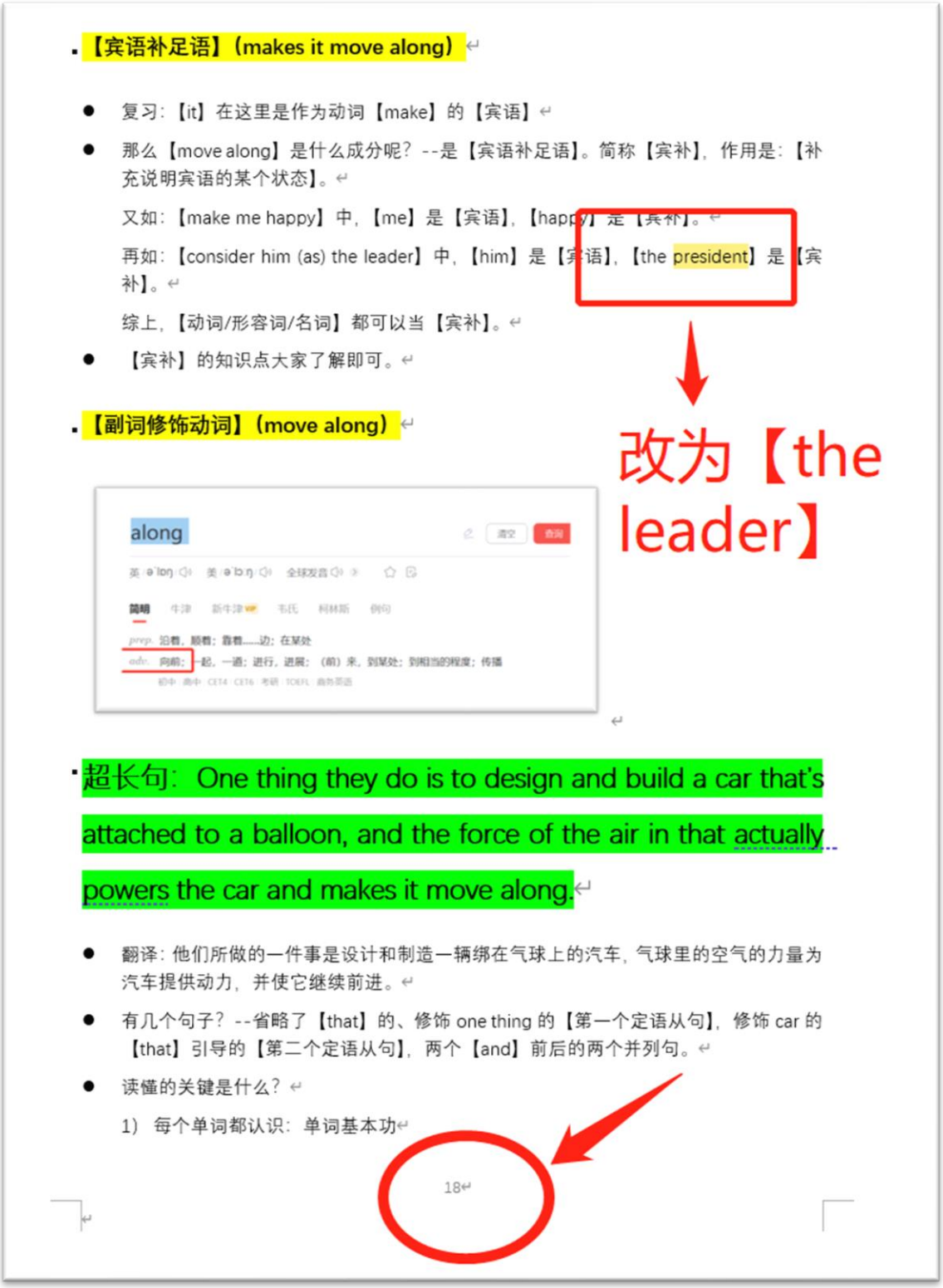
勘误



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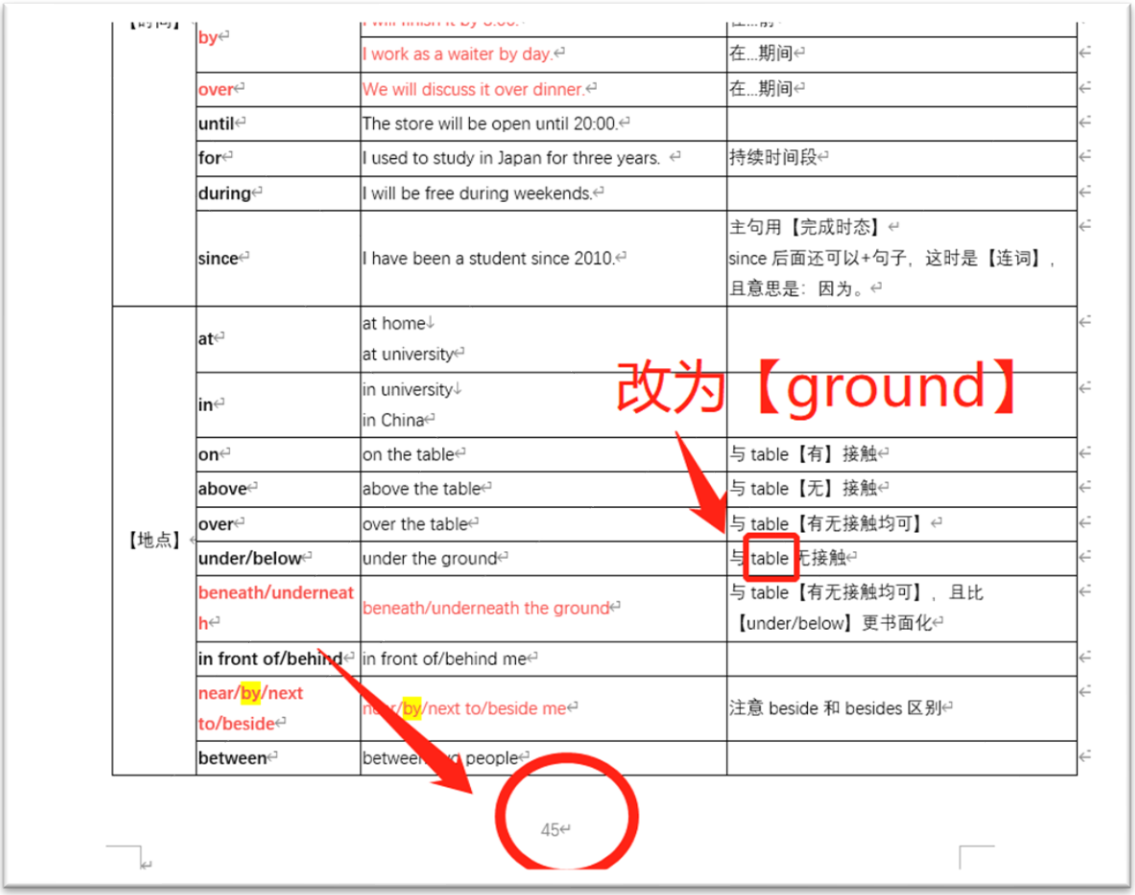

	by	I work as a waiter by day.	在...期间
	over	We will discuss it over dinner.	在...期间
	until	The store will be open until 20:00.	
	for	I used to study in Japan for three years.	持续时间段
	during	I will be free during weekends.	
	since	I have been a student since 2010.	主句用【完成时态】 since 后面还可以+句子，这时是【连词】，且意思是：因为。
【地点】	at	at home at university	
	in	in university in China	
	on	on the table	与 table【有】接触
	above	above the table	与 table【无】接触
	over	over the table	与 table【有无接触均可】
	under/below	under the ground	与 table 无接触
	beneath/underneath	beneath/underneath the ground	与 table【有无接触均可】，且比【under/below】更书面化
	in front of/behind	in front of/behind me	
	near/by/next to/beside	near/by/next to/beside me	注意 beside 和 besides 区别
	between	between [illegible] people	

改为【ground】

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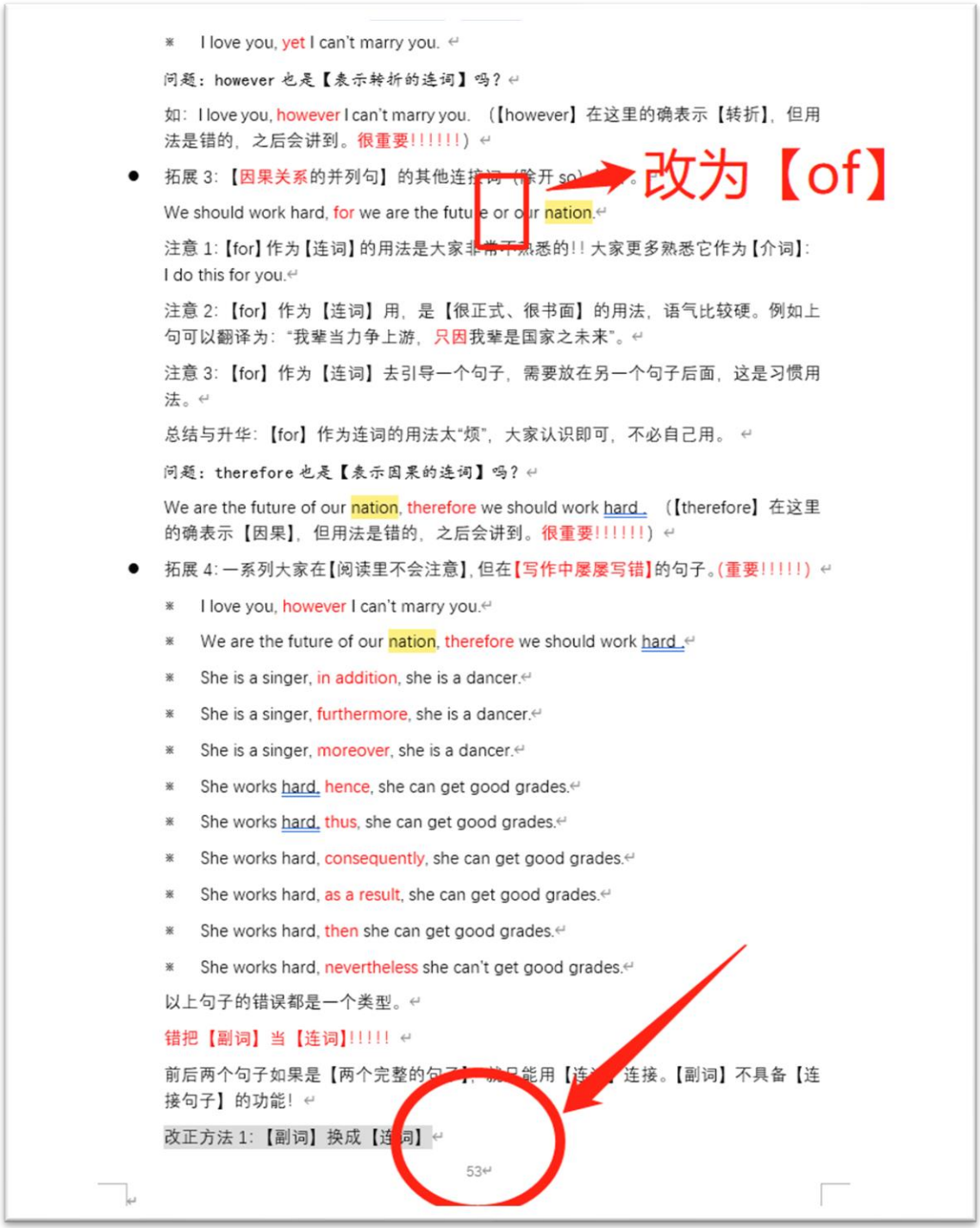

- I love you, yet I can't marry you.

问题：however 也是【表示转折的连词】吗？

如：I love you, however I can't marry you.（【however】在这里的确表示【转折】，但用法是错的，之后会讲到。很重要!!!!!!）

- 拓展 3：【因果关系的并列句】的其他连接词（除开 so）。

改为【of】

We should work hard, for we are the future or our nation.

注意 1：【for】作为【连词】的用法是大家非常不熟悉的!! 大家更多熟悉它作为【介词】：I do this for you.

注意 2：【for】作为【连词】用，是【很正式、很书面】的用法，语气比较硬。例如上句可以翻译为："我辈当力争上游，只因我辈是国家之未来"。

注意 3：【for】作为【连词】去引导一个句子，需要放在另一个句子后面，这是习惯用法。

总结与升华：【for】作为连词的用法太"烦"，大家认识即可，不必自己用。

问题：therefore 也是【表示因果的连词】吗？

We are the future of our nation, therefore we should work hard.（【therefore】在这里的确表示【因果】，但用法是错的，之后会讲到。很重要!!!!!!）

- 拓展 4：一系列大家在【阅读里不会注意】，但在【写作中屡屡写错】的句子。(重要!!!!!)
  - I love you, however I can't marry you.
  - We are the future of our nation, therefore we should work hard.
  - She is a singer, in addition, she is a dancer.
  - She is a singer, furthermore, she is a dancer.
  - She is a singer, moreover, she is a dancer.
  - She works hard, hence, she can get good grades.
  - She works hard, thus, she can get good grades.
  - She works hard, consequently, she can get good grades.
  - She works hard, as a result, she can get good grades.
  - She works hard, then she can get good grades.
  - She works hard, nevertheless she can't get good grades.

以上句子的错误都是一个类型。

错把【副词】当【连词】!!!!!

前后两个句子如果是【两个完整的句子】，就只能用【连词】连接。【副词】不具备【连接句子】的功能！

改正方法 1：【副词】换成【连词】

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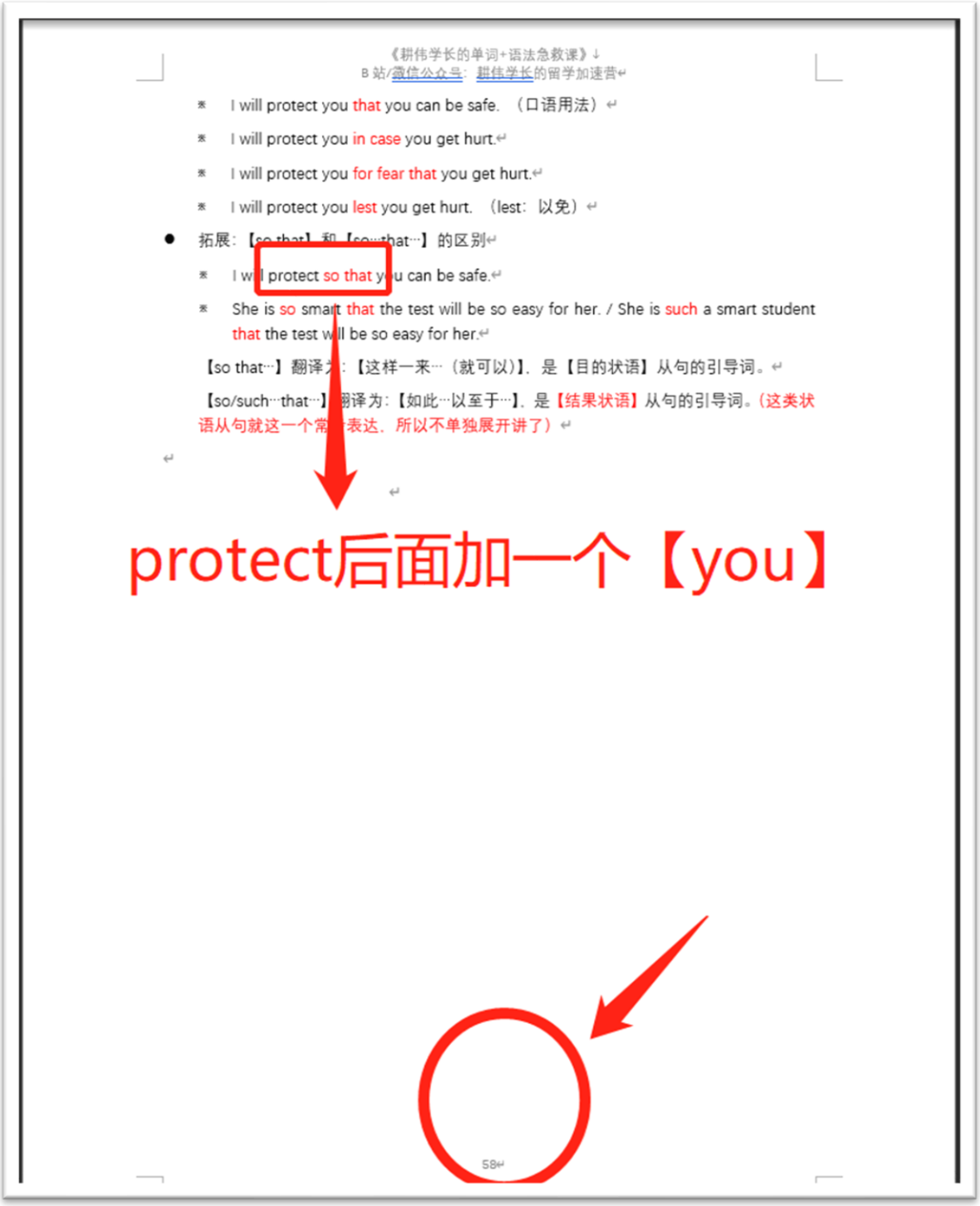

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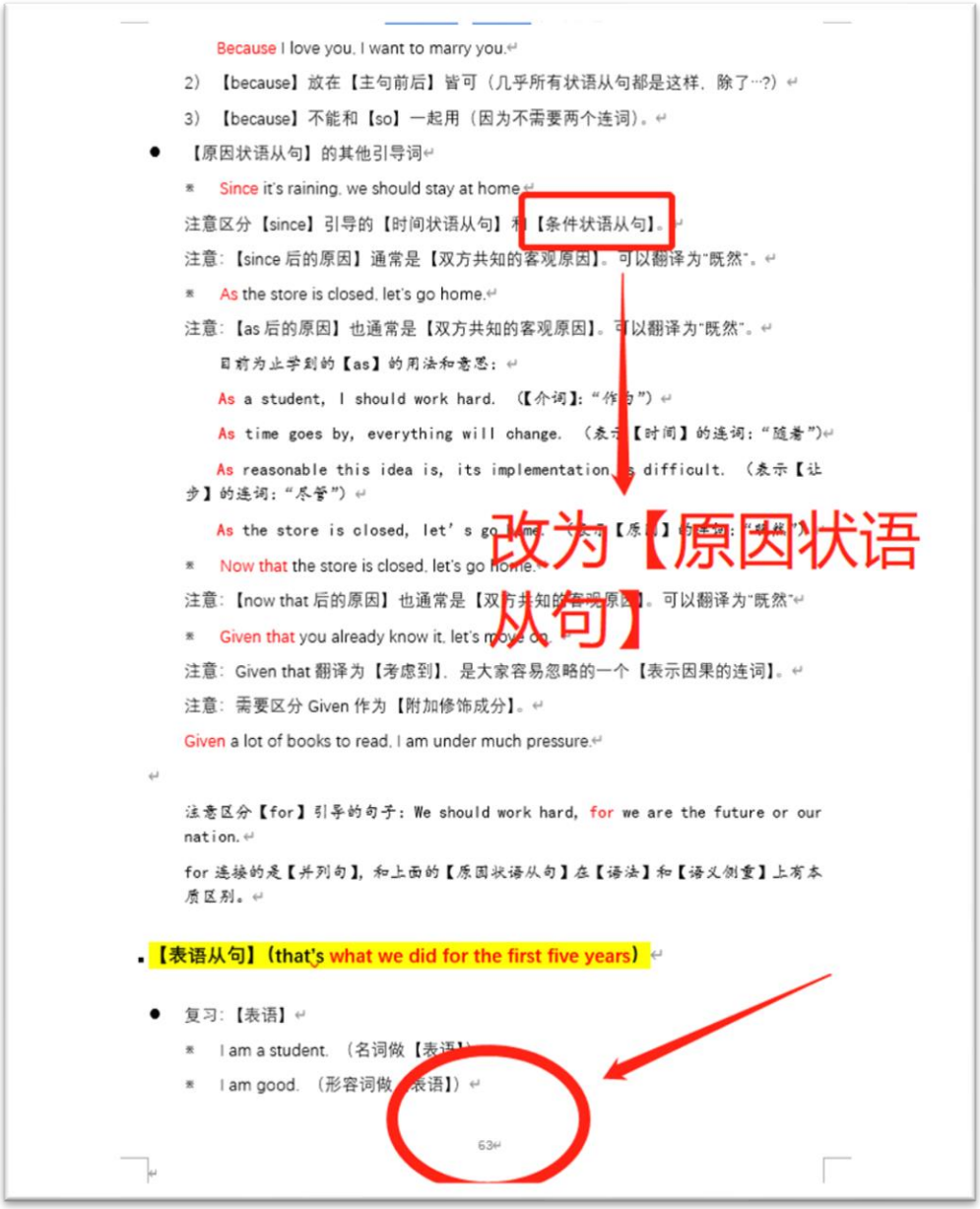

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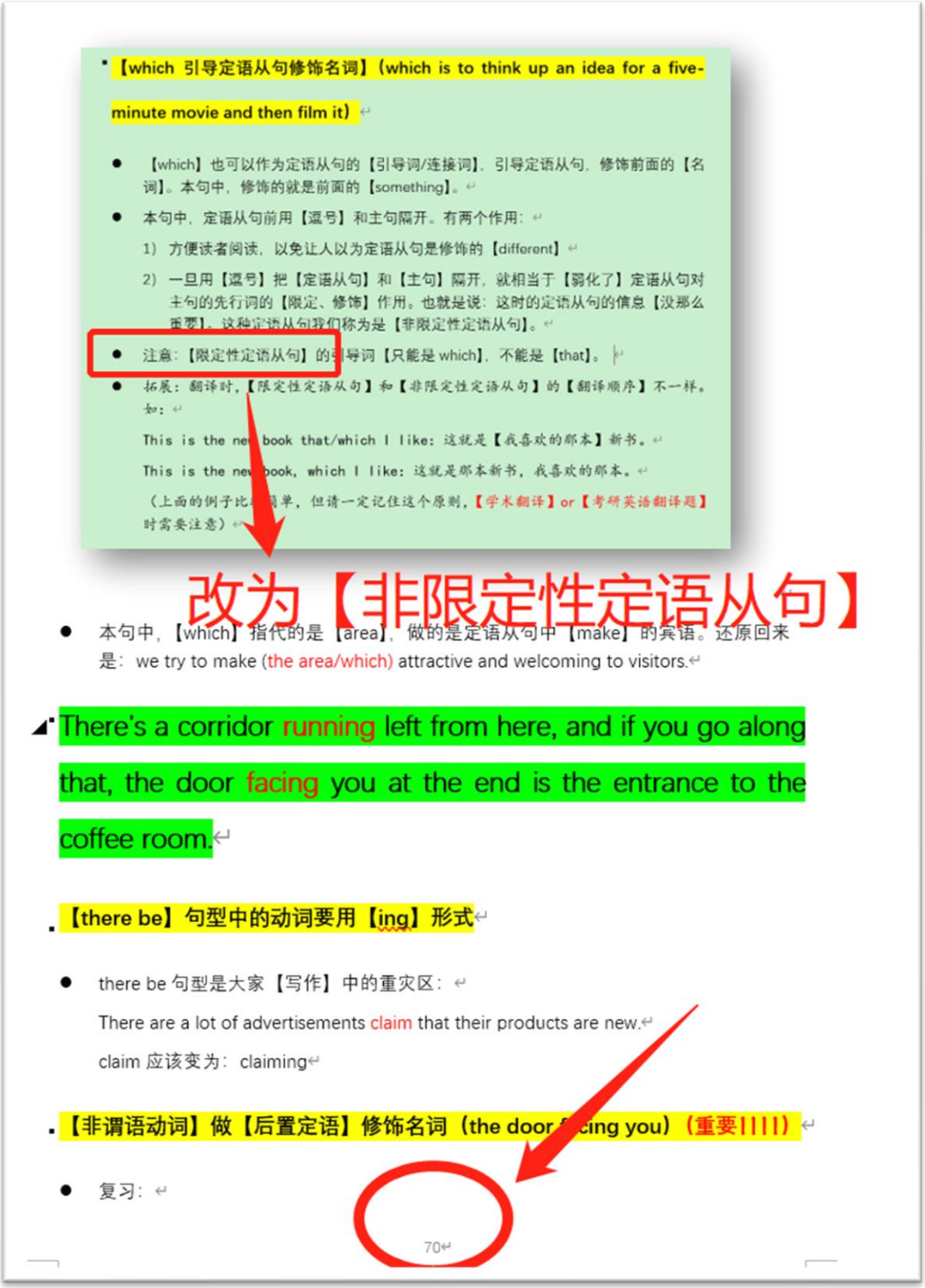

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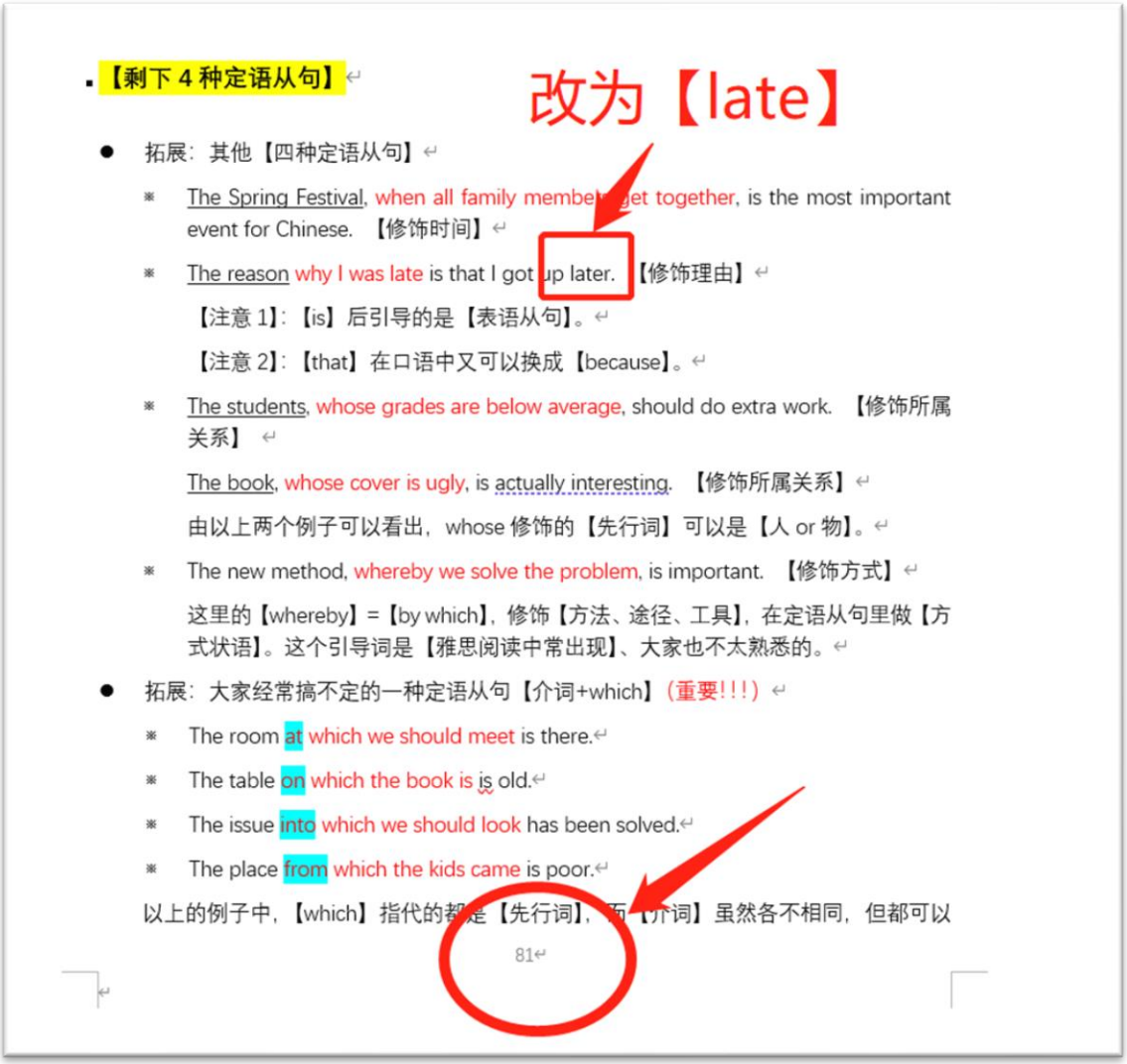

- 【剩下 4 种定语从句】

改为【late】

- 拓展：其他【四种定语从句】
  - The Spring Festival, when all family members get together, is the most important event for Chinese. 【修饰时间】
  - The reason why I was late is that I got up later. 【修饰理由】
    【注意 1】：【is】后引导的是【表语从句】。
    【注意 2】：【that】在口语中又可以换成【because】。
  - The students, whose grades are below average, should do extra work. 【修饰所属关系】
    The book, whose cover is ugly, is actually interesting. 【修饰所属关系】
    由以上两个例子可以看出，whose 修饰的【先行词】可以是【人 or 物】。
  - The new method, whereby we solve the problem, is important. 【修饰方式】
    这里的【whereby】=【by which】，修饰【方法、途径、工具】，在定语从句里做【方式状语】。这个引导词是【雅思阅读中常出现】、大家也不太熟悉的。
- 拓展：大家经常搞不定的一种定语从句【介词+which】（重要!!!）
  - The room at which we should meet is there.
  - The table on which the book is is old.
  - The issue into which we should look has been solved.
  - The place from which the kids came is poor.

以上的例子中，【which】指代的都是【先行词】，而【介词】虽然各不相同，但都可以

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条件从句	从句【谓语】	主句【谓语】
与【现在事实】相反	【动词过去时态】or【were】	would/could/might+do
	If I were you, I would marry her. If I had the right, I would marry her.	
与【过去事实】相反	had done	would/could/might+have done
	If I had said that three words, I would have won her love.	
与【将来事实】相反	1）动词过去时态 2）should + V原形 3）were to + V原形	would/could/might + do
	If I went out tomorrow, I would visit you. If I should go out tomorrow, I would visit you. If I were to go out tomorrow, I would visit you.	
时态混搭	从句【过去】	主句【将来】
	If I had prepared better, I would win tomorrow's contest.	

- 【Were，Had，Should 引起的倒装虚拟语气】
  - 原句：If I were you, I would marry her.
  - 倒装：Were I you, I would marry her.

  过去不少同学觉得倒装之后的【were 从句】是疑问句，表示："我是你吗？"
  - 原句：If I had said that three words, I would have won her love.
  - 倒装：Had I said that three words, I would have won her love.

  过去不少同学觉得倒装之后的【Had 从句】是疑问句，表示："我说了那三个词吗？"
  - 原句：If I should go out tomorrow, I would visit you.
  - 倒装：Should I go out tomorrow, I would visit you.

  过去不少同学觉得倒装之后的【should 从句】是疑问句，表示："我明年应该出去吗？"
- 【as if/as though】引导的【虚拟语气】
  - He talks as if he were me.
  - He acts as though he had done nothing!

  注意区分【as if/as though】引导的句子也可以【不含有虚拟语气】，如之前的例子：
  - He looks as if he is angry.（他看起来【好像他生气了】）
  - He treats me as though he totally looks through me.（他对待我的方式【就好像他完全看穿我了】）
- 【even if】引导的【虚拟语气】
  - 【even if】翻译为：即使，后面可以跟【虚拟语气】。

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改为【明天】

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