

# 精讲精练 (1)

## ▶ 高频语法错误 精练题目

主讲老师：雷婧老师

复习一下

## 理论部分

关于小作文的写作，以下说法错误的是：

1. 应当包含Introduction/Body/Overview三个部分
2. Overview指图表的概述或总结
3. Introduction需使用一般现在时
4. Overview必须写在结尾
5. Body部分需要描写每个细节数据
6. Body部分的动词使用过去时
7. 全文必须都使用复杂句

## 理论部分

图表Overview可以包含哪些内容:

1. 整体变化/特征异同
2. 数据中最突出的特征
3. 最重要的数据
4. 几组数据的差距

## 理论部分

**数据的变化可以按哪种顺序来描写:**

1. 每一组数据按时间顺序从左到右依次写
2. 每一组数据先写整体增减，再写局部特点
3. 先写所有数据的起点值，再写中间的变化，最后写所有数据的终点值

## 语言部分

请说出至少2-3个以下单词/词组的同意替换:

1. show
2. increase
3. decrease
4. remain stable
5. dramatic

## 语言部分

### 中翻英:

1. 所有国家的石油消耗量都有不同程度的增长。
2. 挪威(Norway)的清洁能源使用一直处于较高水平。
3. 电影票的销量在图中的20年中保持增长，但期间有剧烈的波动。
4. 整体来讲，游客们对新剧院的满意度非常高。
5. 有接近80%的游客认为剧院设施是‘优秀’的。

# 真题精讲



## 小作文练习要突破的 三个关键点

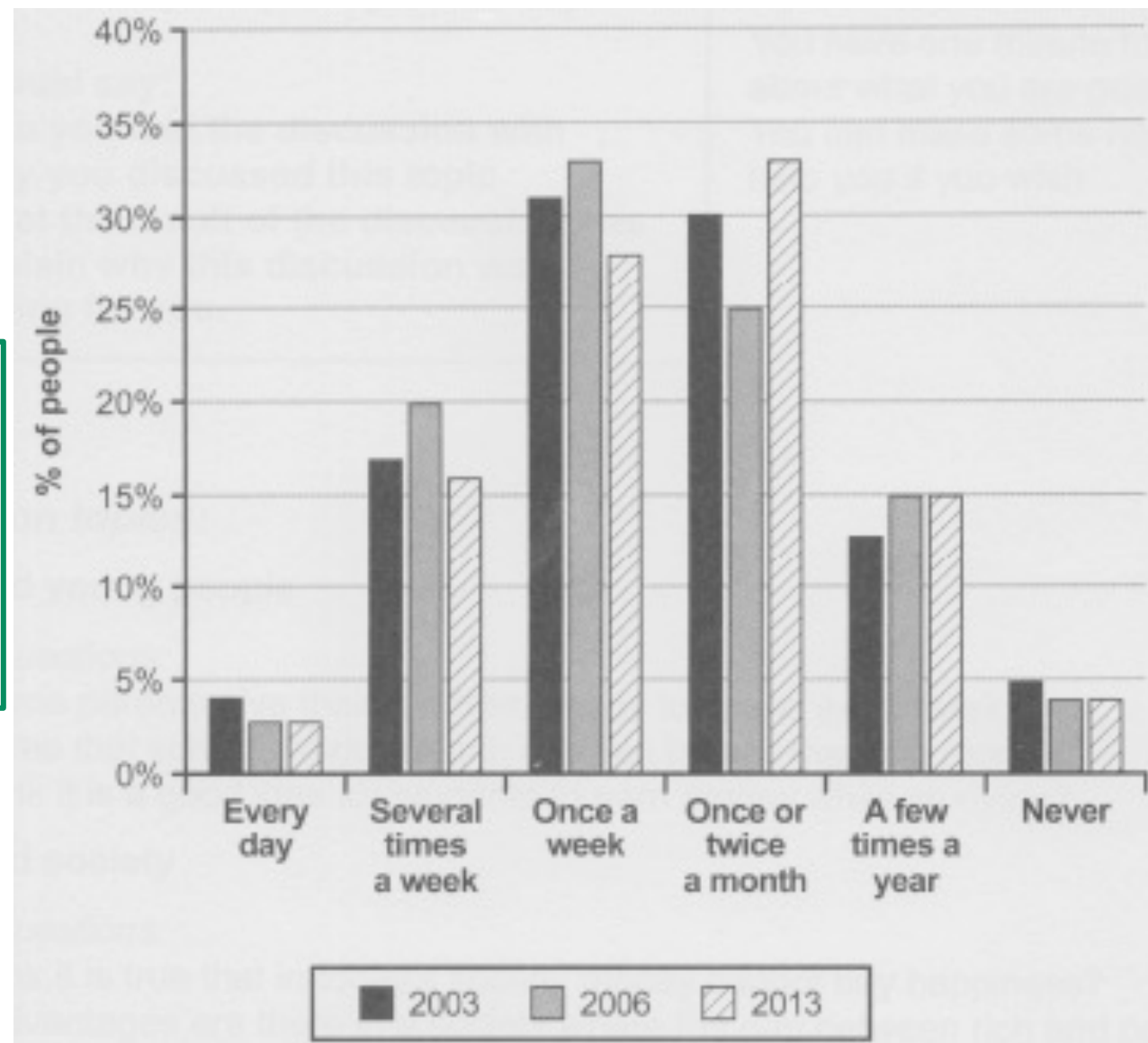
- 看懂题目
- 快速分析
- 语言表达

## WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows how frequently people in the USA ate in fast food restaurants between 2003 and 2013. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

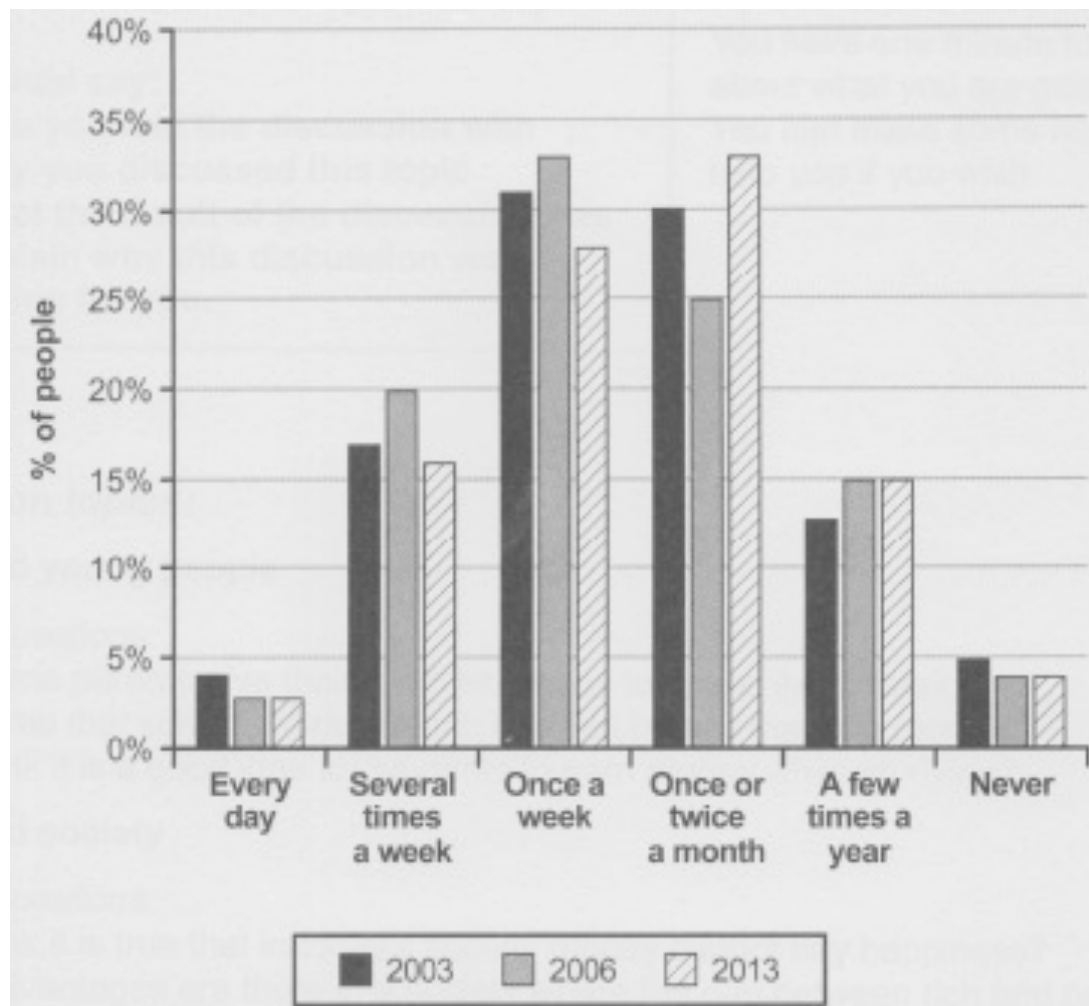


## 小作文练习要突破的 **三个关键点**

- 看懂题目 – **能用一句话说清楚图上的任一数据**
- 快速分析
- 语言表达

## 分析从整体趋势开始 (Main Trend)

- 针对图形和题目中的**关键字**进行总结



# 精练题目1

## 分析从整体趋势开始(Main Trend)

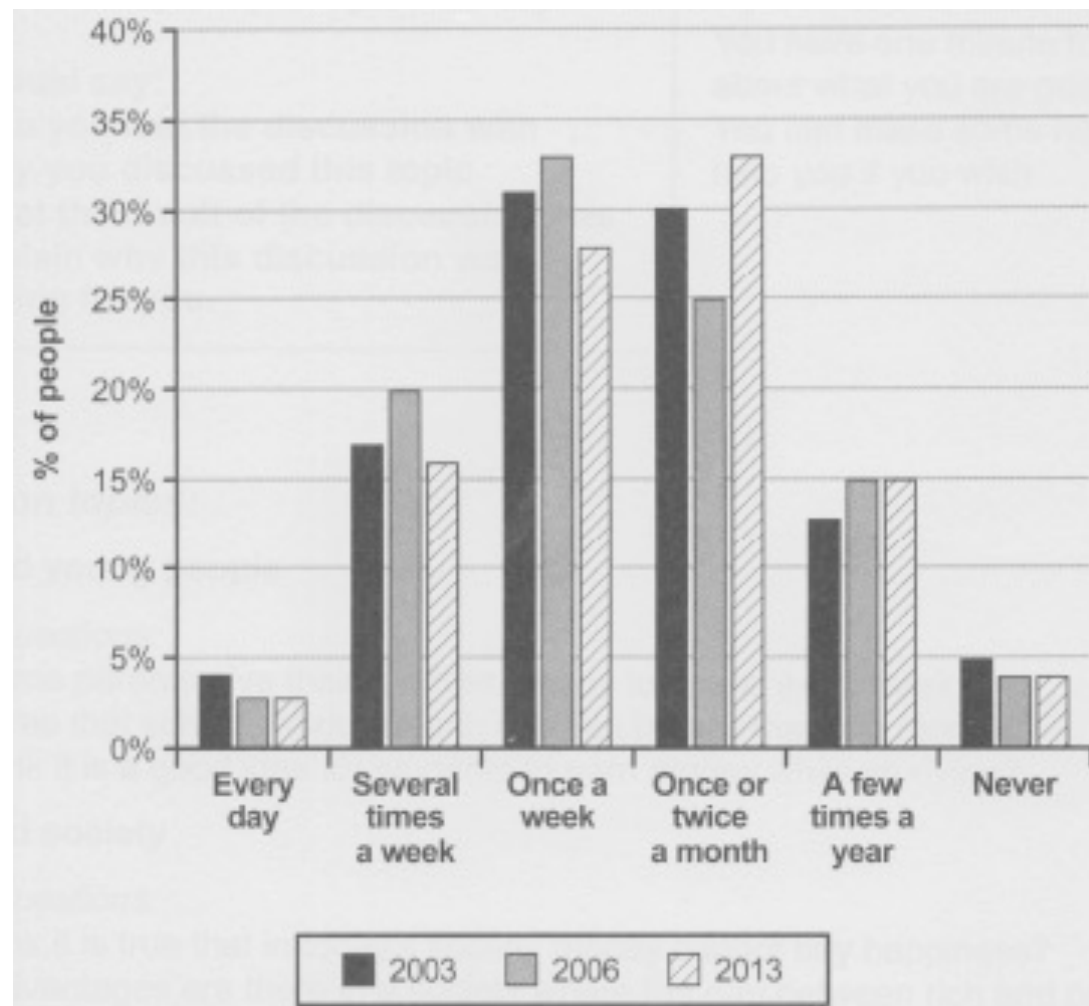
- 针对图形和题目中的**关键字**进行总结

### ◆ 整体频率：

多数美国人每个月都会吃至少一次快餐。

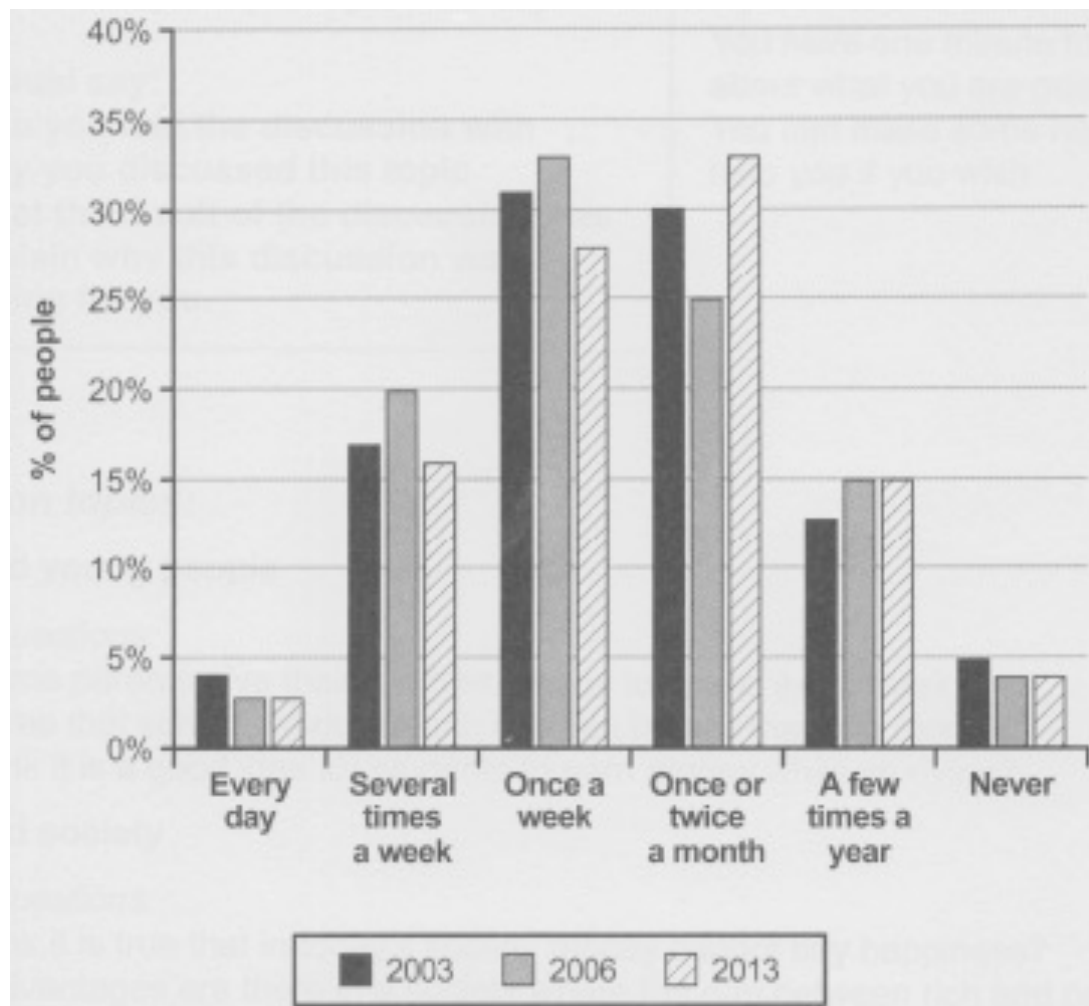
### ◆ 频率变化：

在图中所示的三年里，美国人吃快餐的频率变化不大。



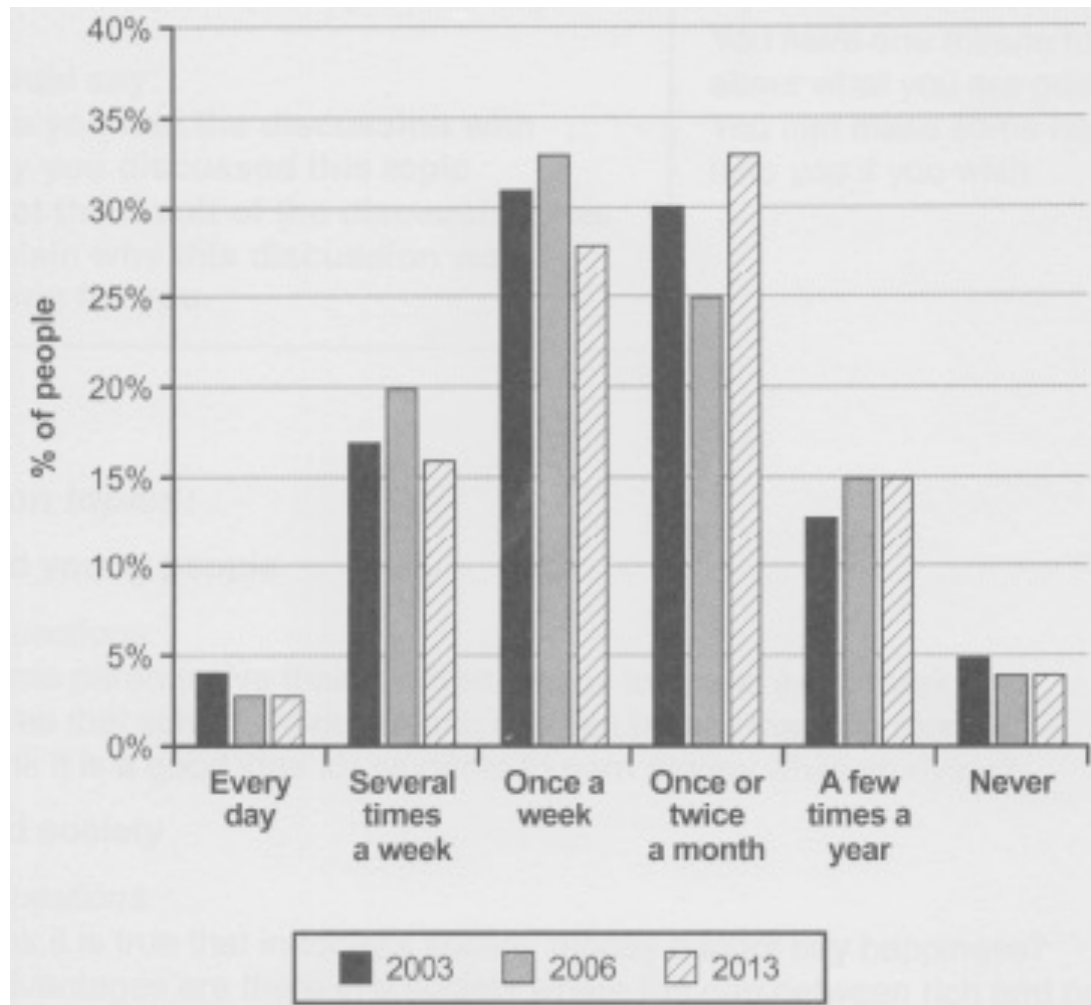
# 精练题目 1

## 大纲从顺序入手(Outline + Key Figures)



## 精练题目1

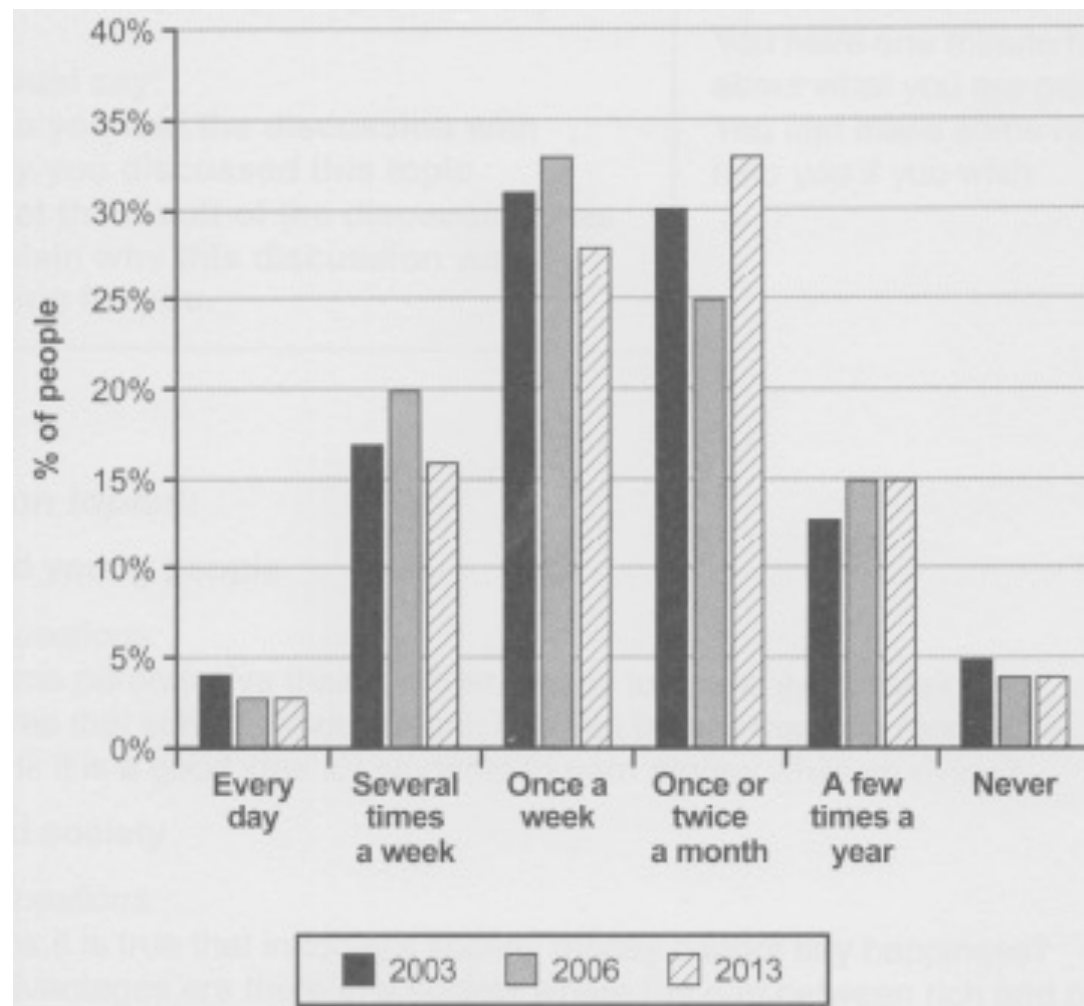
**选关键数据=舍不关键数据**  
(Key Figures)



# 精练题目1

## 选关键数据=舍不关键数据(Key Figures)

- Once a week [just over 30% - about 33% - approximately 27%]
- Once or twice a month [30% - 25% - about 33%]
- Several times a week [16% - 20% - slightly more than 15%]
- A few times a year [13% - 15% - unchanged]
- Everyday & Never [below 5% - slightly reduced]





## Introduction

- 转述题目内容

## Body Paragraph

- 初步总结整体频率和变化
- 分类描述频率和变化

## Overview

- 进一步总结

## 小作文练习要突破的 **三个关键点**

- 看懂题目 – **能用一句话说清楚图上的任一数据**
- 快速分析 – **整体趋势→描写顺序→关键数据**
- 语言表达

## 语言表达

The bar chart demonstrates \_\_\_\_\_ people in the USA ate in fast food restaurants in 3 \_\_\_\_\_ years, 2003, 2006 and 2013.

## 语言表达

The bar chart demonstrates how often people in the USA ate in fast food restaurants in 3 separate years, 2003, 2006 and 2013.

### 1. 开头要熟

动态图:

The graph/chart compares the changes in ...

The graph/chart compares how ... changed ...

题目的关键词常常用：**同义词 或 宾语从句** 替换

e.g.

the frequency of sth → how often ...

the amount of sth → how much ...

the number of sth → how many ...

the percentage of sth → the proportion of sth

the consumption of sth → the use of sth [how much ... is/was consumed]

## 语言表达

The bar chart demonstrates how often people in the USA ate in fast food restaurants in 3 separate years, 2003, 2006 and 2013.

In general, \_\_\_\_\_ can be seen of the American's preference in \_\_\_\_\_ and only \_\_\_\_\_ were notable.

- A. a few changes
- B. a similar pattern
- C. these restaurants

Overall, \_\_\_\_\_, over half of \_\_\_\_\_ ate fast food at least once a month and these restaurants were \_\_\_\_\_ in 2006.

- A. most popular
- B. the American population
- C. in the three given years

## 语言表达

**In general, a similar pattern can be seen of the American's preference in these restaurants and only a few changes were notable.**

**Overall, in the three given years, over half of the American population ate fast food at least once a month and these restaurants were most popular in 2006.**

## 2. 总结的表达有规律

*e.g.*

a few changes

a number of changes/features

various changes/features/patterns

similar trends

the most used/popular

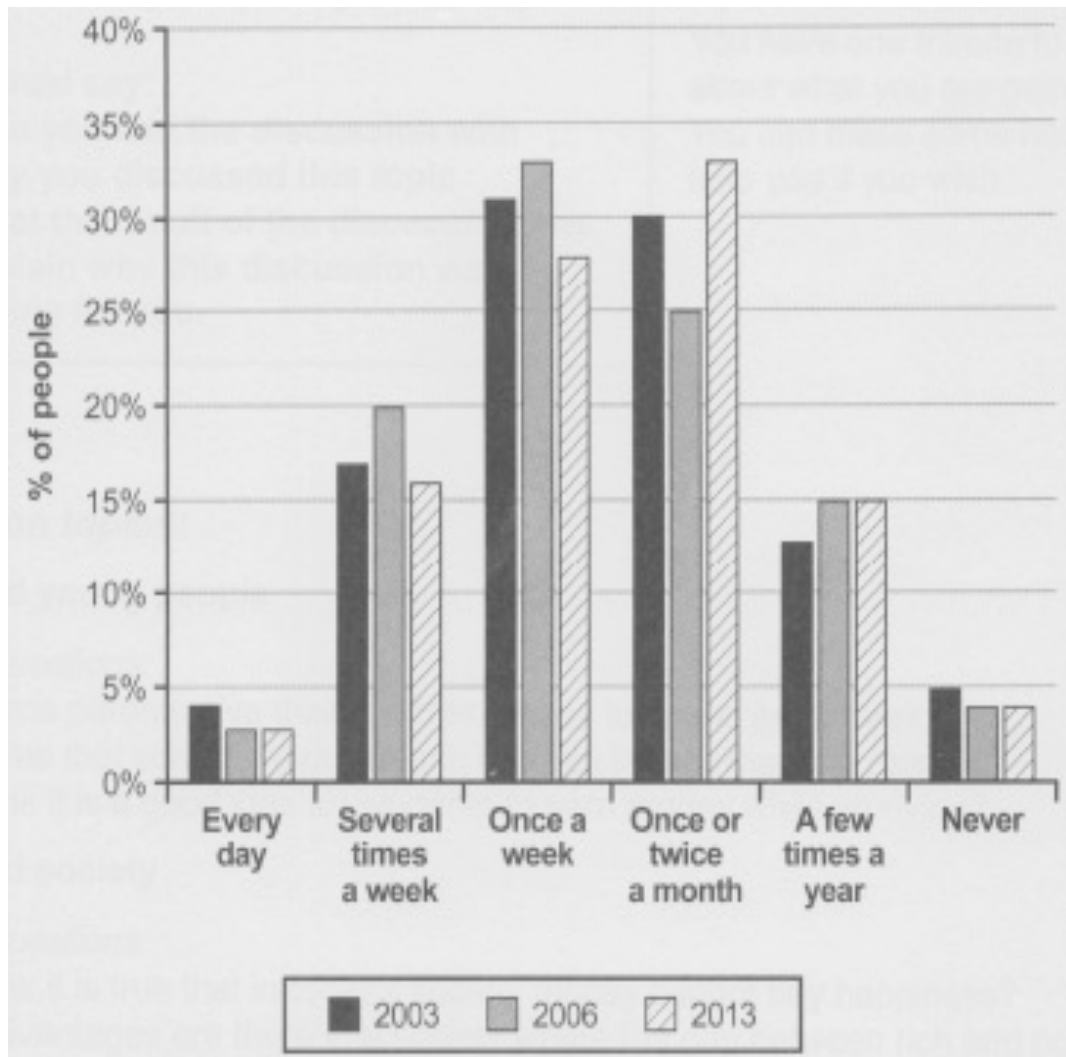
the highest figure

the biggest problem

## 语言表达

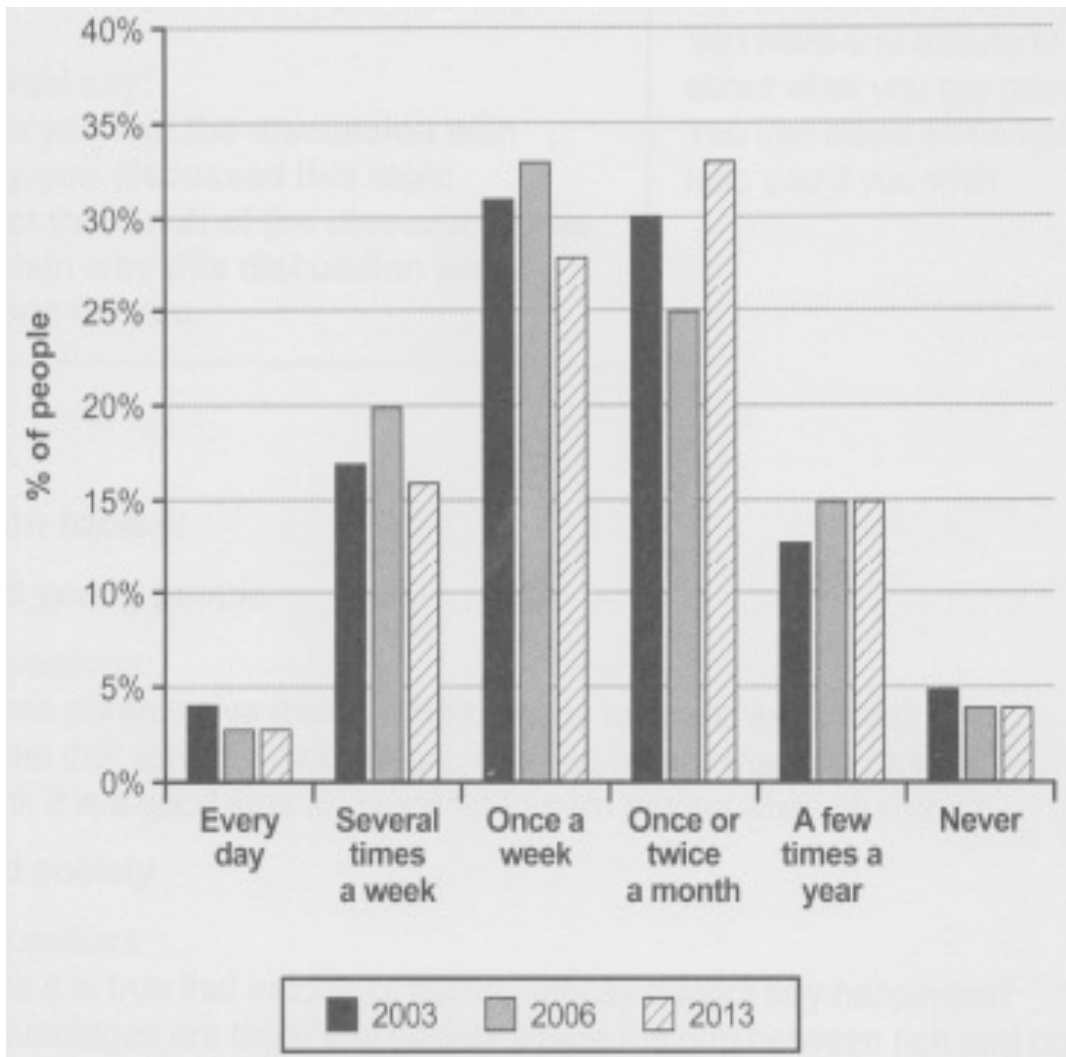
The percentages of people who ate fast food on a weekly basis and once or twice a month were \_\_\_\_\_, \_\_\_\_\_. To be specific, the proportion of the former group \_\_\_\_\_, after which \_\_\_\_\_. Conversely, the figure for the latter group \_\_\_\_\_ and \_\_\_\_\_.

- A. reached its peak at 33% in 2006
- B. the largest
- C. soared to 33% until 2013
- D. it fell back to about 27%
- E. fell from 30% to 25% in 2006
- F. ranging from 25% to approximately 33%



## 语言表达

The percentages of people who ate fast food on a weekly basis and once or twice a month were the largest, ranging from 25% to approximately 33%. To be specific, the proportion of the former group reached its peak at 33% in 2006, after which it fell back to about 27%. Conversely, the figure for the latter group fell from 30% to 25% in 2006 and soared to 33% until 2013.

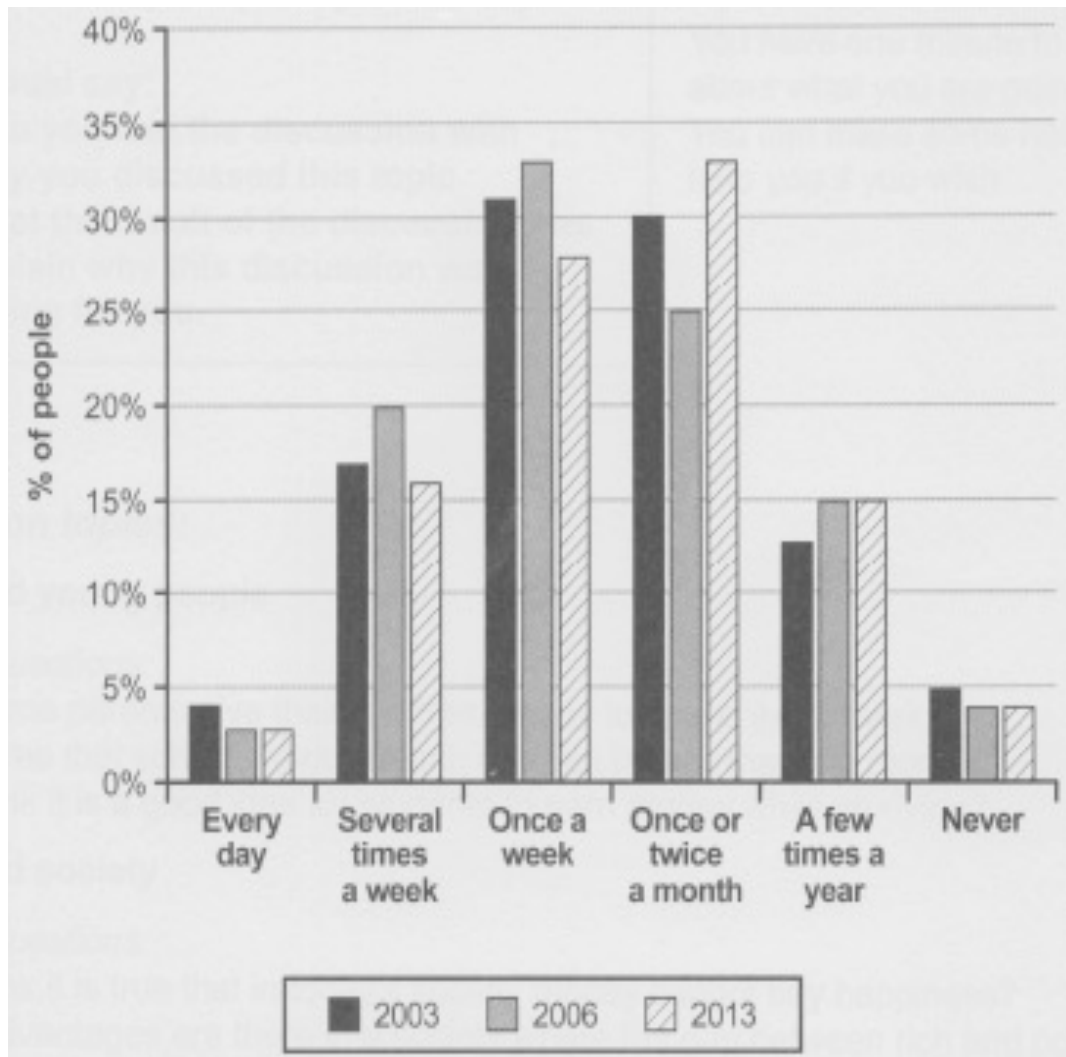




## 语言表达

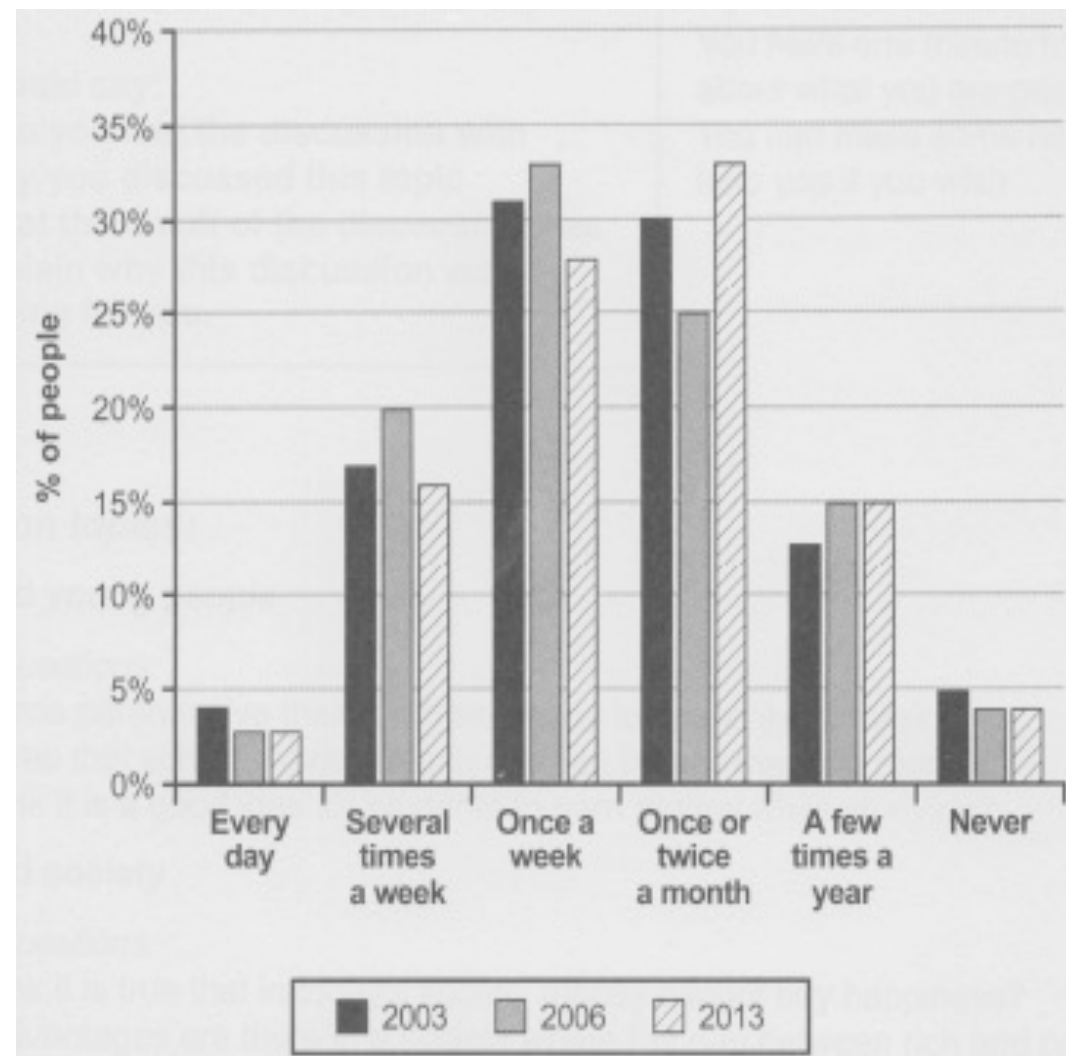
Those who ate several times a week and only a few times a year took a similar share in the total population, \_\_\_\_\_, with a higher rate for the former, \_\_\_\_\_ and fell back in 2013. The population who ate only a few times a year increased \_\_\_\_ from 2003 to 2006 and \_\_\_\_\_.

- A. which increased to 20% in 2006
- B. remained at the same level afterwards
- C. about 12%-20%
- D. by 2%



## 语言表达

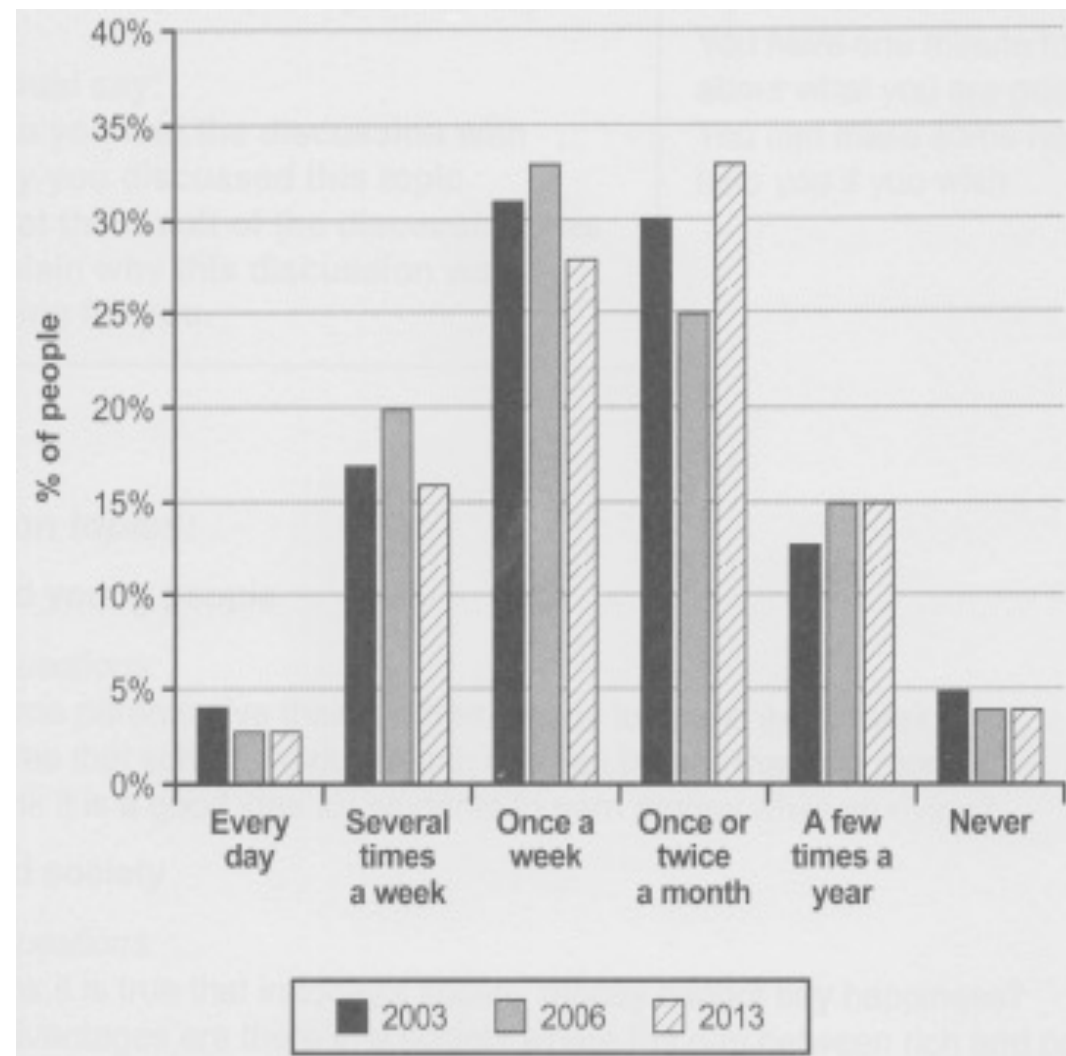
Those who ate several times a week and only a few times a year took a similar share in the total population, about 12%-20%, with a higher rate for the former, which increased to 20% in 2006 and fell back in 2013. The population who ate only a few times a year increased by 2% from 2003 to 2006 and remained at the same level afterwards.



## 语言表达

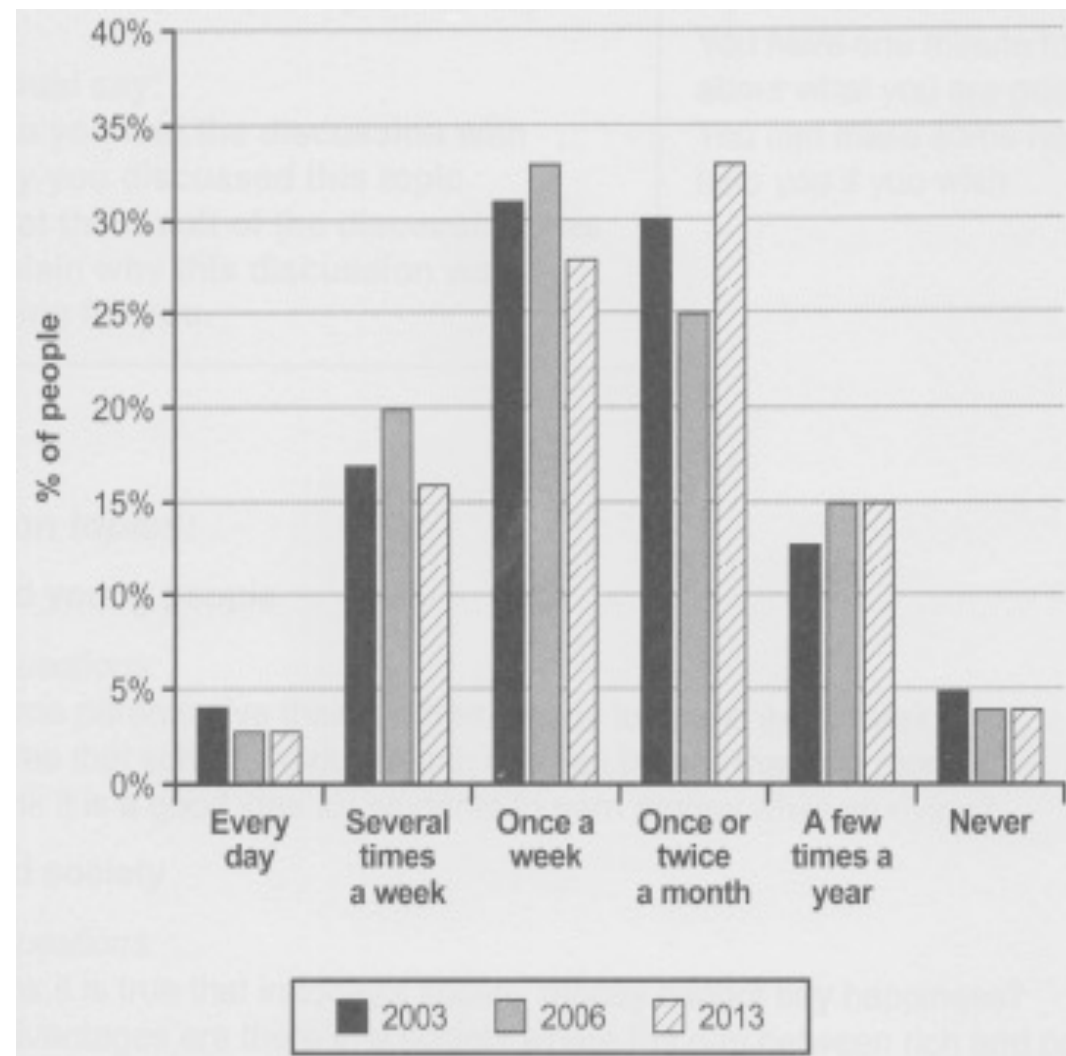
\_\_\_\_\_ the American population visited fast food restaurants \_\_\_\_\_ or never took interest in such places, the percentages of which \_\_\_\_\_ and \_\_\_\_\_.

- A. were both below 5% consistently
- B. only a small proportion of
- C. showed a slight decline in 2006
- D. on a daily basis



## 语言表达

Only a small proportion of the American population visited fast food restaurants on a daily basis or never took interest in such places, the percentages of which were both below 5% consistently and showed a slight decline in 2006.



The bar chart demonstrates how often people in the USA ate in fast food restaurants in 3 separate years, 2003, 2006 and 2013. In general, a similar pattern can be seen of the American's preference in these restaurants and only a few changes were notable.

The percentages of people who ate fast food on a weekly basis and once or twice a month were the largest, ranging from 25% to approximately 33%. To be specific, the proportion of the former group reached its peak at 33% in 2006, after which it fell back to about 27%. Conversely, the figure for the latter group fell from 30% to 25% in 2006 and soared to 33% until 2013.

Those who ate several times a week and only a few times a year took a similar share in the total population, about 12%-20%, with a higher rate for the former, which increased to 20% in 2006 and fell back in 2013. The population who ate only a few times a year increased by 2% from 2003 to 2006 and remained at the same level afterwards.

Only a small proportion of the American population visited fast food restaurants on a daily basis or never took interest in such places, the percentages of which were both below 5% consistently and showed a slight decline in 2006.

Overall, in the three given years, over half of the American population ate fast food at least once a month and these restaurants were most popular in 2006.

## 小作文练习要突破的 **三个关键点**

- 看懂题目 – **能用一句话说清楚图上的任一数据**
- 快速分析 – **整体趋势→描写顺序→关键数据**
- 语言表达 – **开头要熟、总结语言有规律、中间句型多变通**

## 精练题目2

### WRITING TASK 1

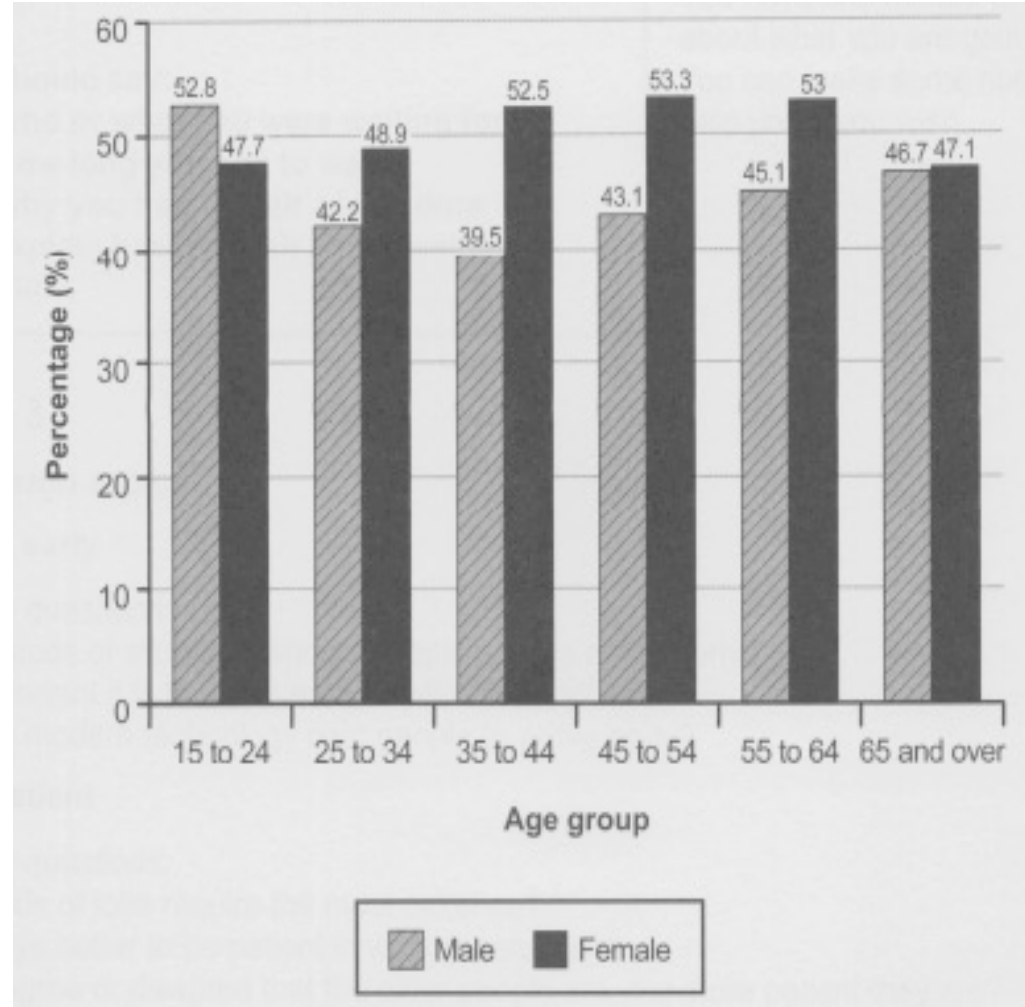
You should spend about 20 minutes on this task.

The bar chart below shows the percentage of Australian men and women in different age groups who did regular physical activity in 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of Australian men and women doing regular physical activity: 2010



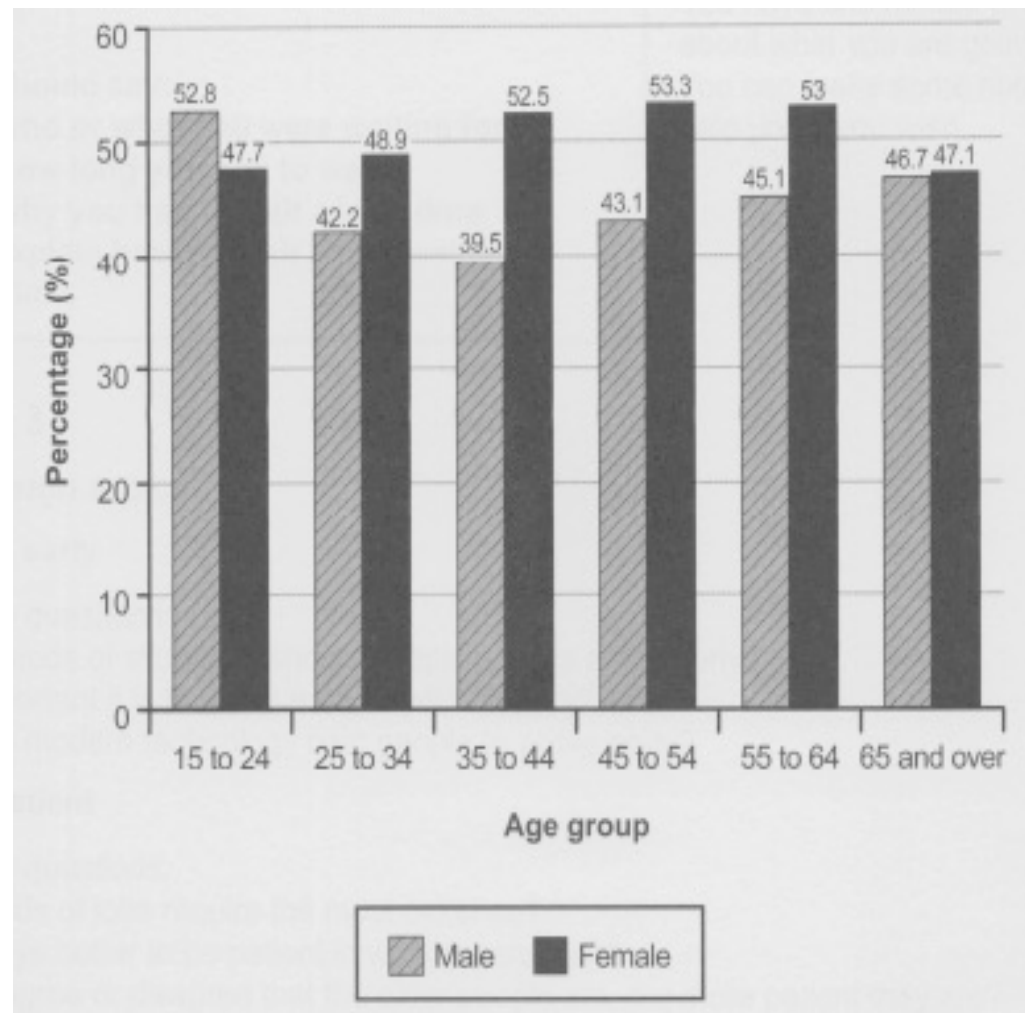


## 精练题目2

### 1. 看懂题目

用一句话描述清楚52.8%的意义

Percentage of Australian men and women doing regular physical activity: 2010





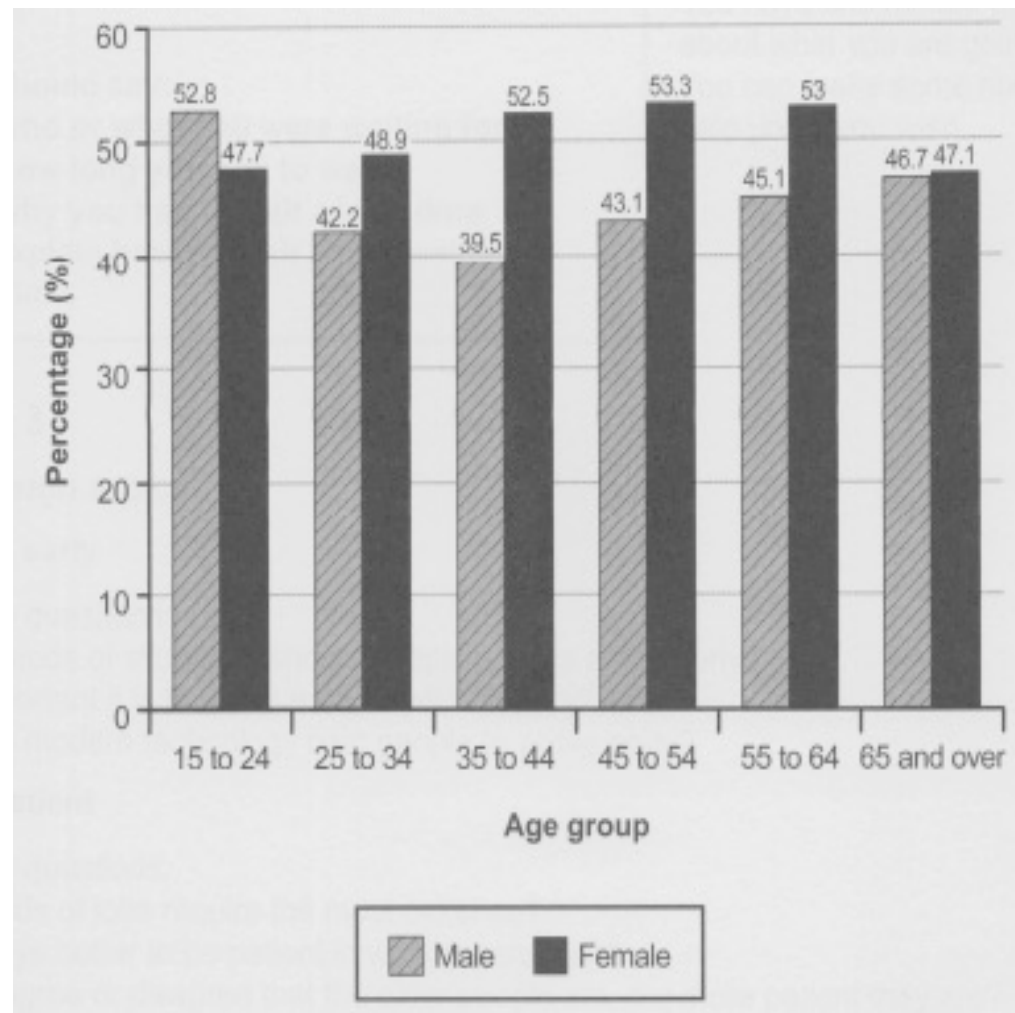
## 精练题目2

### 1. 看懂题目

用一句话描述清楚52.8%的意义

In 2010, 52.8% of Australian men aged from 15 to 24 participated in regular physical activity.

Percentage of Australian men and women doing regular physical activity: 2010



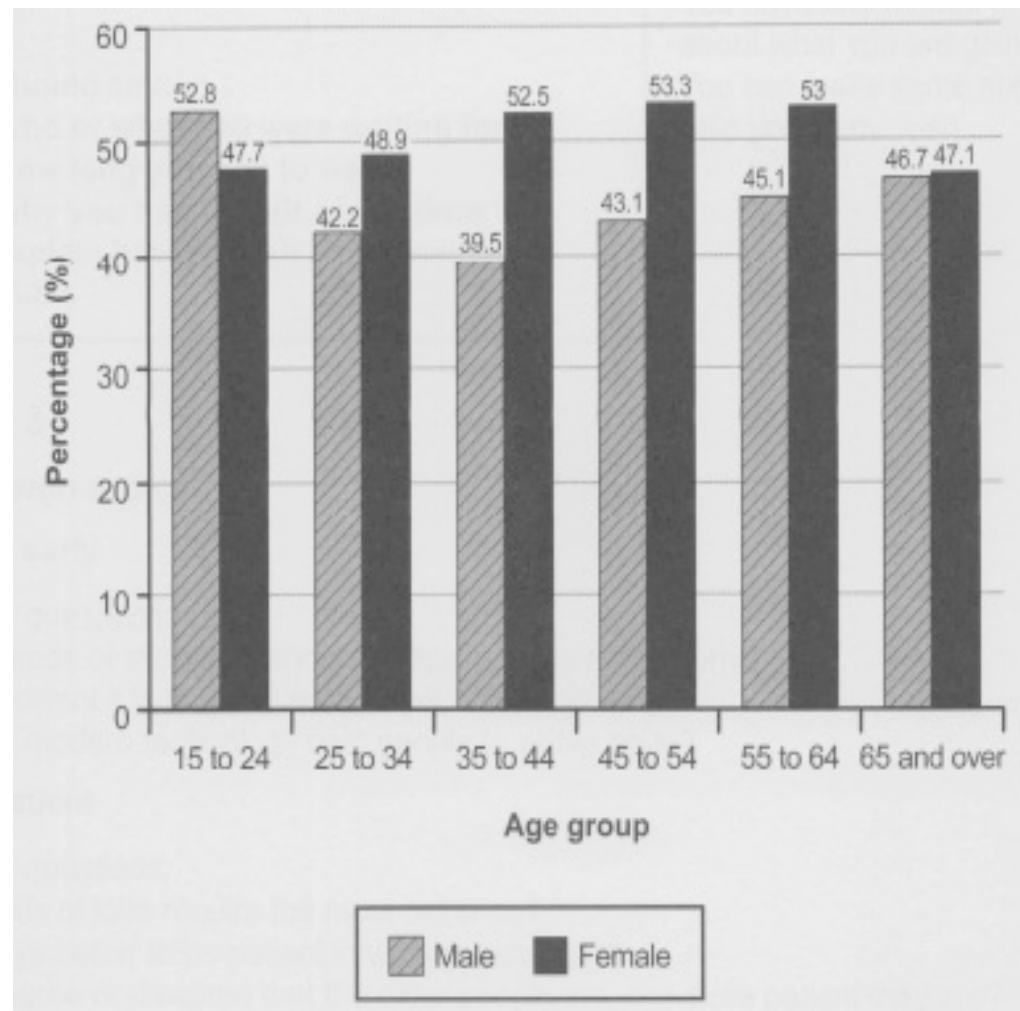
## 精练题目2

### 2. 快速分析 – 整体趋势

参与运动的百分比

男女参与率的差别

Percentage of Australian men and women doing regular physical activity: 2010

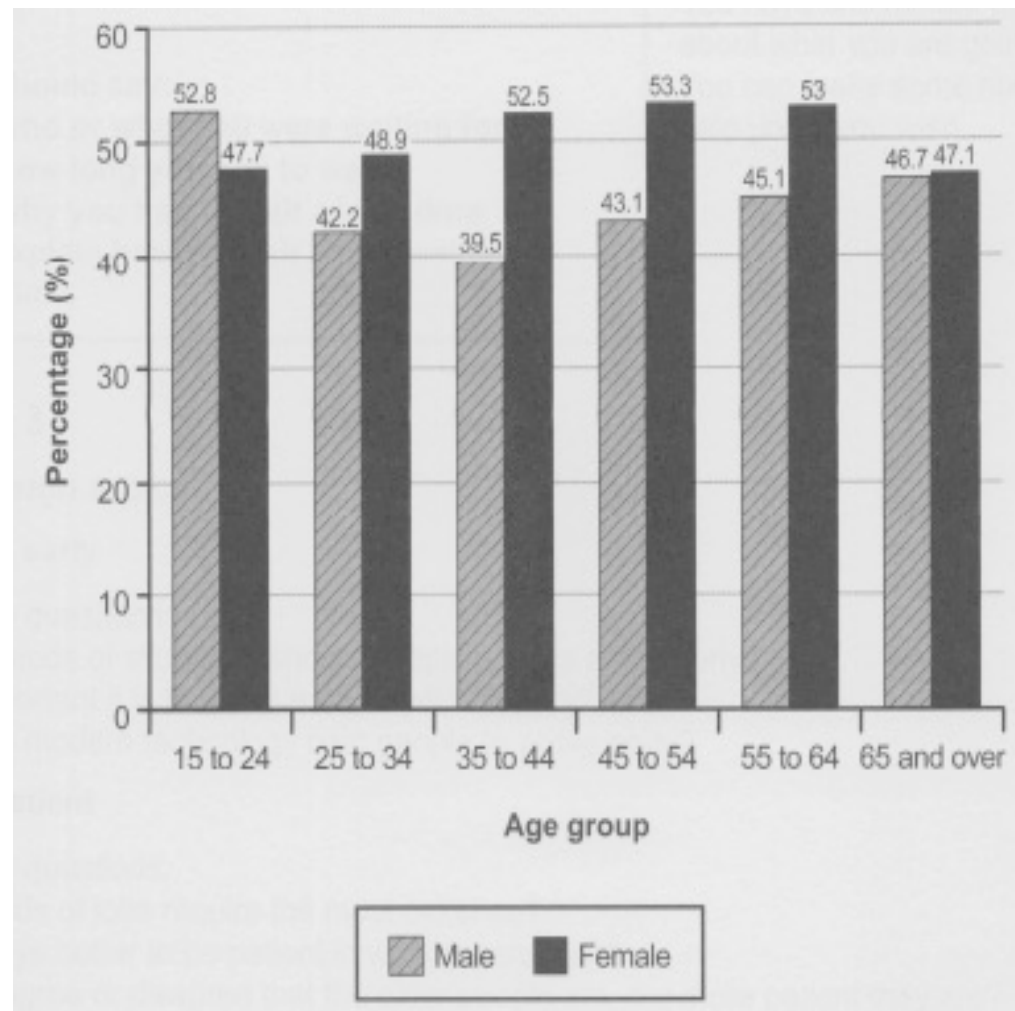


### 2. 快速分析 – 整体趋势

参与运动的百分比: about half

男女参与率的差别: The female had higher participation in sports than the male. The biggest gap can be found in the middle aged group.

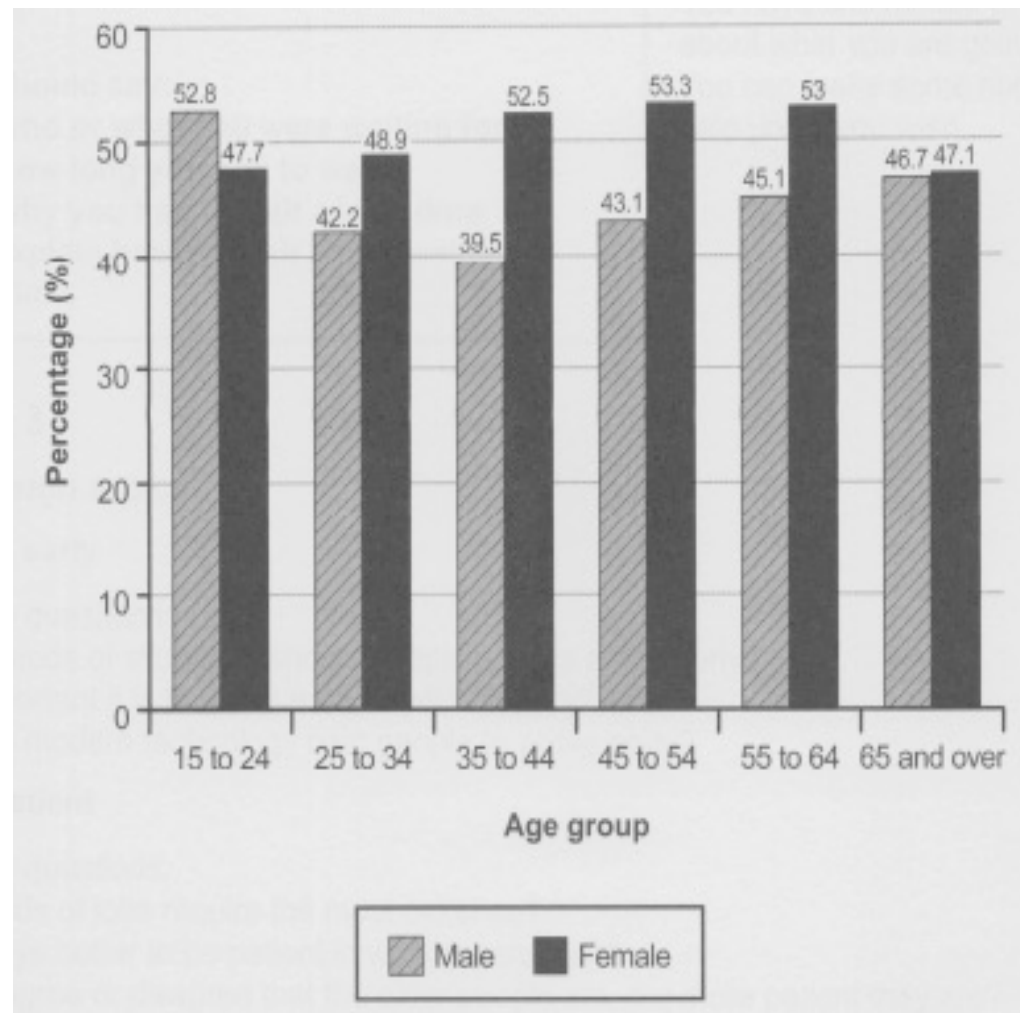
Percentage of Australian men and women doing regular physical activity: 2010



### 2. 快速分析 – 描写顺序

- A. 按年龄段从左到右
- B. 按性别分别描写

Percentage of Australian men and women doing regular physical activity: 2010

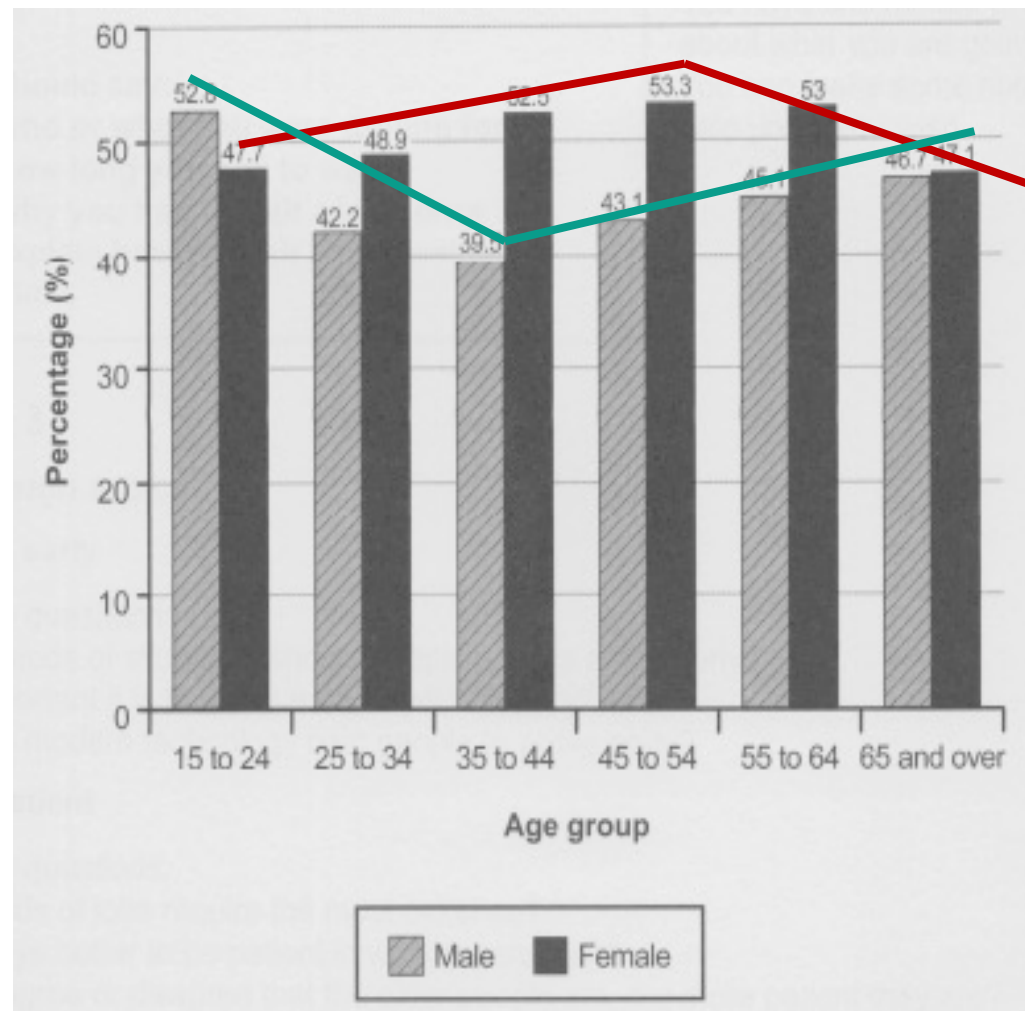


## 精练题目2

### 2. 快速分析 – 关键数据

- the female
- the male

Percentage of Australian men and women doing regular physical activity: 2010



## 精练题目2

### 2. 快速分析 – 关键数据

- the female

47.7% [15-24]

53.3% [45-54]

47.1% [65-over]

- the male

52.8% [15-24]

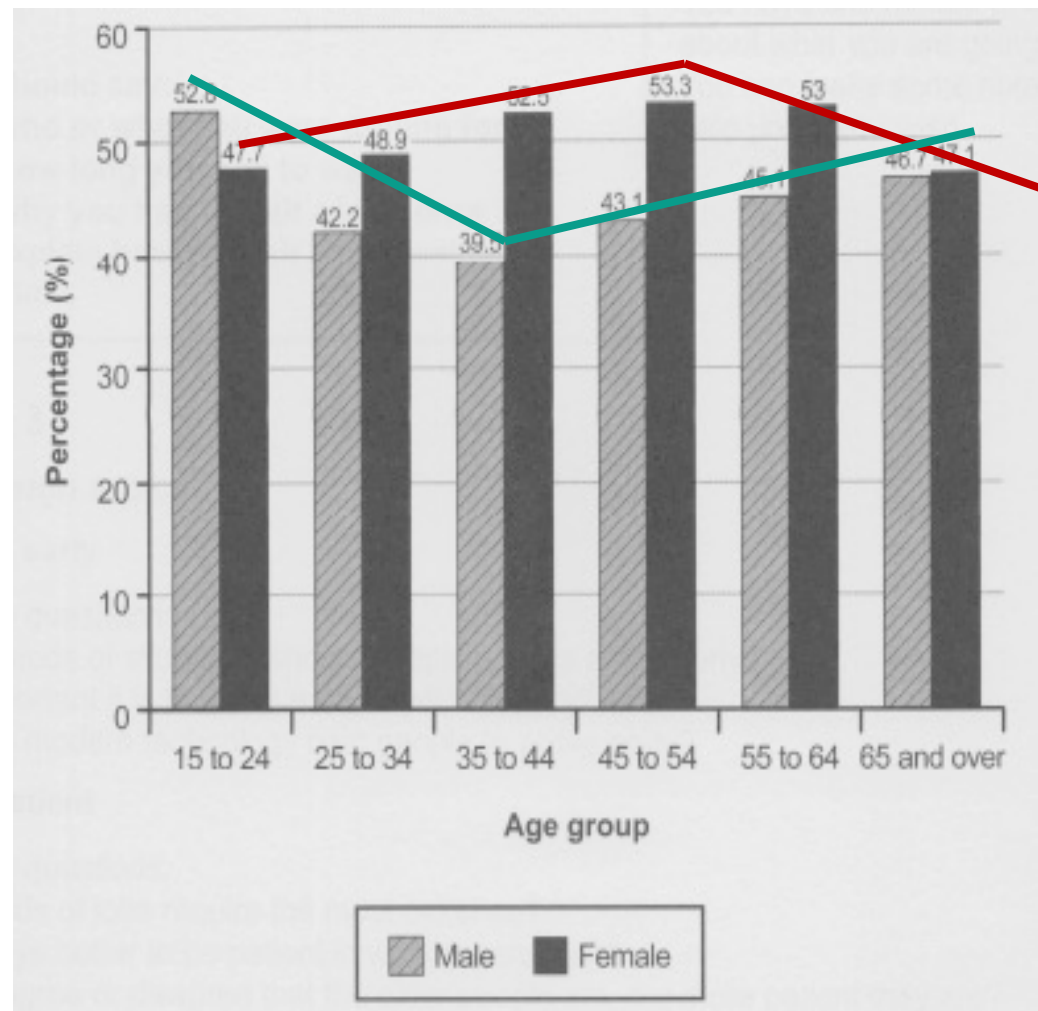
39.5% [35-44]

46.7% [65-over]

Other important features:

- biggest gap
- 15-24 / the male had higher participation

Percentage of Australian men and women doing regular physical activity: 2010



### Introduction

- 转述题目内容

### Body Paragraph

- 初步总结整体+最明显特征
- 分类描述比例和区别

### Overview

- 进一步总结

### 全文作业可以借鉴的表达

attend/do/participate in physical exercise  
on a regular basis  
work out regularly  
the most noticeable feature is that  
participation rate  
show less/more participation  
the attendance in physical activity  
participation in exercise



1. 语法补充课的学习、课件63-71页介词练习（自检）；
2. 完成柱状图的全文作业；
3. 完成地图、流程自学；

## 精练题目3

### WRITING TASK 1

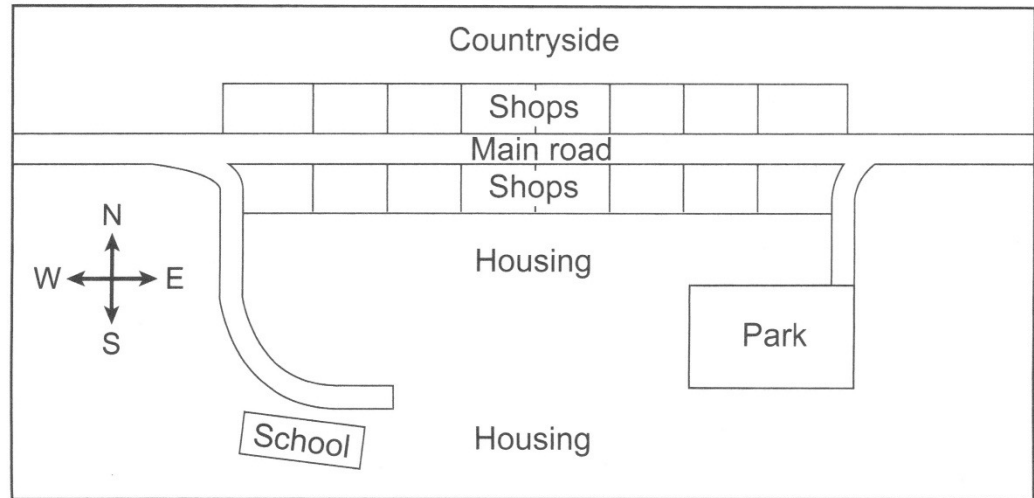
You should spend about 20 minutes on this task.

The maps below show the centre of a small town called Islip as it is now, and plans for its development.

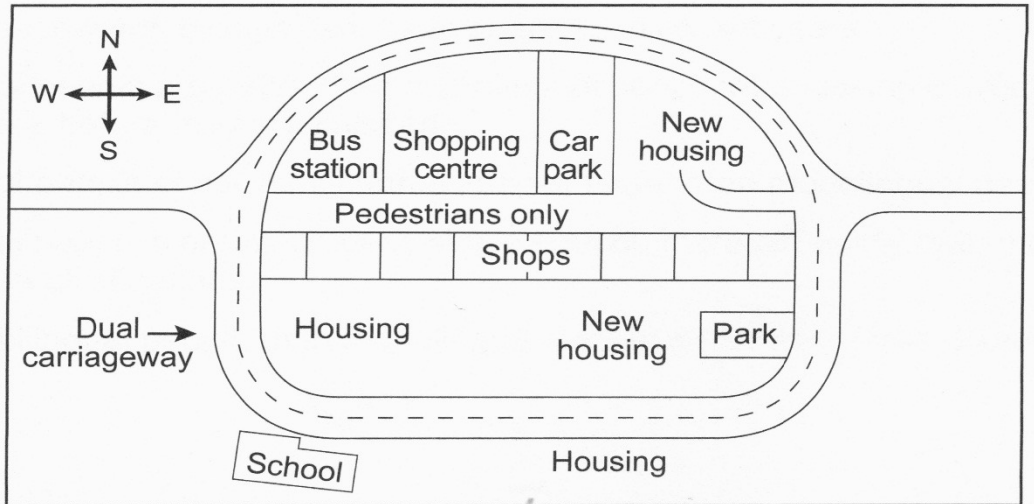
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

**Islip town centre now**



**Islip town centre: planned development**

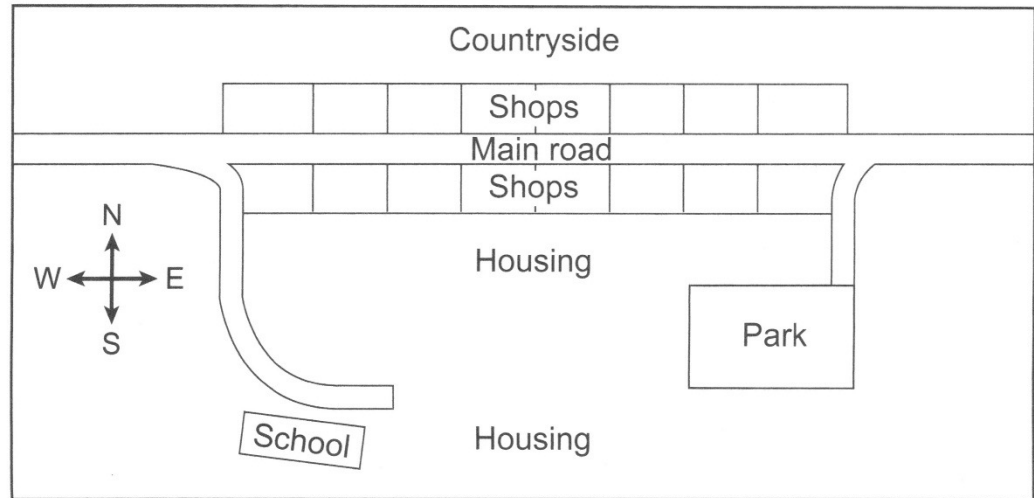


## 精练题目3

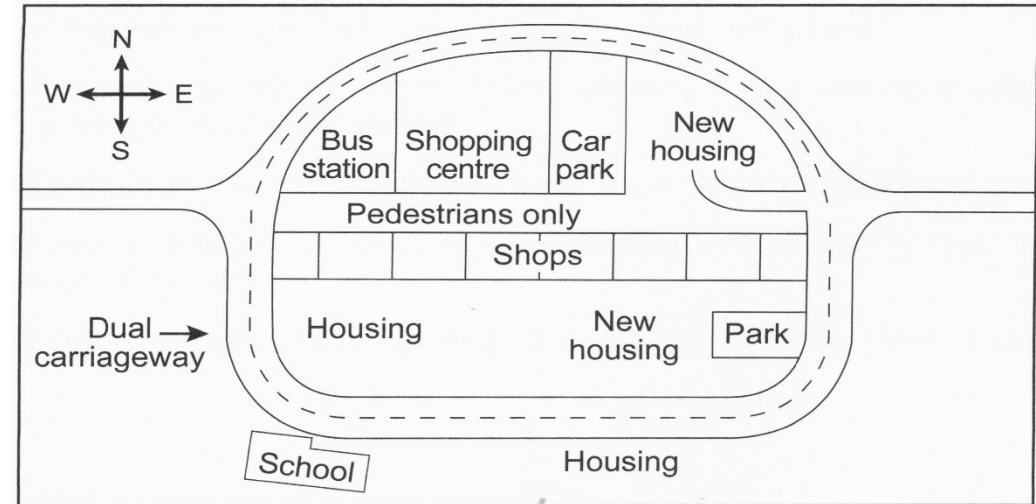
### 1. 认识基本任务

◆ Islip town的现状和计划改进的对比；

**Islip town centre now**



**Islip town centre: planned development**

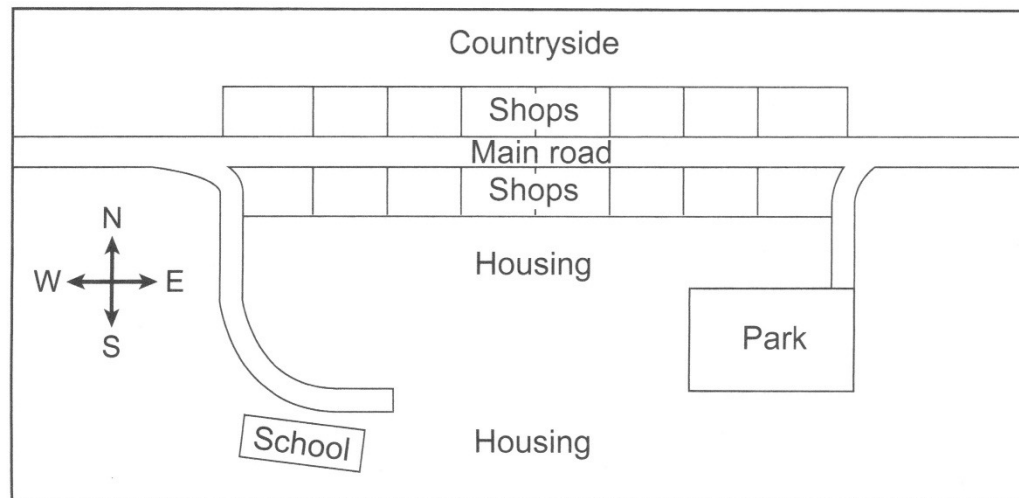


## 精练题目3

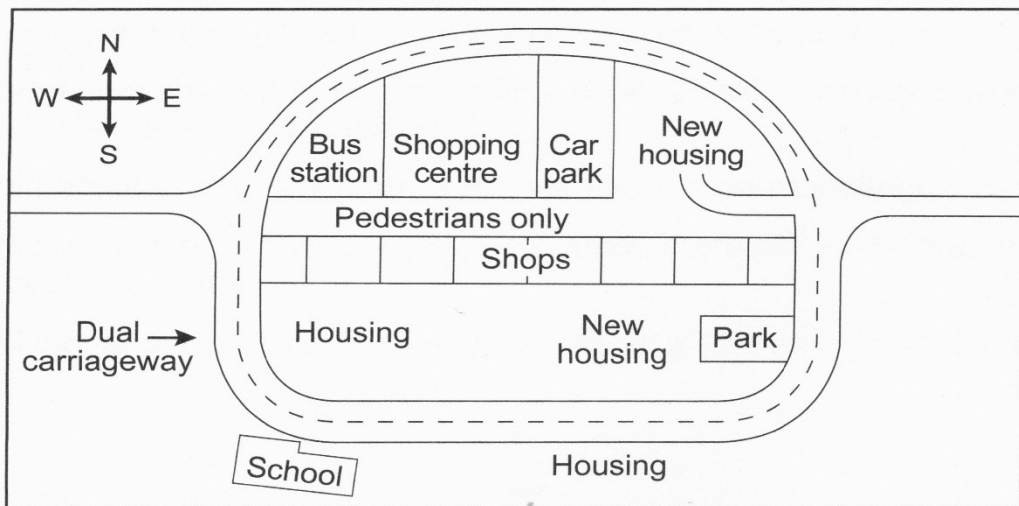
### 2. 读取**整体趋势** (Main Trend)

- ◆ 整体**变动**：  
该地区被扩建，主要在住房、商业两方面。

Islip town centre now



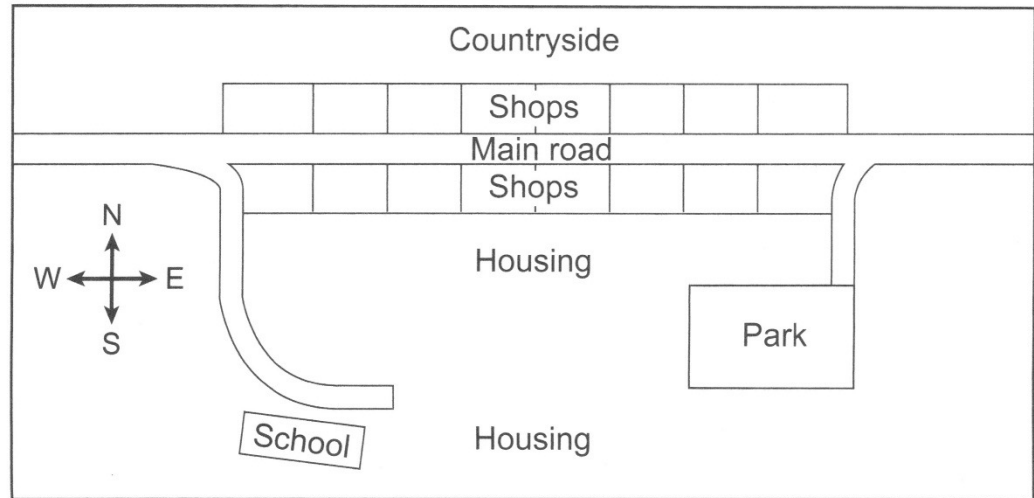
Islip town centre: planned development



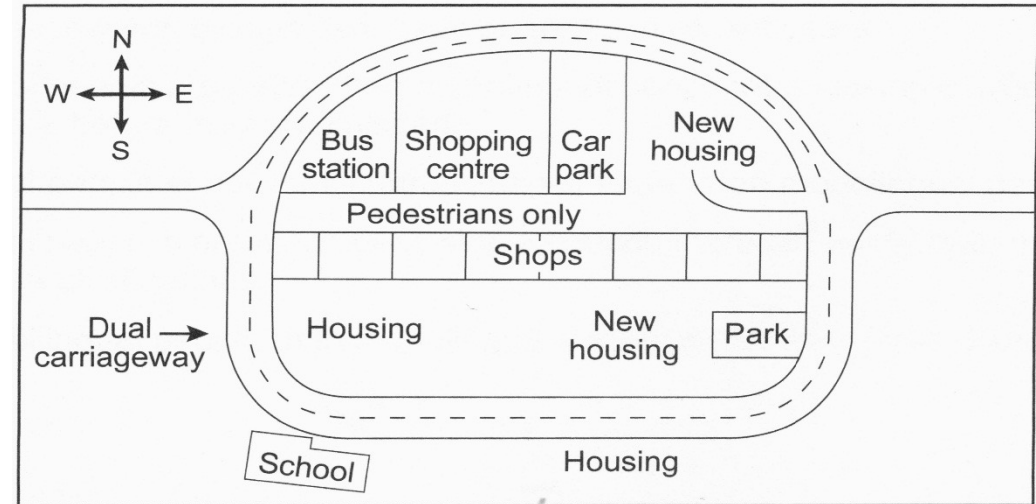
## 精练题目3

### 3. 读取**关键信息**

Islip town centre now



Islip town centre: planned development

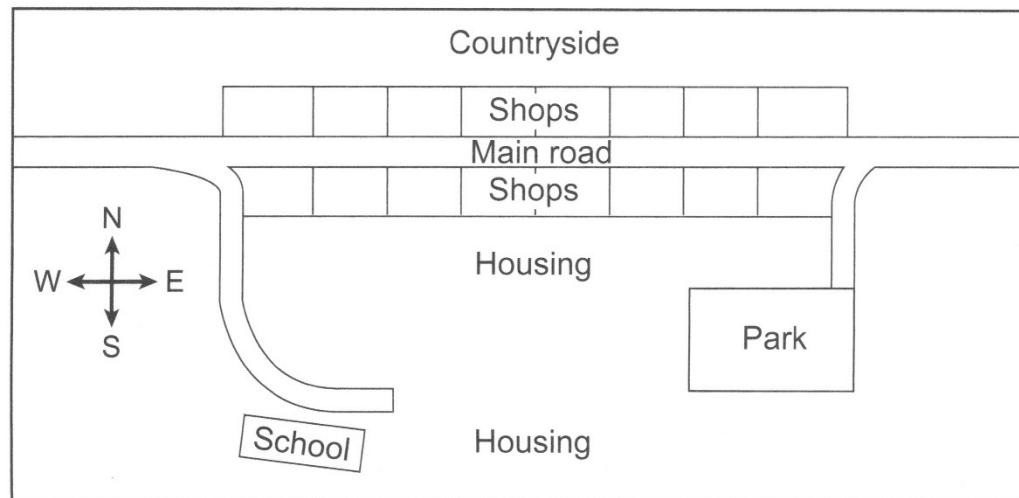


## 精练题目3

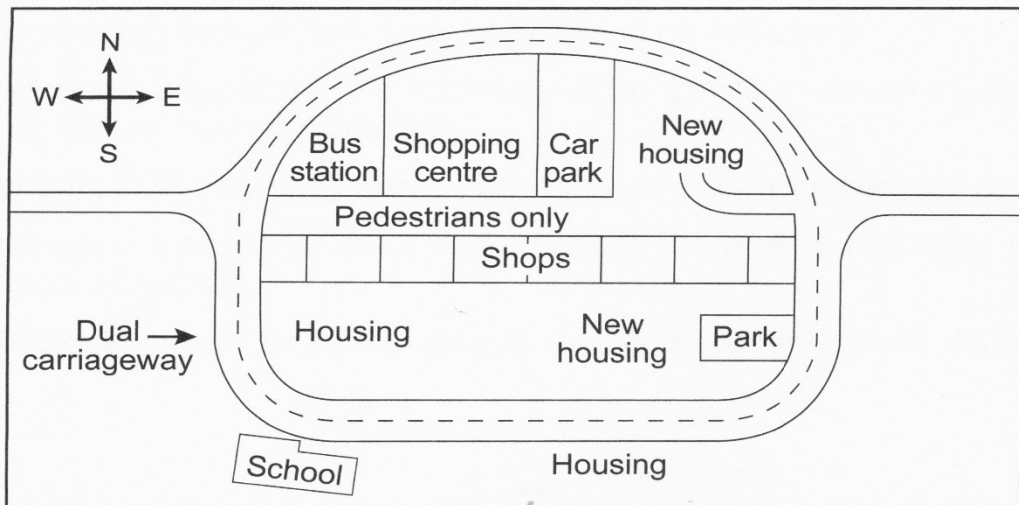
### 3. 读取**关键信息**

- ◆ 当前地区是个简单的小城镇。
- ◆ 分界点：Main road由西向东，路两边是商店。
- ◆ 以北是乡村，以南有住房、公园和学校。

Islip town centre now



Islip town centre: planned development



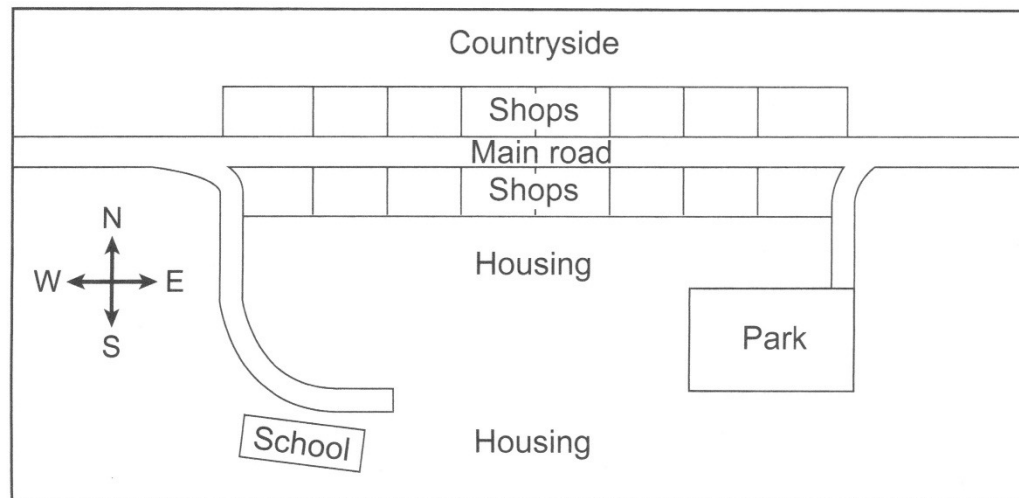
## 精练题目3

### 3. 读取**关键信息**

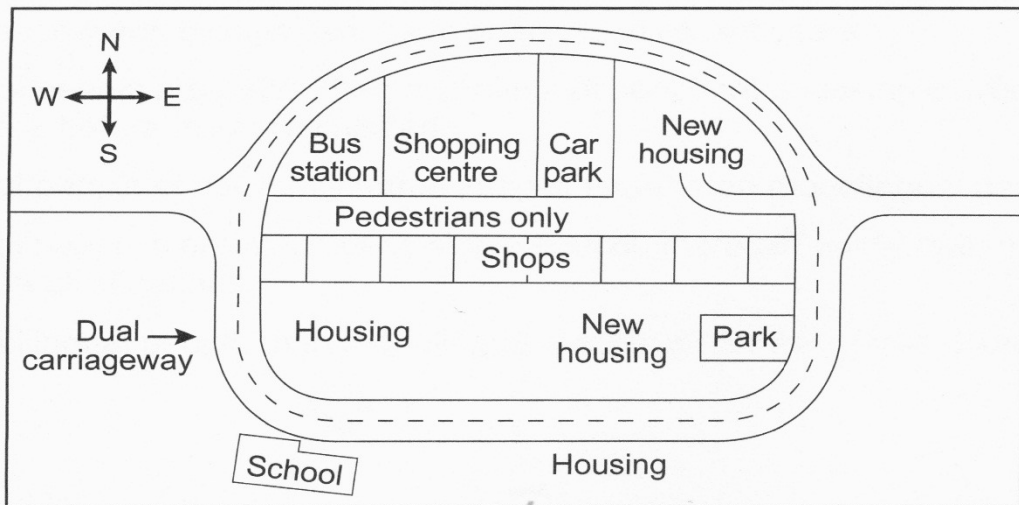
#### ◆ 未来的规划

- 整个区域：椭圆形，双车道环绕；
- 原主干道**改建**成步行街；
- （商业）商场，辅以公交站和停车场；
- （住宿）步行街两边新增住房；
- （其他）商业街以南建筑变化不大，除了公园变小，学校变大。

Islip town centre now



Islip town centre: planned development



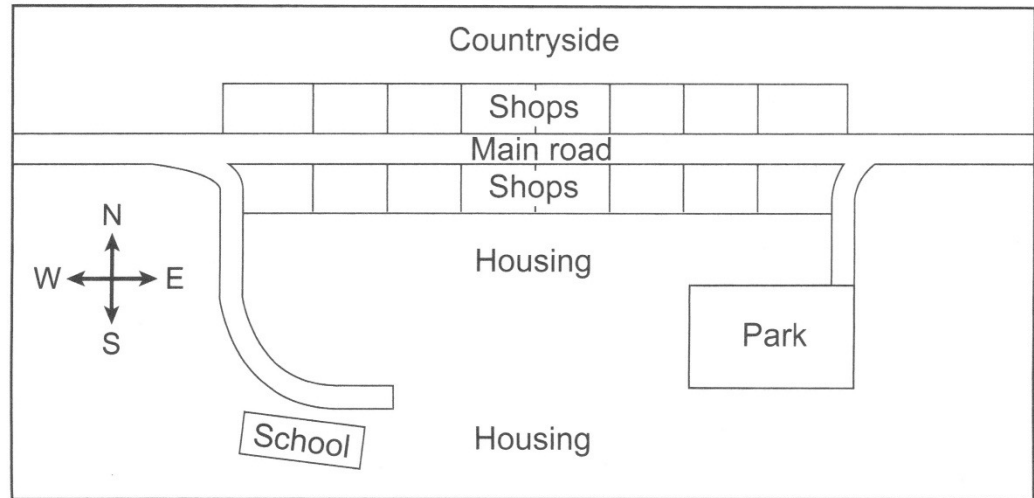


## 精练题目3

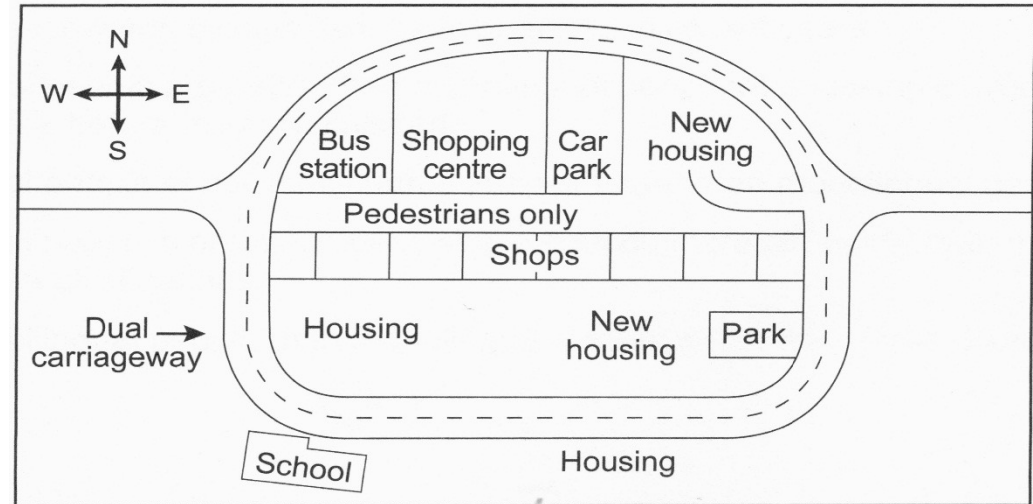
### 4. 总结(Overview)

- ◆ 整个区域改头换面，在居民住房和商业设施上有本质变化。

Islip town centre now



Islip town centre: planned development





### Introduction

- 转述题目内容

### Body Paragraph

- 初步总结整体规划
- 分两图按顺序描述

### Overview

- 进一步总结

1. The northern part is occupied by countryside, while the southern part is mainly accommodation area, along with a school and a park.
2. The two maps present the current layout of Islip town and the future plan to develop the area.
3. The removal of the countryside area will also make space for a large shopping center, with a bus station to its left and a car park to the right, allowing easier access to the center for customers.
4. According to the current map, Islip is a simply designed small town, and a main road runs from the west to the east, with shops located along both sides.
5. Apart from that, the town is planning to hold more residents by expanding accommodation areas, building new housing on both sides of the pedestrian street.
6. As shown in the plan, the area will be expanded in an oval shape, surrounded by a newly-build dual carriageway, which also involves changing the main road into a pedestrian street.
7. Overall, a number of changes are expected, mainly in its accommodation and commercial settings.
8. To sum up, Islip will be renovated extensively, seeing fundamental changes to its residential accommodation and commercial facilities.
9. The southern region will mostly remain unchanged, except that the size of the park is going to be much smaller because of the expansion of housing, and the school is expected to be slightly larger.

The two maps present the current layout of Islip town and the future plan to develop the area. Overall, a number of changes are expected, mainly in its accommodation and commercial settings.

According to the current map, Islip is a simply designed small town, and a main road runs from the west to the east, with shops located along both sides. The northern part is occupied by countryside, while the southern part is mainly accommodation area, along with a school and a park.

As shown in the plan, the area will be expanded in an oval shape, surrounded by a newly-build dual carriageway, which also involves changing the main road into a pedestrian street. The removal of the countryside area will also make space for a large shopping center, with a bus station to its left and a car park to the right, allowing easier access to the center for customers. Apart from that, the town is planning to hold more residents by expanding accommodation areas, building new housing on both sides of the pedestrian street. The southern region will mostly remain unchanged, except that the size of the park is going to be much smaller because of the expansion of housing, and the school is expected to be slightly larger.

To sum up, Islip will be renovated extensively, seeing fundamental changes to its residential accommodation and commercial facilities.

## 语料积累

- currently
- According to the current map..
- As shown in the plan
  
- ◆ layout
- ◆ runs from the west to the east
- ◆ in an oval shape
- ◆ easier access to
- ◆ on both sides of
- ◆ be renovated extensively
- ◆ fundamental changes
  
- ❑ The xx part is occupied by..., while the xx part is mainly...
- ❑ The removal of the ... will also make space for
- ❑ To sum up, xx be renovated extensively, seeing fundamental changes to its ... and ...

## 精练题目4

### WRITING TASK 1

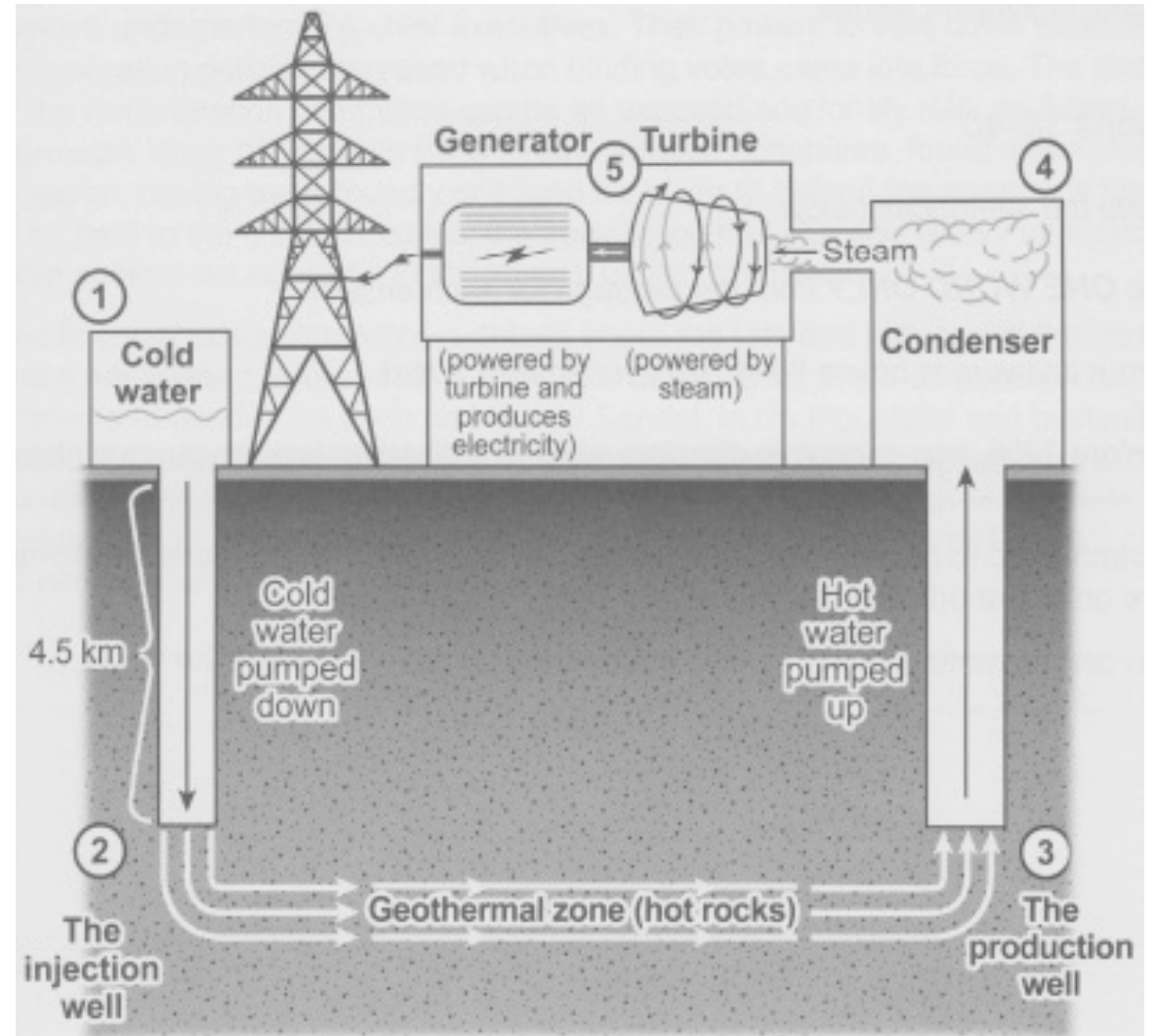
You should spend about 20 minutes on this task.

The diagram below shows how geothermal energy is used to produce electricity.

Summarise the reformation by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

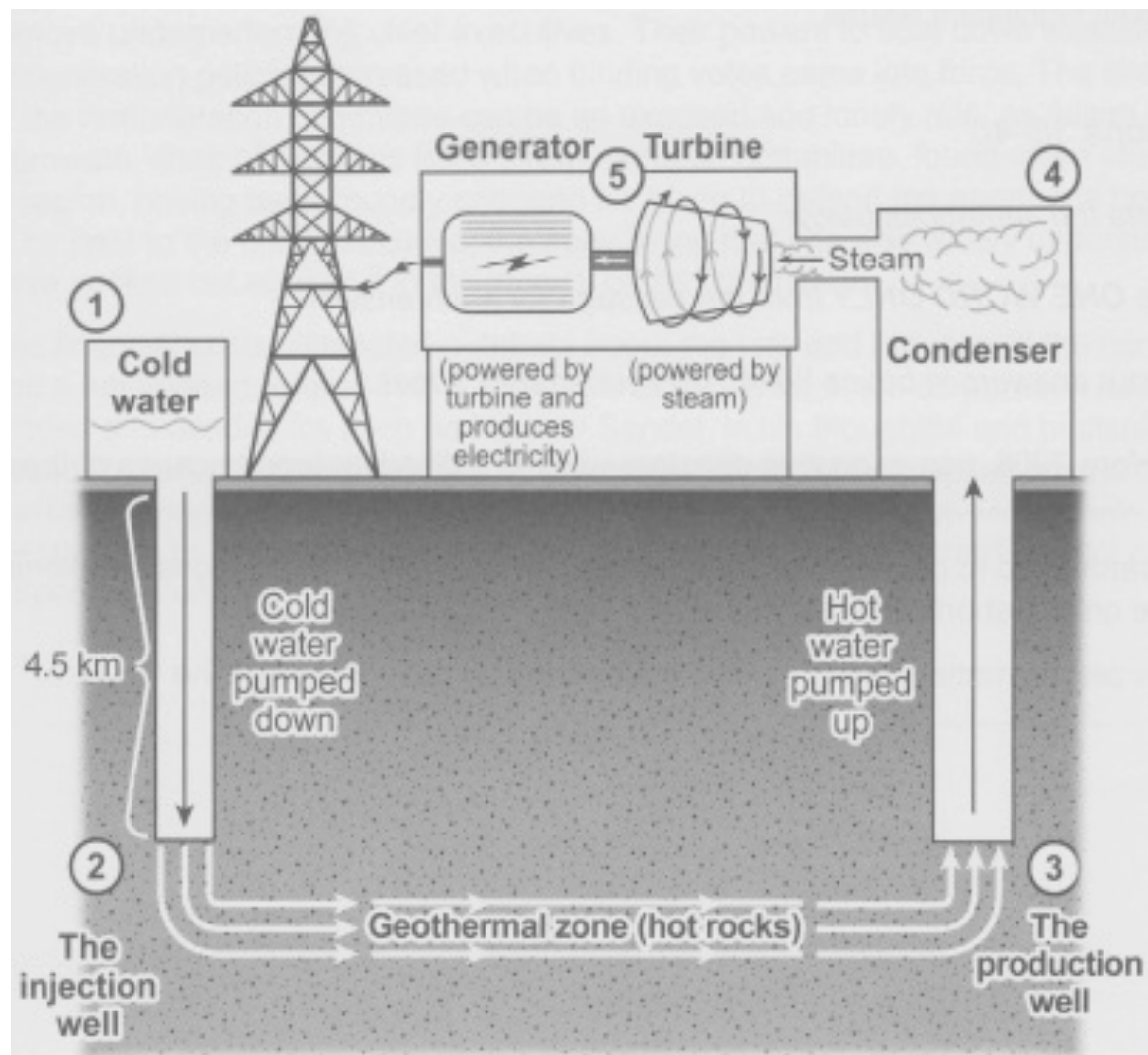
### Geothermal power plant



## 精练题目4

**geothermal** adj. 地热的  
**pump** v. (用泵) 输送  
**injection** n. 注射  
**condenser** n. 冷凝器  
**turbine** n. 涡轮机  
**generator** n. 发电机

### Geothermal power plant







## 精练题目4

### 认识基本任务

#### Geothermal power plant 地热装置 地热装置将地热转化成电能的过程

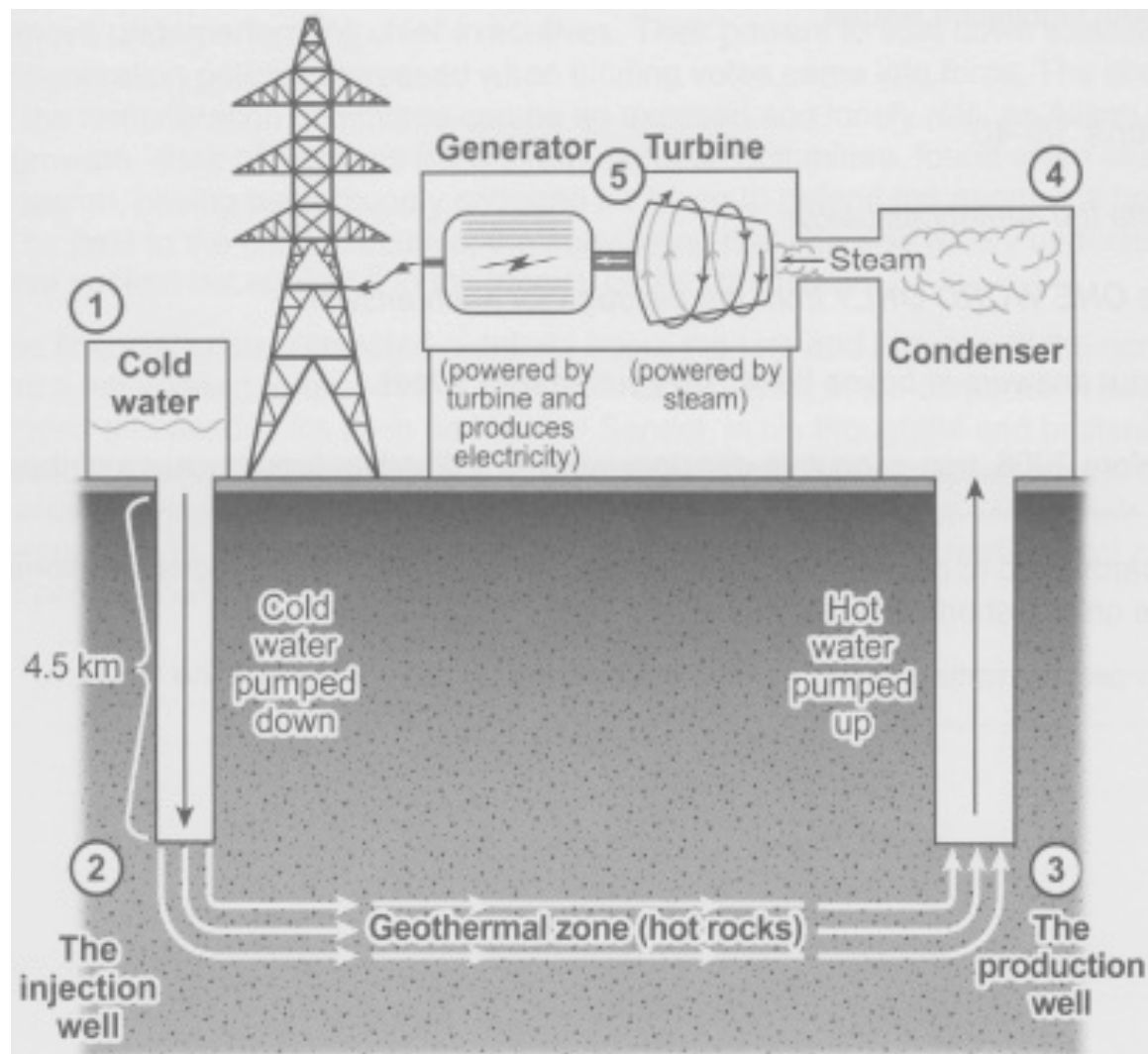
- 跟随箭头看清步骤、阶段
- 动词的观察和写作多样化
- 总结

**时态**：一般现在时；

**语态**：常用被动，灵活切换主动；

**衔接**：提示顺序和步骤；

#### Geothermal power plant





The diagram illustrates the process by which geothermal energy is used in the production of electricity.

Overall, there are \_\_\_\_ steps in the process, starting from pumping down cold water into the geothermal zone, to producing electricity from the generator which is then sent into the electrical grid.

In the first step, cold water is \_\_\_\_\_ 4.5 km underground through the injection well. Next, the water is \_\_\_\_\_ into the geothermal zone, where hot rocks \_\_\_\_\_ the water up as it \_\_\_\_\_ the Earth. Following this, once the water has \_\_\_\_\_, it \_\_\_\_\_ the production well and is then \_\_\_\_\_ to the ground and into the condenser.

The last two stages are \_\_\_\_\_ above ground at the power plant. First of all, steam is \_\_\_\_\_ from the hot water in the condenser. In the following step, the steam \_\_\_\_\_ into the turbine and \_\_\_\_\_ it spin. Finally, the generator, \_\_\_\_\_ by the turbine, \_\_\_\_\_ electricity which is then \_\_\_\_\_ into the electricity grid via power lines.

The diagram illustrates the process by which geothermal energy is used in the production of electricity.

Overall, there are five steps in the process, starting from pumping down cold water into the geothermal zone, to producing electricity from the generator which is then sent into the electrical grid.

In the first step, cold water is pumped down 4.5 km underground through the injection well. Next, the water is injected into the geothermal zone, where hot rocks heat the water up as it passes through the Earth. Following this, once the water has been heated up, it enters the production well and is then pumped up to the ground and into the condenser.

The last two stages are carried out above ground at the power plant. First of all, steam is produced from the hot water in the condenser. In the following step, the steam passes into the turbine and makes it spin. Finally, the generator, powered by the turbine, produces electricity which is then transferred into the electricity grid via power lines.

The diagram illustrates the process by which geothermal energy is used in the production of electricity.

Overall, there are five steps in the process, **starting from** pumping down cold water into the geothermal zone, **to** producing electricity from the generator which is then sent into the electrical grid.

**In the first step**, cold water is pumped down 4.5 km underground through the injection well. **Next**, the water is injected into the geothermal zone, where hot rocks heat the water up as it passes through the Earth. **Following this, once** the water has been heated up, it enters the production well and is then pumped up to the ground and into the condenser.

**The last two stages** are carried out above ground at the power plant. **First of all**, steam is produced from the hot water in the condenser. **In the following step**, the steam passes into the turbine and makes it spin. **Finally**, the generator, powered by the turbine, produces electricity which is then transferred into the electricity grid via power lines.

The diagram illustrates the process by which geothermal energy is used in the production of electricity.

Overall, there are five steps in the process, **starting from** pumping down cold water into the geothermal zone, **to** producing electricity from the generator **which is then sent into** the electrical grid.

**In the first step**, **cold water is pumped down** 4.5 km underground through the injection well. **Next**, **the water is injected into** the geothermal zone, where hot rocks heat the water up as it passes through the Earth. **Following this**, **once the water has been heated up**, it enters the production well and **is then pumped up** to the ground and into the condenser.

**The last two stages are carried out** above ground at the power plant. **First of all**, **steam is produced** from the hot water in the condenser. **In the following step**, the steam passes into the turbine and makes it spin. **Finally**, the generator, **powered by** the turbine, produces electricity **which is then transferred** into the electricity grid via power lines.

The diagram illustrates the process by which geothermal energy is used in the production of electricity.

Overall, there are five steps in the process, **starting from** pumping down cold water into the geothermal zone, **to** producing electricity from the generator **which is then sent into** the electrical grid.

**In the first step,** cold water is pumped down 4.5 km underground through the injection well. **Next,** the water is injected into the geothermal zone, where hot rocks heat the water up as it passes through the Earth.

**Following this,** once the water has been heated up, it enters the production well and is then pumped up to the ground and into the condenser.

**The last two stages** are carried out above ground at the power plant. **First of all,** steam is produced from the hot water in the condenser. **In the following step,** the steam passes into the turbine and makes it spin. **Finally,** the generator, powered by the turbine, produces electricity which is then transferred into the electricity grid via power lines.

## 语料积累

开头: The diagram illustrates the process by which sth is produced.

总结: Overall, there are ... steps in the process, starting from ..., to ...

流程过渡:

In the first step, / First of all,

Next,

Following this, / In the following step,

..., *which is followed by* ...

Once...,

Then, ...

... *which is then* ...

The next stages are carried out ...

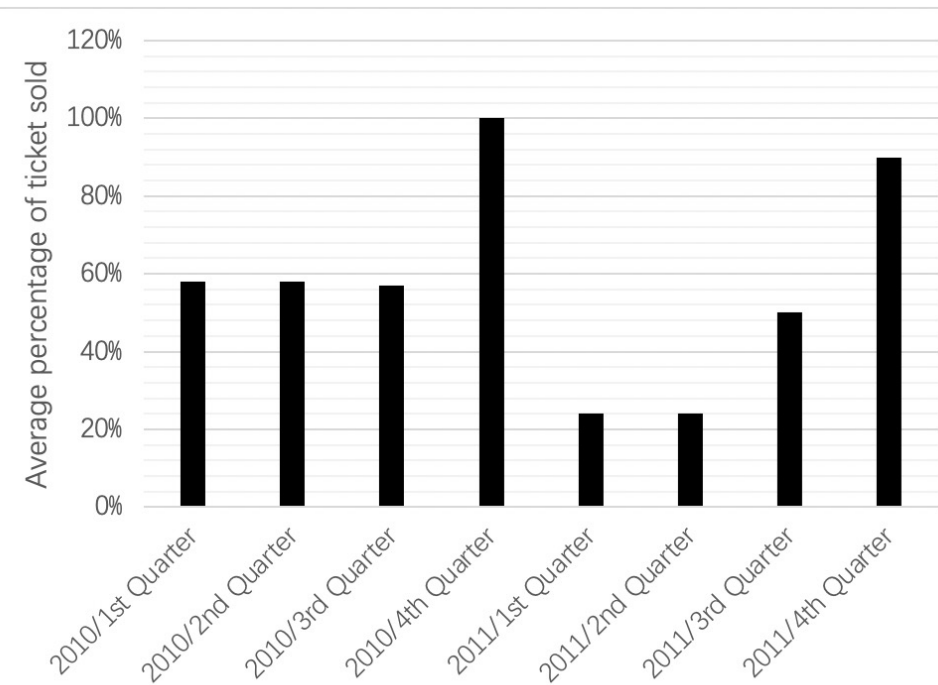
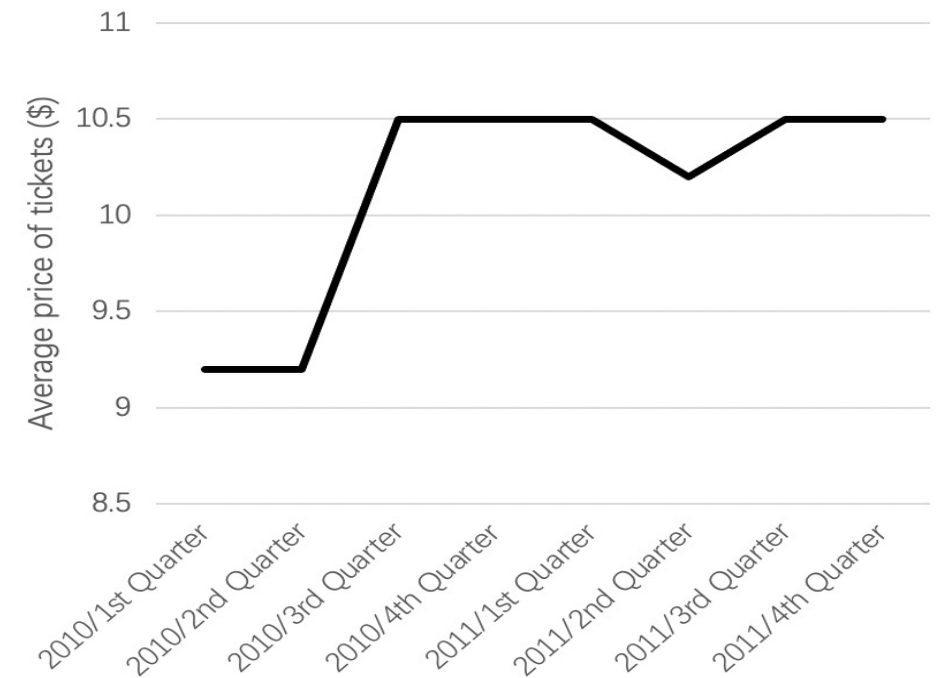
Finally, ...

## WRITING TASK 1

You should spend about 20 minutes on this task.

The line graph shows the average price of tickets at a theater and the bar chart gives the average percentage of tickets sold in 2010 and 2011. Summarise the reformation by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



The line graph gives information about the changes in ticket price every quarter at a theater from 2010 to 2011, while the bar chart compares the average proportion of ticket sales during the same course of time. Overall, there was an increase in ticket price but a fall in sales.

According to the line graph, the price rose manifestly by \$1 over the year, with a growing rate of over 10%. The ticket had been priced at around \$9.2 before the theater made a change in the 3rd quarter of 2010, when the average charge of a ticket went up to \$10.5. In the following five quarters, the figure stayed roughly at this level, except having a temporary fall to \$10.2-in the 2nd quarter of 2011.

However, in the bar chart, the sales of ticket went through a year-on-year decline, dropping at least 10%. In the first three quarters of 2010, almost three fifths of theater tickets were sold on average, whereas in 2011, the figures were below 50%. In particular, the first half of 2011 saw a remarkably low percentage of sold tickets at just over 20%, which was less than half of the 2010 figure. Although the theater had a full house for the last quarter in 2010, there were 10% empty seats in the same months in 2011.



# 高频语法错误

## Grammatical Range & Accuracy

(Band 7)

- uses a **variety** of complex structures;
- produces **frequent error-free** sentences;
- has good control of grammar and punctuation but may make a few errors;

## 中国学生错误频率最高十大语法问题

1. 缺少定冠词
2. 奇异裸数名词为复数
3. 冗余定冠词
4. 不当使用介词
5. 词法误解
6. 时态语态错误
7. 主谓不一致
8. 错误搭配
9. 缺少不定冠词
10. 逗号使用不当

## 中国学生错误频率最高十大语法问题

1. 缺少定冠词
2. 奇异裸数名词为复数
3. 冗余定冠词
4. 不当使用介词
5. 词法误解
6. 时态语态错误
7. 主谓不一致
8. 错误搭配
9. 缺少不定冠词
10. 逗号使用不当

定冠词 *the*

In USA this situation is totally different.

The table shows number of people working in Britain in 1900.

We need to look at factors such as availability of health care.

定冠词 *the*

In **the** USA this situation is totally different.

The table shows **the** number of people working in Britain in 1900.

We need to look at factors such as **the** availability of health care.

定冠词 *the*

## 什么地方不能缺

In **the** USA this situation is totally different.

The table shows **the** number of people working in Britain in 1900.

We need to look at factors such as **the** availability of health care.

定冠词 *the*

## 什么地方不能缺

1. 由岛屿或州组成的国家或地区名词连用；
2. 特指；
3. 描述形势、质量、过程或变化的抽象名词前面 (经常跟of something)

In *the* USA this situation is totally different.

The table shows *the* number of people working in Britain in 1900.

We need to look at factors such as *the* availability of health care.



**定冠词 *the*****什么地方不能缺**

1. 由岛屿或州组成的国家或地区名词连用；
2. 特指；
3. 描述形势、质量、过程或变化的抽象名词前面 (经常跟of something)

1. **the United States, the Middle East, the UK ;**
2. 特指；
3. **the availability/ distribution / standard / frequency / development / improvement ... of**

定冠词 *the*

## 泛指vs特指

学校应该给学生更多课外活动的机会。(extra-curricular activity)

电子书的盛行(prevalence)给书本的版权(copyright)也带来了威胁。

政府应该在制定新的政策时，充分考虑人民的需求。

定冠词 *the*

## 泛指vs特指

- \* 单数名词不单独出现
- \* 需要泛指时：用 a/an +n. 或 名词复数；

学校应该给学生更多课外活动的机会。(extra-curricular activity)

电子书的盛行(prevalence)给书本的版权(copyright)也带来了威胁。

政府应该在制定新的政策时，充分考虑人民的需求。

定冠词 *the*

## 泛指vs特指

- \* 单数名词不单独出现
- \* 需要泛指时：用 a/an +n. 或 名词复数；

学校应该给学生更多课外活动的机会。

**A school / Schools** should give **a student / students** more opportunities to take part in **an extra-curricular activity / extra-curricular activities**.

定冠词 *the*

## 泛指vs特指

- \* 单数名词不单独出现
- \* 需要泛指时：用 a/an +n. 或 名词复数；

电子书的盛行(prevalence)给书本的版权(copyright)也带来了威胁。

**The prevalence of e-books** also poses some **threats** to the copyright of **a book / books**.

定冠词 *the*

## 泛指vs特指

- \* 单数名词不单独出现
- \* 需要泛指时：用 a/an +n. 或 名词复数；

政府应该在制定新的政策时，充分考虑人民的需求。

When issuing **a new policy / new policies**, **a government / governments** should take into consideration of the need of **its/their people**.

定冠词 *the*

## 什么地方不能缺

1. 由岛屿或州组成的国家或地区名词连用；
2. 特指；
3. 描述形势、质量、过程或变化的**抽象名词前面** (经常跟of something)
4. 最高级 / 序数词；
5. (特定地区) 独一无二的事物；
6. 习惯用语: the same as

## 什么地方不能有

**\*泛指**

## 中国学生错误频率最高十大语法问题

1. 缺少定冠词
- 2. 奇异裸数名词为复数**
3. 冗余定冠词
4. 不当使用介词
5. 词法误解
6. 时态语态错误
7. 主谓不一致
8. 错误搭配
9. 缺少不定冠词
10. 逗号使用不当



以下名词哪些不可数？

equipment n. 仪器  
information n. 信息  
architecture n. 建筑物  
traffic n. 交通，车辆  
progress n. 进步  
knowledge n. 知识  
advice n. 建议

employment n. 雇佣  
research n. 研究  
pollution n. 污染  
training n. 培训  
access n. 入口，机会  
transport n. 交通运输  
advertising n. 广告业

- 流体
- 颗粒状物体
- 抽象名词
- 总称名词
- 疾病
- 自然现象
- 学科

\*请下载附件：常见不可数名词

## 中国学生错误频率最高十大语法问题

1. 缺少定冠词
2. 奇异裸数名词为复数
3. 冗余定冠词
- 4. 不当使用介词**
5. 词法误解
6. 时态语态错误
7. 主谓不一致
- 8. 错误搭配**
9. 缺少不定冠词
10. 逗号使用不当

小作文中介词的使用

大作文中介词的使用

## 小作文中介词的使用

**increase**

**remain**

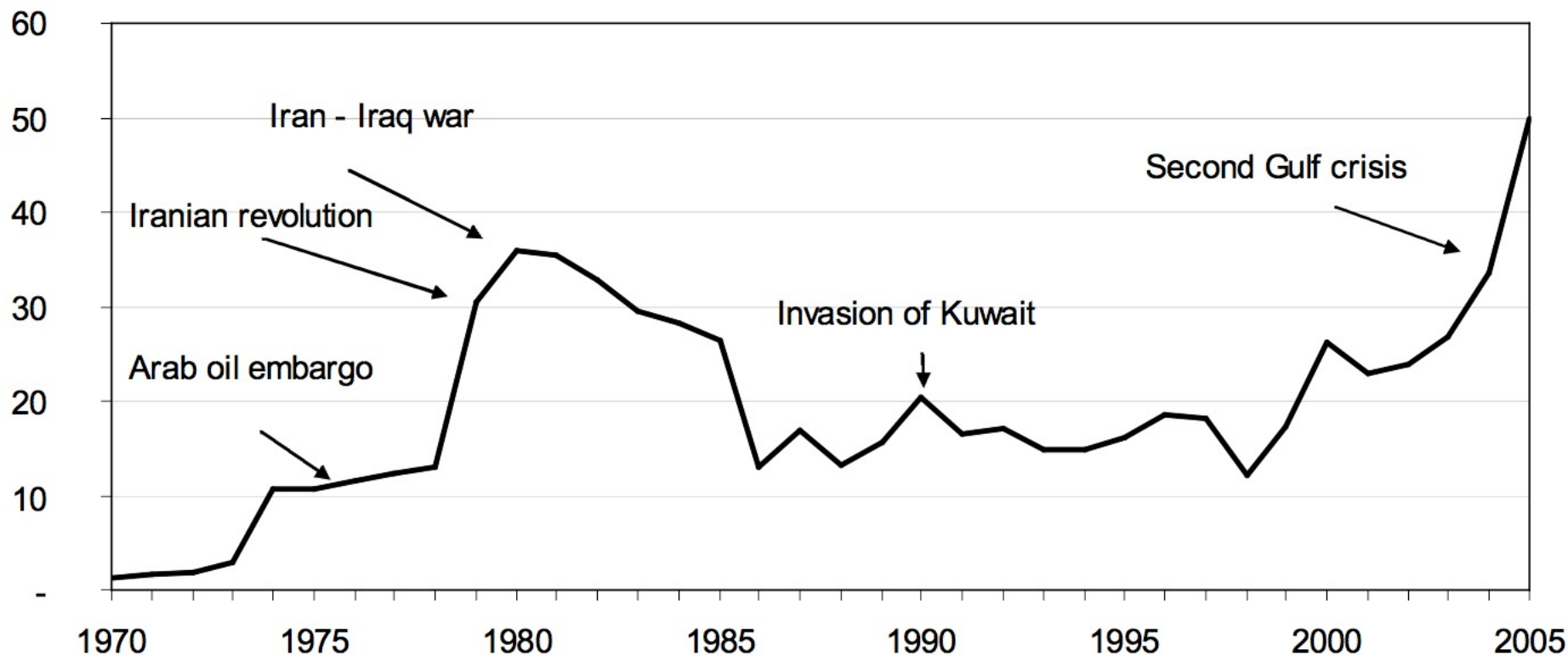
**fluctuate**

**reach**

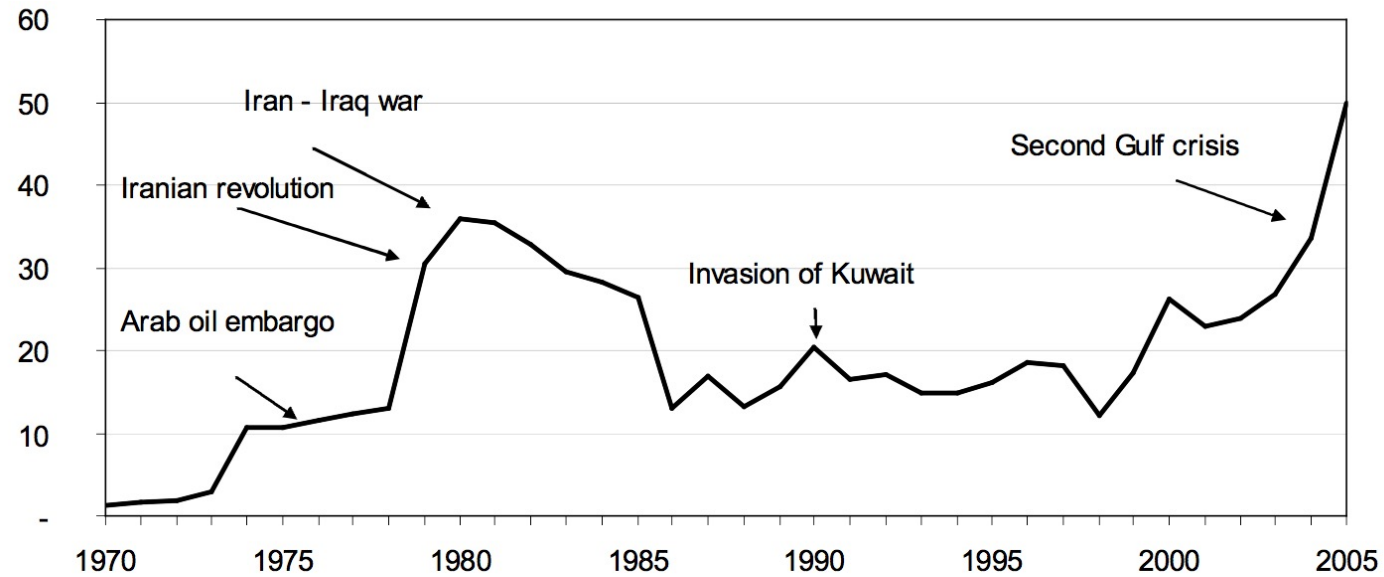
## 小作文中介词的使用

Verbs that take a preposition	Verbs that don't take a preposition	Nouns that take a preposition
rise to/by increase to/by fall to/by drop to/by shoot up to/by plunge to/by stay at remain at fluctuate between/around	reach	a rise of an increase of a fall of a decrease of

Crude oil prices: US dollars per barrel

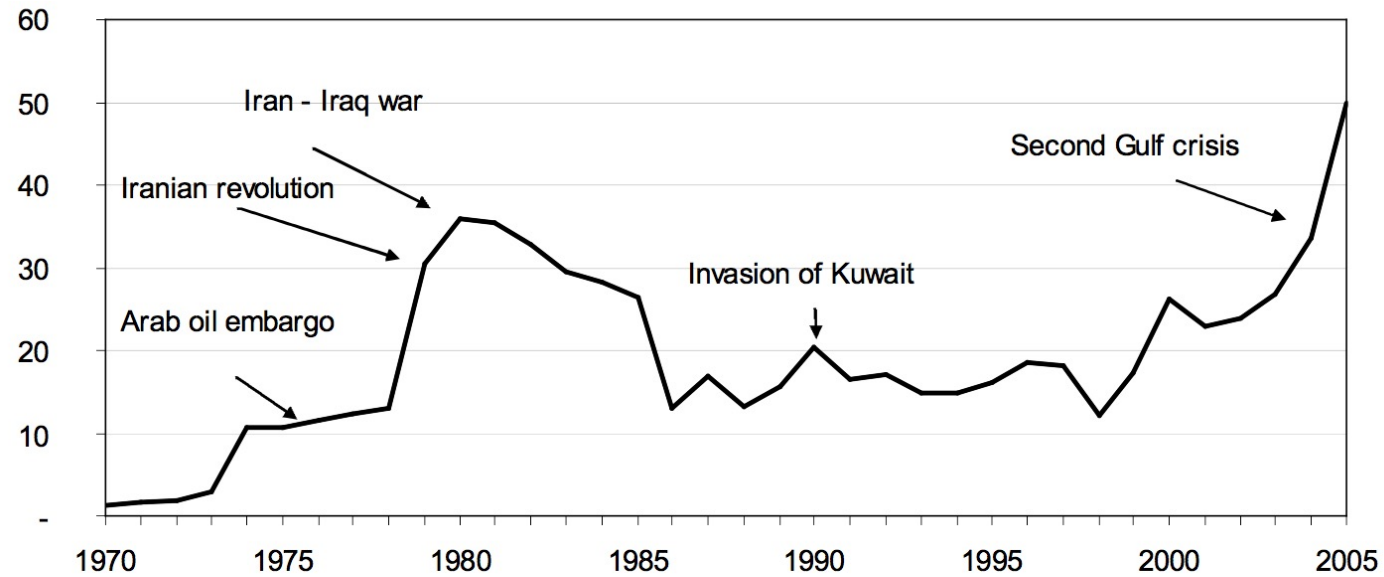


Source for chart: OECD Factbook 2006 - ISBN 92-64-03561-3 - © OECD 2006  
<http://stats.oecd.org/WBOS/default.aspx?DatasetCode=CSP6>

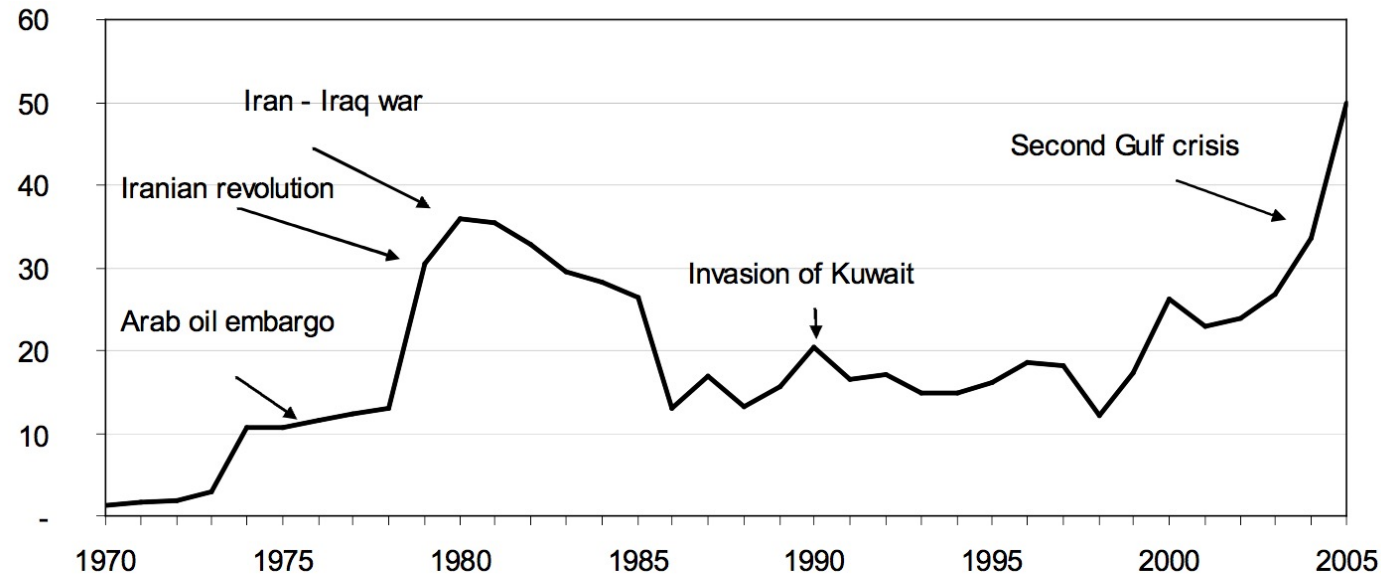


In general there has been an upward trend in the price of crude oil \_\_\_\_\_ 1970, when it was only \$1.30 per barrel.

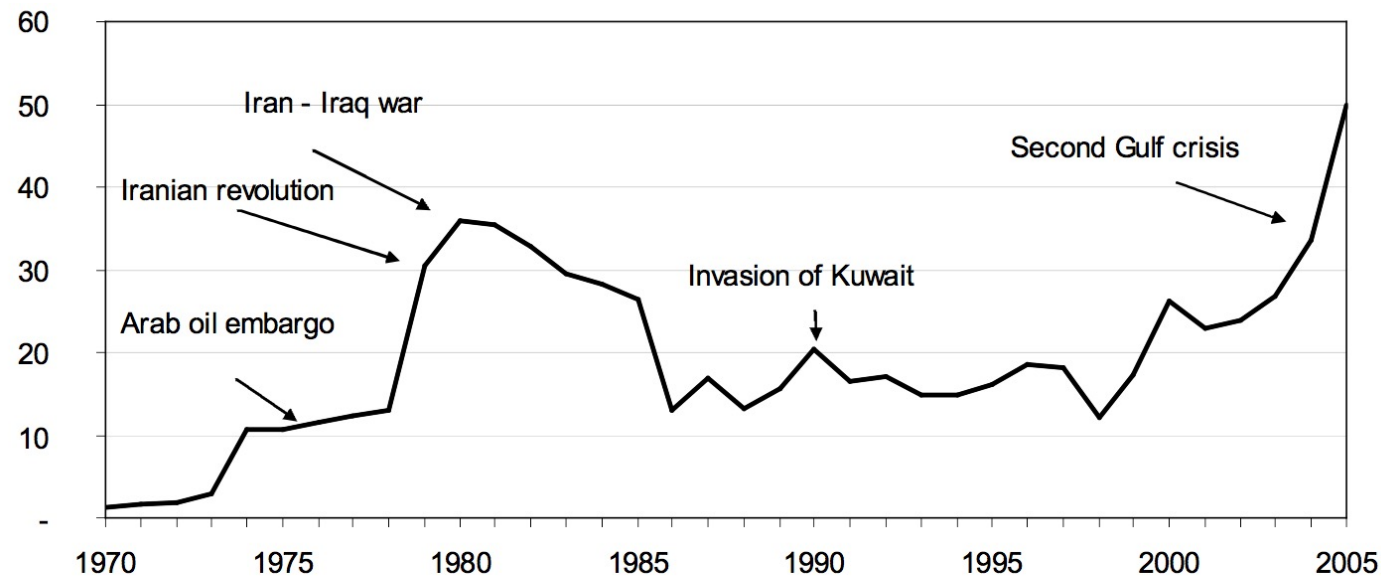




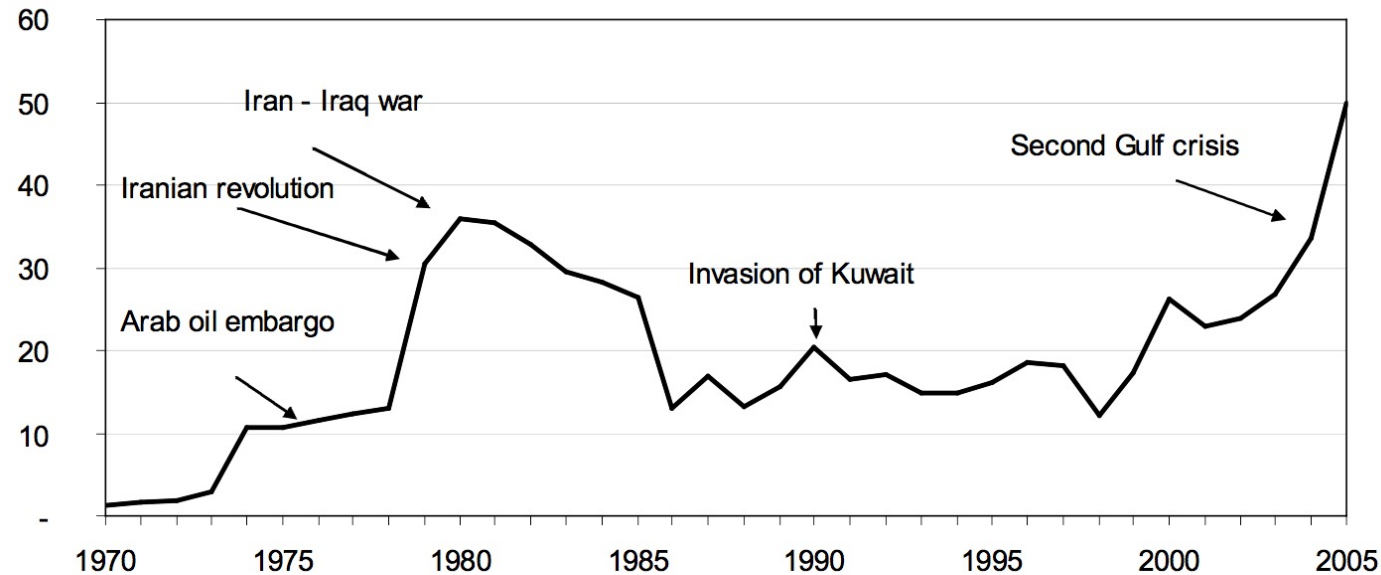
In general there has been an upward trend in the price of crude oil since 1970, when it was only \$1.30 per barrel.



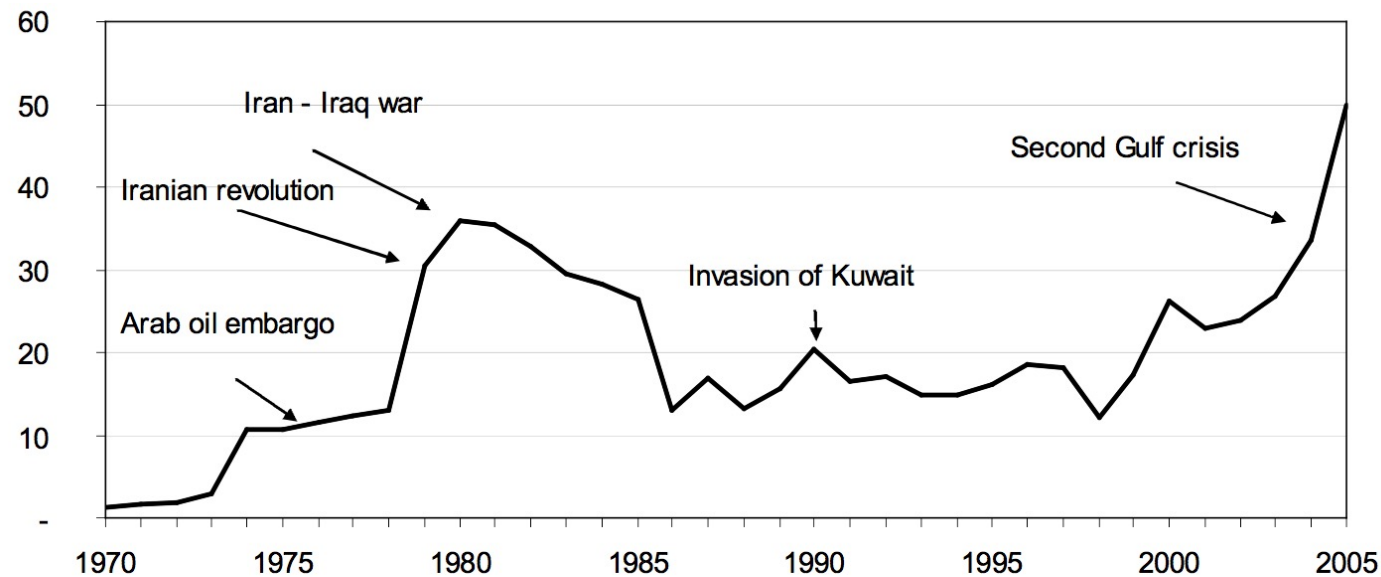
The oil embargo of the early 1970s, however, caused the price to rise sharply [2]..... nearly \$11 per barrel. The crisis ended soon afterwards, but the price remained [3]..... around \$11 to \$13 per barrel until 1979. The Iranian revolution of that year had a huge impact on oil prices, which shot up [4]..... \$17 to reach [5]..... about \$30 per barrel in the same year.



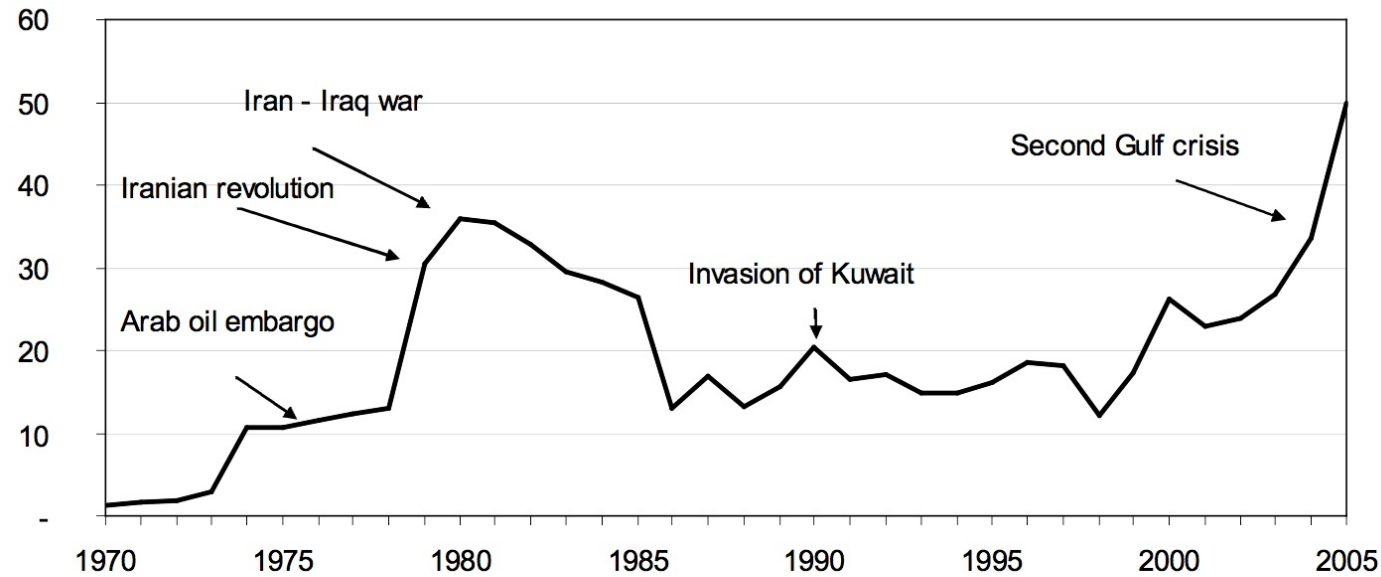
The oil embargo of the early 1970s, however, caused the price to rise sharply [2]...**to**... nearly \$11 per barrel. The crisis ended soon afterwards, but the price remained [3]...**at**... around \$11 to \$13 per barrel until 1979. The Iranian revolution of that year had a huge impact on oil prices, which shot up [4]...**by**... \$17 to reach [5]...**/**... about \$30 per barrel in the same year.



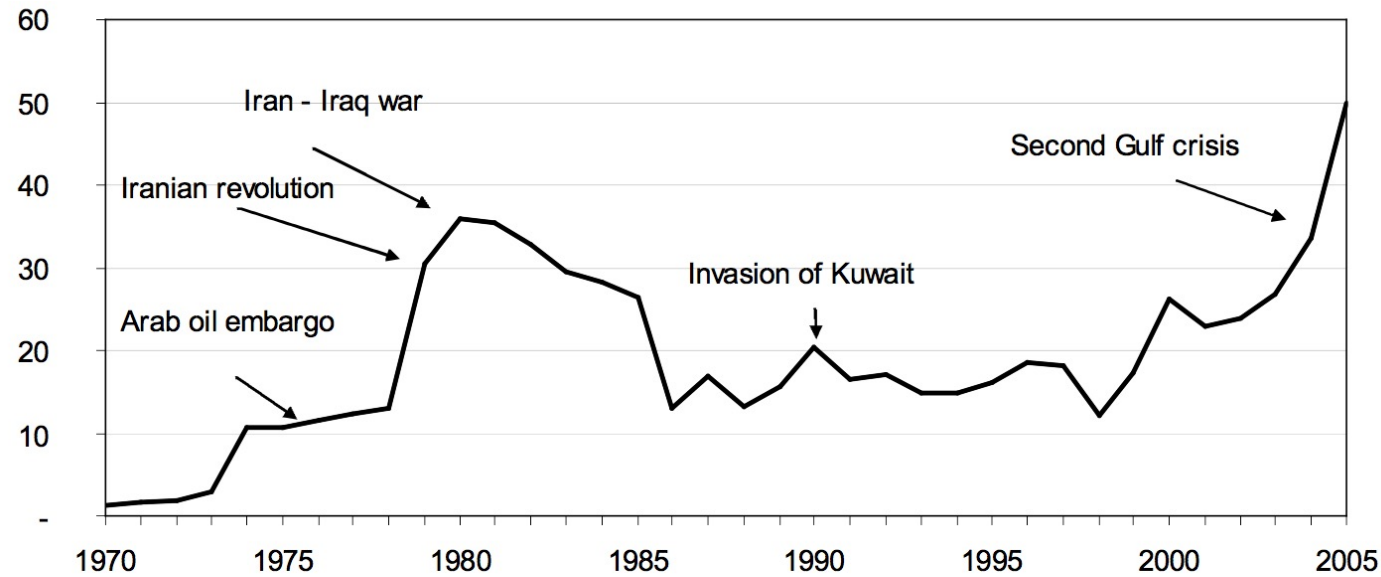
The following Iran-Iraq war caused a further increase, and the price reached [6]..... a peak [7]..... nearly \$36 in 1980. From that point until 1985, the price fell steadily. However, from 1985 to 1986 the price suddenly plunged [8]..... \$13. For the next few years the price fluctuated [9]..... \$14, but with the invasion of Kuwait in 1990 there was a sudden rise [10]..... \$5. The price quickly fell again and remained stable for most of the 1990s.



The following Iran-Iraq war caused a further increase, and the price reached [6]..... a peak [7]..... **of** nearly \$36 in 1980. From that point until 1985, the price fell steadily. However, from 1985 to 1986 the price suddenly plunged [8]..... **to** \$13. For the next few years the price fluctuated [9]..... **around** \$14, but with the invasion of Kuwait in 1990 there was a sudden rise [10]..... **of** \$5. The price quickly fell again and remained stable for most of the 1990s.



Things changed once again at the end of the decade, and from 1999 to 2000 the price increased [11]..... almost \$10 per barrel. Despite a slight drop in 2000, the rise continued and by the end of the period, the price of crude oil had shot up [12]..... a peak of \$50 per barrel.



Things changed once again at the end of the decade, and from 1999 to 2000 the price increased [11]...**by**... almost \$10 per barrel. Despite a slight drop in 2000, the rise continued and by the end of the period, the price of crude oil had shot up [12]...**to**... a peak of \$50 per barrel.

## 常见搭配 Collocation



## 常见搭配 Collocation

**In traditional views, women are responsible to do most of the housework.**

**Human activity can result from climate change.**

## 常见搭配 Collocation

- Be responsible for sth/doing sth 为...负责
- Result in sth 导致
- Result from sth 源于

In traditional views, women are responsible **for** most of the housework.

Human activity can result **in** climate change.

## 常见搭配 Collocation

**In my opinion, children should not spend too much time to play with their mobile devices.**

## 常见搭配 Collocation

- Spend time/energy on sth/doing sth
- Take time/energy to do sth

**In my opinion, children should not spend too much time **on playing** with their mobile devices.**

## 常见搭配 Collocation

**Watching TV is harmful to children's study, because the TV programs can easily distract them to do their homework. In other words, children usually find it difficult to concentrate for their study when they have some TV shows to watch. To make it worse, some of them can get obsessed in watching TV.**

## 常见搭配 Collocation

- Be harmful for
- Do harm to

- Pay attention to
- Concentrate on
- Focus on
- Be distracted from
- Be obsessed with

Watching TV is harmful **for** children's study, because the TV programs can easily distract them **from doing** their homework. In other words, children usually find it difficult to concentrate **on** their study when they have some TV shows to watch. To make it worse, some of them can get obsessed **with** watching TV.

## 常见搭配 Collocation

**The policy aims in protecting the environment by reducing the carbon dioxide emission. In order to achieve the goal, the government first attempts in putting tax on drivers, for the purpose to cut down the number of private cars on the road.**

## 常见搭配 Collocation

- Attempt to do
- Aim at doing
- For the purpose of sth/doing sth
- In order to

The policy aims **at** protecting the environment by reducing the carbon dioxide emission. In order to achieve the goal, the government first attempts **to** put tax on drivers, for the purpose **of** cutting down the number of private cars on the road.



## 中国学生错误频率最高十大语法问题

1. 缺少定冠词
2. 奇异裸数名词为复数
3. 冗余定冠词
4. 不当使用介词
5. 词法误解
6. 时态语态错误
7. 主谓不一致
8. 错误搭配
9. 缺少不定冠词
10. 逗号使用不当

## 下课啦！

下课不下线！请扫码关注微信公众号“新东方在线考雅”，获取最新机经，口语新题等备考内容，更有免费课程等你领取！

