

高等职业教育新标准教材

新思 高职英语

拓展模块 学业篇

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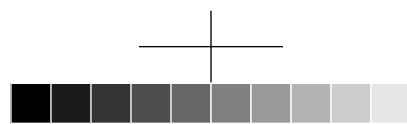
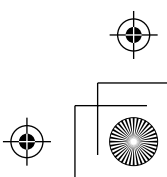
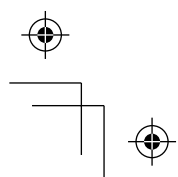
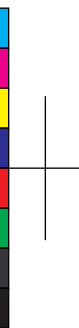
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随着经济全球化和我国产业结构的调整, 各行各业对高素质技术技能人才的需求逐年攀升。高等职业教育作为培养高素质技术技能人才的重要途径, 在推进教育强国与人力资源强国的伟大建设中起着重要作用。

党中央、国务院高度重视发展现代职业教育工作。党的二十大报告指出: “教育、科技、人才是全面建设社会主义现代化国家的基础性、战略性支撑。” “坚持以人民为中心发展教育, 加快建设高质量教育体系, 发展素质教育, 促进教育公平。” “统筹职业教育、高等教育、继续教育协同创新, 推进职普融通、产教融合、科教融汇, 优化职业教育类型定位。”

在这种背景下, 我们特组织职业教育英语教学领域的知名专家、学科带头人、骨干教师等, 根据高等职业教育的人才培养目标, 基于社会对人才的需求, 精心研发了“新思高职英语”系列教材。本系列教材依据教育部颁布的《高等职业教育专科英语课程标准(2021年版)》(以下简称“新课标”)编写, 以语言为基础, 以育人为目标, 真正体现高等职业教育英语教学的人文性、职业性与实践性, 全方位助力高等职业教育专科英语教学。

教材特色

一、依据新课标编写, 服务新时代

本系列教材严格遵照新课标的要求进行编写, 对接新课标中规定的课程目标、课程内容、主题范围、学时安排等, 注重思想性和应用性, 落实立德树人根本任务, 重视培养学生英语学科核心素养。

二、体现 1+X 课证融通与专业人才培养内涵, 面向新未来

本系列教材根据人才培养目标, 将英语职业技能等级考试(Vocational English Test System, VETS)及高等学校英语应用能力考试的题型融入教材听力、阅读、语言技能训练等板块, 立足提高学生就业能力及职业发展能力, 融通学生的英语表达能力与职业技能。

三、遵循课程思政建设要求, 讲好中国故事

本系列教材融入课程思政元素, 将知识性、职业性与思政元素有机结合, 立足中国现实, 讲好中国故事, 融入中华优秀传统文化, 帮助学生树立文化自信, 培养学生的人文素养和道德修养。

四、以现代技术为载体, 实现科教融汇

本系列教材配有完备的立体化教学支持系统, 充分利用各种信息技术手段, 以期能提升学生的学习效率和教师的教学效果。此外, 教材还配有网络自主学习平台、新思课堂、教学资源库、多媒体学习软件等, 旨在实现服务立体化, 方便师生利用现代信息技术手段进行辅助教学和学习。

编写理念

本系列教材以立德树人为原则, 突出职业特性和语言技能培养目标, 提出了 CAREER 编写理念。

C: Cultivate（培育） 本系列教材聚焦英语学科核心素养，注重育人，塑造正确价值观，涵养高尚品格，提升人文素养。

A: Adapt（适应） 本系列教材适应高职专科学子英语学习需求，控制难易度，精心设计内容与练习，提高实用性。

R: Raise（提升） 本系列教材在题型设计、知识讲解和阅读深度等方面体现螺旋上升，促进可持续发展。

E: Engage（吸引） 本系列教材选材富有趣味性、人文性，配套交互平台，吸引学生参与学习，激发学生自主学习动力。

E: Evaluate（评估） 本系列教材提供学习效果评估练习，通过学习诊断，帮助学生总结反思，促进学业提升。

R: Relate（关联） 本系列教材重视语言输入与输出、主题与内容、知识与技能、理论与实践的关联性。

教材体系

一、内容组织

本系列教材以反映时代性、文化性、实用性和思想性的话题和语篇来组织内容，既有利于提高学生的语言能力，又有利于培养学生的道德素养、学科素养和职场应用能力，使学生在学习英语语言知识的同时形成良好的思想品格，提升职业技能。

二、教材结构

本系列教材按照新课标的“课程结构”设计，包括基础模块和拓展模块，共 5 册。其中，基础模块包括《新思高职英语 基础模块 第 1 册》和《新思高职英语 基础模块 第 2 册》；拓展模块包括《新思高职英语 拓展模块 职业篇》《新思高职英语 拓展模块 学业篇》和《新思高职英语 拓展模块 素养篇》。

《新思高职英语 拓展模块 职业篇》《新思高职英语 拓展模块 学业篇》和《新思高职英语 拓展模块 素养篇》在内容上配合新课标的要求。各院校及各专业可根据需要和现实条件，自主决定拓展模块的开设及其内容。

本册为《新思高职英语 拓展模块 学业篇》，共 6 个单元，每个单元围绕一个话题，内容涉及情感与关系、终身学习、作家故事、数字生活、环保方式、经济发展等。具体结构如下。

Warming Up（热身）：以富有文化及知识内涵的图片或听力内容引导学生熟悉单元主题，并通过讨论，让学生自由地表达自己的观点，激发学生的创新思维。

Reading Field（阅读）：围绕单元主题设计两个语篇，凝练西方文化，融入中华优秀传统文化，在增强学生语言学习能力的同时，引导学生热爱生活、自强不息、奋发有为，充分体现了立

德树人根本任务和社会主义核心价值观。

Learning Strategy（学习策略）：总结专升本考试题型，助力学生学业提升。教材主要对词汇与语法结构、阅读理解、完形填空、英译汉和短文写作等题型进行分析和讲解，其中，每个专项包括考情分析、应试策略、考试要点及解题指导、备考训练四个板块，全面提高学生的应试能力。

本系列教材由凌双英（安徽国际商务职业学院）担任总主编，由王勃然（东北大学）担任主审。本册教材由杨柳（华中师范大学）担任主编，由李博（天津中德应用技术大学）、熊爱申（湖北轻工职业技术学院）、宋博（天津中德应用技术大学）、杨淇斯（长春职业技术大学）担任副主编，张昕琳（丽江职业技术学院）参与编写。具体编写分工如下：凌双英负责总体策划及统稿，王勃然负责内容审定；杨柳负责编写第1单元、第2单元、第3单元及样章，李博负责编写第4单元，宋博负责编写第5单元和第6单元；熊爱申、杨淇斯、张昕琳负责材料搜集和稿件校对工作。整个编写团队深究细研，精雕细琢，力求呈现优秀的教学理念和科研成果。

希望使用本系列教材的师生能够不断提供反馈意见与建议，帮助我们逐步完善教材，为我国的高等职业教育英语教学做出贡献。



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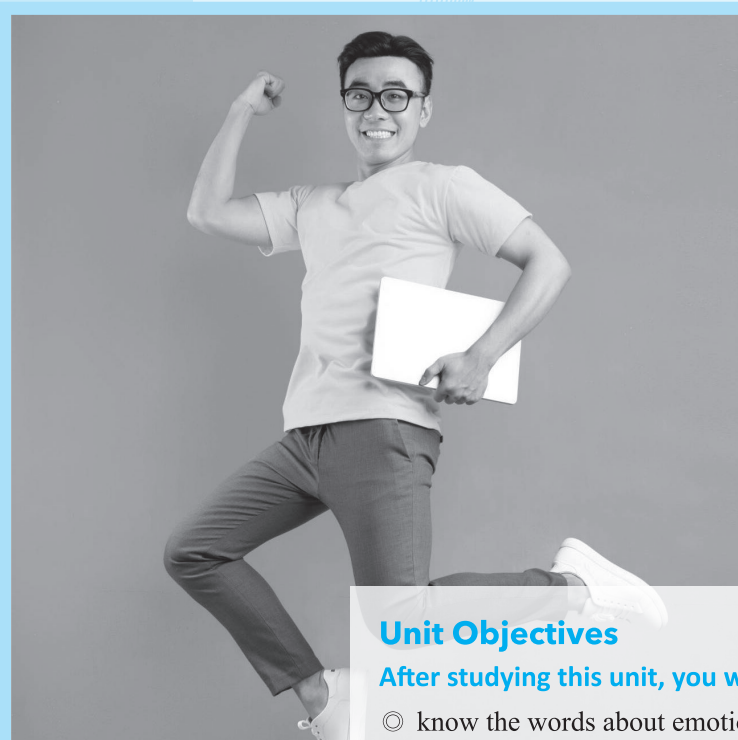
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1 Emotions and Relationships 1-20	Vocabulary Words Related to Emotions Listening The Way to Build Good Relationships Discussing Discuss Relationship and Sharing
2 Lifelong Learning 21-38	Vocabulary The Benefits of Lifelong Learning Listening The Importance of Lifelong Learning Discussing Discuss Continued Learning
3 Writers' Stories 39-58	Vocabulary Writers and Their Works and Stories Listening Know Something About Mao Dun Discussing Discuss Writing Career
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Reading Field	Learning Strategy
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Text A My Learning Journey Text B Why Is Lifelong Learning Important	词汇与语法结构（二）
Text A Ernest Hemingway Text B Master of Kung-Fu Novels	阅读理解
Text A Connected but Alone Text B Digitalisation and Smart Cities	完形填空
Text A Our Planet Is Choking on Plastic Text B How to Reduce, Reuse and Recycle	英译汉
Text A The Belt and Road Initiative Text B China's Economic Development Achievements	短文写作

Unit 1

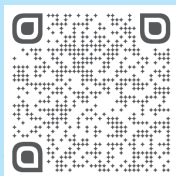
Emotions and Relationships



Unit Objectives

After studying this unit, you will be able to:

- know the words about emotions and relationships;
- talk about how to build good relationships;
- understand that feelings are valuable tools in our lives and relationships;
- learn the strategy about vocabulary and grammar structure.



Warming Up

A Match the words with the pictures.

1. happy _____ A _____

2. sad _____

3. angry _____

4. satisfied _____

5. scared _____

6. astonished _____



A



B



C



D



E



F

B Complete each of the following sentences with the words above.

1. Sara seemed _____ that I had never been to Paris.
2. The relationship had been important to me and its loss left me feeling _____ and empty.
3. We get _____ because of what we imagine could happen.
4. If you're not completely _____, you can get your money back.
5. I'm feeling _____ because I'm going to Shanghai next week!
6. I was _____ with my brother because he took my pictures.

C Listen to the passage and choose the correct answers.

1. What keep(s) people happier and healthier according to the speaker?
 - A. Money.
 - B. Fame.
 - C. Working harder.
 - D. Good relationships.

2. How many people were tracked in the survey of the Harvard Study of Adult Development?
 - A. Three.
 - B. Seventy-five.
 - C. Seven hundred and twenty-four.
 - D. Not mentioned.
3. Which of the following is NOT the proper way to build good relationships according to the speaker?
 - A. To have more screen time.
 - B. To do something new together.
 - C. To take long walks together.
 - D. To contact family members whom you haven't spoken to in years.

D Work in groups of three or four and discuss the following brainstorming questions.

1. How do you understand the word “relationship”?
2. Think about some of the happiest moments from your life and share them within the group. Do these happy moments always involve other people?
3. If you were given a 100-RMB gift card, which way would make you happier? Spend it entirely on yourself or share it with a friend. And why?

Reading Field

Text A

To spend time with your loved ones, to tell them what they mean to you, to listen to them, and develop your relationship with them.

Simple Secrets to Happiness

Last spring I asked my students to write about the best gifts they've ever received. One told me about her seventeenth birthday, sitting around her parents' dining room table, surrounded by family, cake, and gifts—all the ingredients for a truly happy birthday. It was shaping up to be a lot like her previous happy birthdays until her sister furnished a golden envelope that would set this one apart.

As she opened the envelope, something fell into her lap: airline tickets to Los Angeles and weekend passes to Disneyland. “It was by far the best gift that I have ever received,” the student recalled.

But it wasn't the thought of seeing Sleeping Beauty Castle or taking a ride on Space Mountain

that excited her. It was the opportunity for a special trip down memory lane.

“When we were younger, my sister and I had several opportunities to visit Disneyland together, and those vacations were some of the best memories we ever had together. Although we both had grown into young adults, my sister wanted to recreate the magic and excitement of those childhood adventures. And it was the nostalgia and memories that came along with this gift that made it so special; it was not just a single object or material item—it was an entire collection of special experiences between the two of us.”

Take a moment to think about some of the most delightful moments from your life. In all likelihood, they involve other people. Most life experiences—whether it’s a Seattle Seahawks game or a trip to Disneyland—are shared with others and provide an opportunity to strengthen the relationships we have with them. It’s the most important way experiences make us happier. Having high-quality relationships is a key predictor of our overall well-being, on emotional, physical, and cognitive levels.

Cultivating relationships with others who share our interests and values is one of the most important behaviours for us to incorporate into our lives. When it comes to increasing our happiness, strong social connection offers a great return on investment.

If we had to predict a person’s happiness from only one piece of data, we would use the strength of their social relationships. Connecting with others gives you experiences to look forward to, memories to look back on, and a support system that provides benefits for your emotional, physical, and intellectual well-being. As you make decisions about how you spend your time and money, create opportunities to cultivate relationships with others. Even if you’re not able to buy someone tickets to see their favourite sports team or visit their favourite vacation destination, performing a meaningful act of kindness for another person and sharing that experience with them can create just as much happiness. The social connection it brings will be the greatest gift of all, both for them and for you, and is arguably the most effective way to make each of you happier.

Word List

ingredient [ɪn'ɡri:diənt] *n.* 要素，因素；（食品的）成分，原料

furnish ['fɜ:nɪʃ] *v.* 提供，供应

nostalgia [nɒ'stældʒə] *n.* 怀旧，念旧

** delighted [dɪ'laɪtɪd] *adj.* 高兴的

strengthen ['streŋθn] *v.* 使（情感、决心等）更强烈，使（关系）更加紧密

cognitive ['kɒɡnətɪv] *adj.* 认识的；认知的

arguably ['ɑ:gjuəbli] *adv.* 可论证地

Phrases and Expressions

take a ride 乘坐车辆旅行或兜风

come along with 与……一起来

in all likelihood 很有可能

incorporate into 并入

look back on 回忆；回顾

social connection 社交联系

注意：** 为拓展模块词汇；未标注为新课标中未出现词汇。

Related Information

1. The text is adapted from the book *Happiness 101: Simple Secrets to Smart Living & Well-being*, by Tim Bono.
2. Seattle Seahawks: A professional American football team based in Seattle. The Seahawks compete in the National Football League as a member club of the league's National Football Conference West, which they rejoined in 2002 as part of a conference realignment.

A Read the text and answer the following questions.

1. What truly made the author's student a happy seventeenth birthday?

2. Is the happiest time in life most likely being alone or involving others?

3. If we predict a person's happiness level from only one data, what would we focus on?

B Choose the correct explanation of the following sentences.

1. It was shaping up to be a lot like her previous happy birthdays until her sister furnished a golden envelope that would set this one apart. (Para. 1)
 - a. This birthday is the same as her previous birthdays.
 - b. This birthday is unique compared with her precious birthdays because of the golden envelope she received.
2. In all likelihood, they involve other people. (Para. 5)
 - a. They are likely to involve others.
 - b. They'll probably find someone else to share it with.
3. Having high-quality relationships is a key predictor of our overall well-being, on emotional, physical, and cognitive levels. (Para. 5)
 - a. Having high-quality interpersonal relationships can make us wealthy both spiritually and materially.
 - b. Having high-quality interpersonal relationships can make us feel happy emotionally, physically, and cognitively.

C Decide whether the following statements are true (T) or false (F) according to the text.

- | | T | F |
|--|-------------------------------------|-------------------------------------|
| 1. The author's student went to Disneyland for the first time on her seventeenth birthday. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Strong social connections will bring us great returns on investment. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. To make others happy, one must take them to their favourite vacation destination. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

D Match the words with the explanations.

- | A | B |
|------------------|---|
| () 1. involve | a. to feel close to someone or have a good relationship with them |
| () 2. connect | b. cause (a person or group) to experience or participate in an activity or situation |
| () 3. furnish | c. in a way that can be shown to be true |
| () 4. cognitive | d. to supply something to somebody |
| () 5. arguably | e. connected with mental processes of understanding |

E Complete each of the following sentences with the proper form of the words above.

1. Sausages are _____ the most popular food in the country.
2. He can't _____ with anyone any more. He is completely alone.
3. Students are _____ with all the necessary materials for the course.
4. There was a serious incident _____ a group of youth.

5. Research indicates that as we age, our _____ function tends to decline.

F Replace the underlined part in each of the following sentences with a phrase from the box. Change the form if necessary.

come along with set apart take a ride
in all likelihood look back on

1. Would you like to follow us to the party? ()
2. The idea that reading is somehow an activity separated from life isn't very accurate. ()
3. Jenny just got a new car for her birthday, so I think we're going to drive in a car after school. ()
4. Recalling it all, I'm amazed how we managed to do it on time. ()
5. Probably, the concert will be postponed due to the bad weather. ()

G Fill in each of the blanks according to the Chinese in the brackets.

1. _____ (社交联系) involves feeling loved, cared for, and valued, and is as important to our well-being as food or water to our body.
2. New ideas will be _____ (融入) into the book.
3. The water pollution is already _____ (酿成) as a significant environmental disaster.
4. His work emphasized the emotional as well as the physical _____ (健康) of the patient.
5. Could you give me a list of the _____ (原料) of the cake?

H Translate the following sentences into English with the given words or phrases.

1. 做运动不仅能帮助你增强体魄，还能让你从压力中释放出来。(strengthen, release)

2. 她现在比以前工作时快乐多了。(previous)

3. 他预测下一个财政年度公司前景光明。(predict, financial)

4. 培育新的友情需要花费一些时间。(cultivate)

5. 这个聚会即将取得巨大成功。(shape up to be)

Text B

Replace Apologies with Gratitude

Saying “I’m sorry” made me feel like more of a burden. I wrongfully placed blame on myself for physical illnesses that I did not cause. To let go of being stuck in a cycle of blame and guilt, I started replacing apologies with gratitude. Expressing gratitude not only helped my mental health, but also helped me to recognize the positive qualities and traits in others that I value most.

A lot of my apologizing was deeply rooted in feelings of worthlessness and guilt. For much of my life, I felt sorry for what was happening to me. I felt as if I were to blame when others around me were upset. I began to doubt my strength when I would try so hard to fight off pain to no avail. I didn’t know that my medical conditions weren’t my fault. When I was caught up in apologizing so often, my mind felt clouded with doubt and self-blame.

I eventually learned more about my health conditions and started to take control of my medical care. Through researching and talking with others with similar health conditions, it became clearer that pulmonary hypertension, my genetic disorders, and my congenital heart defects were not because of anything I had done wrong. They were not something I should be apologizing for. It was helpful to start opening up about my health. I chose to educate family, friends, and my boyfriend so that they would be aware of upcoming challenges and difficulties.

Now, with the support of my loved ones and my medical team, I have more self-awareness and enjoy spreading positive messages. I know that I am worthy even though I have serious medical conditions. I no longer carry around the same weighted guilt I once did, although, admittedly, I still say apologies every once in a while. This happens on days when increased anxiety or depression distorts my thinking and judgment. Luckily, I have people in my life who remind me that I don’t need to apologize for something I can’t control.

Most of the time, I am able to catch myself before an apology. I try to reorganize my thoughts to focus on gratitude. I like to think about how I can reword “I’m sorry” into “Thank you for...”. Instead of apologizing for symptoms that I’m having, I now explain to my loved ones exactly what I’m feeling physically, and I’ll be honest if I am struggling mentally. If my symptoms are bad enough to bring someone home from work, I remember that I’m not the one causing them to come home. Instead of saying, “I’m sorry for making you leave work,” I will now say, “Thank you for taking the time to help and support me.” Changing my thought process on this has really loosened the burden I once felt so strongly.

Feeling thankful instead of sorry has helped my mental health so much. I am thankful that my loved ones and medical team have patience and express kindness, compassion, selflessness, sympathy, and love. I give thanks for all the sacrifices they have made for me. Expressing gratitude allows me to acknowledge the specific positive qualities that I value. Being grateful instead of feeling sorry all the time keeps me from negative thoughts and allows me to see the good in others.

Word List

- wrongfully ['rɒŋfəli] *adv.* 不正当地; 不妥地
 trait [treɪt] *n.* 特征, 特点
 worthlessness ['wɜ:θləsnəs] *n.* 无价值; 无用
 avail [ə'veɪl] *n.* 效用, 利益
 pulmonary ['pʌlmənəri] *adj.* 肺的
 hypertension [ˌhaɪpə'tenʃn] *n.* 高血压; 过度紧张
 congenital [kən'dʒenɪtl] *adj.* (病症等) 先天的, 天生的
 distort [dɪ'stɔ:t] *v.* 扭曲
 compassion [kəm'pæʃn] *n.* 同情, 怜悯
 sacrifice ['sækrɪfaɪs] *n.* 牺牲, 献出
 ** acknowledge [ə'k'nɒlɪdʒ] *v.* 承认; 认可

Phrases and Expressions

- replace sth. with 把某物换成
 let go 放开; 释放

A Choose the best answer according to the text.

- What did the writer decide to do to relieve her psychological burden?
 - Actively accept treatment and nursing.
 - Apologize to others more often.
 - Replace apologies with gratitude.
 - Spend more time with family and friends.
- When the writer was caught up in apologizing so often, she _____.
 - felt unfortunate
 - was full of doubt and self-blame
 - felt it was a comfort to the people around
 - got more strength in the fight against the disease
- Through researching and talking with others with similar health conditions, what did the writer realize?
 - She should encourage her family and friends.
 - Her medical conditions were not her fault.
 - There were so many others like her.
 - She should help others.
- How does the writer reorganize her mind to focus on gratitude?
 - Apologize for the symptoms that she is having.

- B. Remember that it is she who causes troubles.
 - C. Reword “I’m sorry” into “Thank you for...”.
 - D. Feel confident instead of sorry.
5. Which of the following is the advantage of being grateful instead of feeling sorry?
- A. It can keep people from negative thoughts and allow people to see the good in others.
 - B. It can make people think life is no longer burdened.
 - C. It can make family and friends love us more.
 - D. It can let us better comfort ourselves.

B Complete each of the following sentences with the proper form of the words or expressions in the passage.

1. His help was of no _____.
2. Patience is one of his good _____.
3. She made a big _____ for her position today.
4. Don’t be so worried all the time—just _____!
5. The bias of a reporter can easily _____ the news.
6. They were in great distress because they had been _____ accused of theft.
7. Playing football is one form of _____ fitness.
8. He _____ the cup he broke with a new one.
9. To cope with ever-changing market conditions, companies often have to _____.
10. When Jack was 17, he died of _____ heart disease.

C Translate the following sentences of the text into Chinese.

1. To let go of being stuck in a cycle of blame and guilt, I started replacing apologies with gratitude.

2. I began to doubt my strength when I would try so hard to fight off pain to no avail.

3. Through researching and talking with others with similar health conditions, it became clearer that pulmonary hypertension, my genetic disorders, and my congenital heart defects were not because of anything I had done wrong.

4. I know that I am worthy even though I have serious medical conditions.

5. Instead of saying, “I’m sorry for making you leave work,” I will now say, “Thank you for taking the time to help and support me.”

Learning Strategy

词汇与语法结构（一）

考情分析

词汇与语法结构（Vocabulary and Structure）部分主要考查考生词汇和语法结构的运用能力。

词汇和语法结构是组成语言的基础。掌握词汇和语法知识是顺利通过专升本考试的必备前提，这是因为听力、阅读理解、完形填空、翻译和写作都以此为基础，因此考生必须重视词汇和语法的学习。

本部分考查考生在日常学习中频繁接触的一些词汇和语法要点，要求考生在备考过程中进行系统的归纳和总结，以实现知识的灵活运用。词汇方面，考生应具备在一定的语境中辨析近义词和形近词的能力，熟悉常用的词语搭配，并掌握词性的变化规则等。语法方面主要考查时态、语态、虚拟语气、非谓语动词、情态动词、复合句、主谓一致、倒装句、感叹句、反意疑问句和强调句等。

应试策略

词汇与语法结构部分主要考查词汇和语法两部分内容。词汇部分在具体语境中考查动词和动词短语、形容词、名词、介词短语、副词和副词短语等内容，而短语又多以固定搭配为主。因此，在备考期间，对常见的固定短语进行强化记忆是非常有用的，考生在复习的过程中应根据自身情况有所侧重。此外，考生在备考时要注意多积累英语知识，尤其是英美文化知识，以便能够更好地按照英语逻辑思维做好词汇题。语法部分涉及的知识点较多，主要考查各种语法规则在句子中的运用，因此考生在复习时应牢记语法规则，进行系统的学习，把握各个语法点之间的联系，逐步提高自己的英语水平。

针对词汇与语法结构部分，我们总结了以下复习方法。

一、词汇方面

1. 科学归纳，分类记忆

在备考时，考生应了解哪些词汇是高频词汇并重点记忆，因为高频词汇在考试中是经常出现的考点。另外，考生可将同类词、同根词或易混词进行分组串联记忆，快速增加词汇量。

2. 结合语境，深化理解

考生将词汇放在具体的语境中记忆，既能打破孤立枯燥的记忆困境，又有助于掌握词汇的实际运用。对于词汇的学习，考生不仅要牢记其含义，还要能够在一定的语境中熟练运用，以便更好地掌握该词汇的意思和具体用法。

3. 借助做题，强化运用

背单词和做题应相辅相成，同步推进。考生可以边背生词边做题，也可在做题的过程中，随时查阅生词，巩固所记过的生词与熟词。

二、语法方面

考生在学习英语语法时，应先熟记各个语法规则，然后通过做题掌握并巩固语法知识。另外，语法规则非常零碎，学习过程中可采用分类学习策略。有些语法考点常作为四个选项同时出现在题目中，考生可将易混淆或用法相同的考点归纳起来，系统地分析和比较其结构、用法和区别，并通过做题强化，达到事半功倍的效果。

考试要点及解题指导

词汇和语法结构的考点主要包括词义辨析、词语搭配、情态动词、倍数表达法、动词的时态和语态、非谓语动词、虚拟语气、定语从句、状语从句、名词性从句、主谓一致、倒装句、祈使句、强调句、感叹句和反意疑问句等。

考点一：词义辨析

1. 形近词辨析

这类题以词形相近、意思不同的词作为选项，考查考生分辨单词词义的能力。考生只要熟悉词义，并结合句意即可选出正确答案。形近词多为带有相同词根或词缀的派生词，因此，考生应提高根据构词法来识别单词的能力。例如：

(1) The two sisters look _____ very much.

A. alike

B. like

C. likely

D. likewise

【解析】 句意：这姐妹俩长得非常像。选择答案之前要明白各选项的含义，选出既符合句意又符合语法的选项。谓语动词look在本题中是系动词，后面需要一个表示“相像的、相同的”的形容词作表语，四个选项中只有alike的意思是“相像的”，是形容词且常在句中作表语；like是动词，意为“喜欢，热爱”，作“像”讲时，是介词；likely可以用作形容词或副词，意思是“可能的，可能地”；likewise是副词，意思是“同样地”。由此可见，B、C、D项均与题目意思不符，只能选A。

(2) This performance was broadcast _____ to the whole world.

A. alive

B. living

C. live

D. lively

【解析】 句意：这场表演向全世界进行了现场直播。此处live为副词，意为“现场直播地，实况转播地”。其他选项都是形容词，且用法和意义也与题目不符：alive意为“活着的”；living强调“尚在人间，健在”，一般置于名词前；lively意为“活泼的，生机勃勃的”。根据句意可知，只有C项符合题意。

2. 近义词辨析

当四个选项的单词或短语意思相近、难以区分时，这时往往考查某个词的特殊用法，而其他三个词可能无此用法，或者词意不符合语境。例如：

Maria's parents _____ her to be a doctor in the future.

A. expect

B. hope

C. demand

D. desire

【解析】 句意：玛利亚的父母希望她将来成为一名医生。demand和desire表示“要求，需

要”，与句意不符，且搭配为demand/desire sth.或demand/desire to do sth.。hope和expect都有“希望，期望”的意思，但是hope用于hope for sth.或hope to do sth.，表示“希望某事发生或希望做某事”，没有hope sb. to do sth.；只有expect sb. to do sth.，表示“期望某人做某事”。故选A。

3. 短语辨析

这类题的选项一般是由动词或介词等构成的短语，考生只要对这些短语的意思进行辨析，即可选出正确答案。例如：

(1) How many computers will the company _____ this year?

- A. turn up B. turn out C. turn on D. turn over

【解析】句意：今年公司将生产多少台计算机？横线处应填入的意思是“生产”。turn out意为“生产”；turn up意为“开大，出现”；turn on意为“打开(水、电视、收音机、灯、煤气等)”；turn over意为“移交，使翻转”。故选B。

(2) His grandmother brought him up, because his parents _____ when he was only one year old.

- A. passed away B. passed out C. passed off D. passed over

【解析】句意：在他只有一岁时，他的父母就去世了，是奶奶把他抚养长大的。横线处填入的短语意思是“去世，死亡”。pass away意为“去世，逝世”；pass out意为“昏迷”；pass off意为“停止；逐渐消失”；pass over意为“跳过；忽略”。故选A。

(3) It is thought to be a wise way to have some money _____ for old age.

- A. put aside B. taken off C. given in D. set out

【解析】句意：存点钱防老是明智的。本题考查的是四个动词词组的区别。put aside意为“储存，留出”；take off意为“脱下，脱去；起飞”；give in意为“屈服，让步，投降”；set out意为“出发，起程”。故选A。

(4) They shut _____ their town house and moved to the country for the summer.

- A. down B. off C. in D. up

【解析】句意：他们把城里的房子锁好，搬到乡下去过夏天。shut up意为“将(房屋等)关好”，故选D。

考点二：固定搭配

这类题主要考查动词、名词、形容词、副词和介词等的固定搭配和习惯用法。例如：

(1) The new general manager is trying to find _____ to the company's financial problem.

- A. a reaction B. a reply
C. a solution D. an answer

【解析】句意：新总经理正试图找到解决公司财务问题的方法。题目中to是介词，后面的宾语是problem(问题)；与“问题”相对应的是“问题的解决办法”。solution意为“解决方法，解答”；reaction意为“反应”；reply意为“回答，答复”；answer意为“答案”。故选C。

(2) Mr. Li is responsible for the project which is _____.

- A. in the way B. on the way C. under way D. by the way

【解析】 句意：李先生负责这个正在进行中的项目。in the way意为“阻碍，妨碍”；on the way意为“在路上”；under way意为“进行中”；by the way意为“顺便说说”。故选C。

(3) She didn't study hard; _____ she got a bad grade.

- A. as a rule B. as regards C. as a result D. at least

【解析】 句意：因为她不努力学习，所以得了很低分数。as a rule意为“通常，一般来说”；as regards意为“至于，关于”；as a result意为“因此，结果”；at least意为“至少”。故选C。

(4) —Susan, what would you say if we go to see the film tonight?

—Thank you, but I don't think it is worth _____ twice.

- A. seeing B. see C. to see D. seen

【解析】 句意：——苏珊，我们今晚去看电影怎么样？——谢谢你，但我认为这部电影不值得看两次。本题考查be worth doing sth.，故选A。

(5) It's _____ to get good results without hard work.

- A. out of question B. beyond question
C. out of the question D. in question

【解析】 句意：不努力学习取得好成绩是不可能的。选项中out of question和beyond question意为“毫无疑问，无可争辩”；out of the question意为“不可能的”；in question意为“讨论中的，有疑问的”。故选C。

考点三：情态动词

这类题主要考查情态动词的基本用法，以及意义相近的情态动词之间的用法区别。例如：

(1) The doctor said I _____ go to the hospital. My leg is all right now.

- A. mustn't B. needn't
C. won't D. can't

【解析】 句意：医生说我不必再去医院了，我的腿伤已经痊愈了。mustn't表示“禁止”；needn't表示“不需要”；won't用于将来时的否定句，表示“不会”；can't则表示“不能，不可能”。故选B。

(2) Look! The trees are fallen. There _____ a strong wind.

- A. must be B. should have been
C. must have been D. could be

【解析】 句意：看，树都倒了，一定是刮过强风。must be表示对现在情况的肯定推测，意为“一定是”；而could be意为“可能是”。情态动词也可以和动词的完成形式连用，表示对过去情况的推测。must have done意为“过去一定做过、有过或发生过”，should have done意为“本应该做而实际未做”。故选C。

(3) We didn't finish the work in time. You _____ us since you were there.

- A. might help B. should help
C. could have helped D. must have helped

【解析】 句意：我们没有及时地完成这项工作。既然你在那儿，你本应该帮助我们。could have done表示“本应该做而实际没做”，有时用来提出委婉的批评和表示后悔，也可以用来推测过去的动作可能已经发生了；must have done表示对过去事实的肯定推测，意为“一定已经做过某事”。故选C。

(4) The weather turned out to be fine yesterday. I _____ the trouble to carry my umbrella with me.

A. should have taken

B. could have taken

C. needn't have taken

D. must have taken

【解析】 句意：昨天天气转晴了，我本不必费劲带一把伞。needn't have done sth.表示“本不需要做而实际做了某事”。故选C。

考点四：倍数表达法

这类题主要考查倍数表达的固定结构。例如：

(1) With the help of the German experts, the factory produced _____ cars in 1993 as the year before.

A. as twice many

B. as many as twice

C. twice as many

D. as twice as many

【解析】 句意：在德国专家的帮助下，1993年工厂生产的汽车总量是前一年的两倍。常用的表达倍数的句型有三种：①A+谓语+倍数+as+形容词/副词的原级+as+B；②A+谓语+倍数+形容词/副词的比较级+than+B；③A+谓语+倍数+the size/length/width/height+of+B。本题属于第一种结构，故选C。

(2) Staying in a hotel costs _____ renting a room in a dormitory for a week.

A. as twice much as

B. twice as much as

C. as much twice

D. as much twice as

【解析】 句意：住宾馆一周的费用是租宿舍房间一周费用的两倍。常用的表示倍数的句型有：①A+谓语+倍数+as+形容词/副词的原级+as+B；②A+谓语+倍数+形容词/副词的比较级+than+B；③A+谓语+倍数+the size/length/width/height+of+B。本题符合第一种结构，故选B。

考点五：动词的时态和语态

这类题主要考查动词的各种时态和被动语态。例如：

(1) Most of the people who are visiting Britain _____ about the food and weather there.

A. are always to complain

B. have always complained

C. always complain

D. will always complain

【解析】 考查一般现在时的用法。句意：大多数正在英国游览的人总是抱怨那里的食物和天气。根据句意判断，此处陈述的是一般情况，所以应用一般现在时。故选C。

(1) _____ exactly what was wrong with him, the doctors gave him a complete examination.

A. To discover

B. Discovering

C. Discovered

D. Having been discovered

【解析】 考查to do不定式作状语的用法。句意：为了准确找出身体的问题，医生给他做了彻底检查。根据语境可知，空格处应用动词不定式表示目的。故选A。

(2) _____ how to get along with others is very important on the way to success.

A. Know

B. Known

C. Having known

D. Knowing

【解析】 考查动名词作主语的用法。句意：在通往成功的路上，知道如何与别人相处很重要。题中“...how to get along with others”作主语，应用非谓语动词，其动作并没有先于谓语动作发生，不需要用完成式，空格处需用doing的形式。故选D。

(3) This famous park has a large collection of wildlife, _____ from butterflies to tigers.

A. ranging

B. being ranged

C. to range

D. ranged

【解析】 考查现在分词作状语的用法。句意：这个著名的公园里有大量的野生动物，从蝴蝶到老虎都有。句子用逗号分隔，没有连词，需用非谓语动词；range与collection构成逻辑上的主谓关系，要用表示主动的现在分词；句意表达的是一般事实，不是未发生的动作，不能用不定式。故选A。

(4) _____ more time, the scientists will be able to work out a good solution to the problem.

A. To give

B. Giving

C. Given

D. Be given

【解析】 考查过去分词作条件状语的用法。句意：如果给科学家更多的时间，他们就能找到解决这个问题的好办法。句子中scientists是give这个动词的承受者，用过去分词表示被动，所以排除A和B。D项虽然表示被动，但不是非谓语动词，其有独立的谓语be。故选C。

(5) He was very sorry _____ her at the airport.

A. not to meet

B. to not meet

C. to have not met

D. not to have met

【解析】 考查不定式的用法。句意：他很遗憾没有在机场见到她。不定式的否定形式是在不定式之前加not、never等否定词。如果不定式所表示的动作在谓语所表示的动作(状态)之前发生，那么就要用不定式的完成式。因为没在机场见到她发生在他感到遗憾之前，所以用not to have done。故选D。

(6) Are you going to fix the car yourself or have it _____?

A. fixing

B. to fix

C. fix

D. fixed

【解析】 考查固定结构。句意：你是打算自己修汽车还是请人修？have sth. done是固定用法，意为“使某物被……”，故选D。

(7) The first textbook _____ for teaching English was published in the 16th century.

A. having written

B. to be written

C. being written

D. written

【解析】 考查过去分词作定语的用法。句意：第一本用于英语教学的教科书出版于16世纪。textbook与write之间是被动关系，所以用过去分词作定语。另外，此句中教科书已经出版，而B项to be written表示将来被写出来，强调动作还未发生；C项being written表示正在被写，强调动作

正在进行，均与题目不符。故选D。

考点七：虚拟语气

这类题主要考查虚拟语气在if引导的非真实条件句、各类从句、含蓄条件句和特殊句型中的用法。例如：

- (1) It's high time that we _____ some action to prevent pollution.

A. take B. took C. taking D. is taking

【解析】考查虚拟语气的固定结构的用法。句意：是我们采取行动来防治污染的时候了。It is time that sb.+过去时/should+动词原形，此处should不能省略。故选B。

- (2) They've seen many famous writers in the conference. How I wish I _____ it!

A. have attended B. will attend C. would attend D. had attended

【解析】考查wish引导宾语从句的虚拟语气的用法。句意：他们在会上见到了许多著名作家。我多么希望我参加了！wish引导的宾语从句往往用虚拟语气，与现在事实相反用一般过去时；与过去事实相反用过去完成时；与将来事实相反用could/would+do。根据题意可知，会议举行是过去的事，所以“参加”是与过去事实相反。故选D。

- (3) I could have called you yesterday, but I _____ your telephone number.

A. didn't have B. won't have C. hadn't had D. wouldn't have

【解析】考查含蓄虚拟语气的用法。句意：我昨天本该给你打电话，但是我没有你的电话号码。前半句表示与过去事实相反的假设，本来可以做而实际未做，而but后的句子是陈述语气，描述过去的一个客观事实，与过去的时间状语yesterday保持一致，因此应用一般过去时。故选A。

- (4) We could not have fulfilled the task in time if it _____ for their help.

A. was not B. is not C. had not been D. has not been

【解析】考查与过去事实相反的虚拟语气的用法。句意：如果没有他们的帮助，我们就不能及时地完成任务。该题if条件句中是与过去事实相反的虚拟语气，即had done形式，此处是条件句的否定形式had not done。故选C。

备考训练

1. When the delivery arrived, she _____ for it at the door.

A. was waiting B. waiting C. waits D. is waiting

2. He wished that Henry Ford _____ invented the assembly line.

A. has not B. will not C. had not D. would have

3. By the end of this year, Mr. Smith _____ in our company for exactly three years.

A. is working B. has worked
C. will work D. will have worked

4. _____ is reported in the newspapers that the talks between the two companies have not made any progress.

A. That B. What C. It D. As

5. _____ by the failure of the project, the manager could hardly say a word.
A. To be shocked B. Shocked C. Be shocked D. Shocking
6. The auto industry spends large amounts of money on marketing campaigns _____ young adult customers.
A. attract B. attracted C. to attract D. attracts
7. We must find a way to cut prices _____ reducing our profits too much.
A. without B. despite C. with D. for
8. _____ in the company for three years, Mark has become experienced in business negotiations.
A. Having worked B. Have been working C. Have worked D. Worked
9. Here is my business card; let's keep in _____.
A. touch B. relation C. connection D. friendship
10. The captain _____ an apology to the passenger for the delay caused by bad weather.
A. made B. said C. put D. passed
11. We need to keep a close eye _____ the weather forecast in the coming days.
A. on B. with C. at D. in
12. This museum is very popular and you can buy tickets only _____.
A. on purpose B. in advance C. at ease D. for now
13. You can have your ordered items _____ to your home or office in two days.
A. deliver B. to deliver C. delivered D. delivering
14. Jane had kept silent for several minutes after _____ a difficult question.
A. was asked B. being asked C. asked D. to be asked
15. _____ the short training course, John went to China to learn Chinese.
A. Having completed B. Completed
C. Had completed D. To complete
16. You _____ return the book now. You can keep it till next week if you like.
A. can't B. mustn't C. needn't D. may not
17. Police said they were still trying to determine the _____ of the accident.
A. duty B. root C. cause D. charge
18. I have been looking for a job for about a month now, but I _____ any yet.
A. don't find B. won't find C. didn't find D. haven't find
19. If I _____ in your position, I wouldn't accept this job offer.
A. had been B. am C. have been D. were
20. Since the new technique was adopted, the factory has produced _____ products as last year.
A. twice as many B. as twice many
C. twice many as D. as many twice

Checking Progress

Words

Words I've learned in this unit are:

- | | |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> delighted | <input type="checkbox"/> strengthen |
| <input type="checkbox"/> cognitive | <input type="checkbox"/> arguably |
| <input type="checkbox"/> trait | <input type="checkbox"/> compassion |
| <input type="checkbox"/> sacrifice | <input type="checkbox"/> acknowledge |

Other words I've learned in this unit are:

Expressions

Expressions I've learned in this unit are:

- | | |
|--|--|
| <input type="checkbox"/> come along with | <input type="checkbox"/> in all likelihood |
| <input type="checkbox"/> look back on | <input type="checkbox"/> replace sth. with |
| <input type="checkbox"/> let go | |

Other expressions I've learned in this unit are:

I am able to

- ☐ know some words related to emotions;
- ☐ talk about the relationship between happiness and sharing;
- ☐ understand the secret of happiness;
- ☐ change the way of thinking and optimize the way of communication;
- ☐ learn the strategy about vocabulary and grammar structure.