SAT语法

7天抢分笔记

一周之内搞定美国高考

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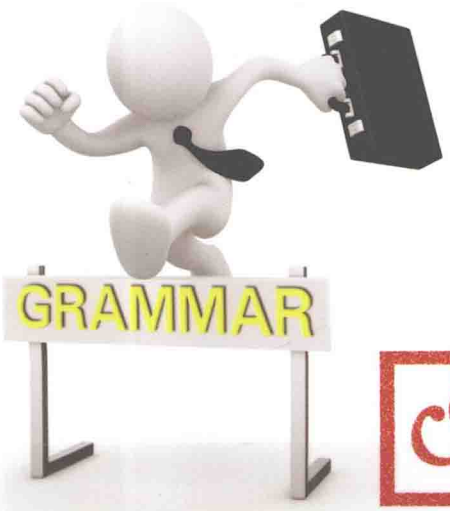

Grammar

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Offer English
澳佛英语SAT备考系列教材

本书选取的内容，得到了超过98%的上课学员认可，85%以上的学员通过本书的学习，语法错误大量减少，成绩获得了大幅提升。

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如果你觉得市面上的语法书讲解繁琐；
如果你想通过一本书，就掌握所有的SAT语法考点，
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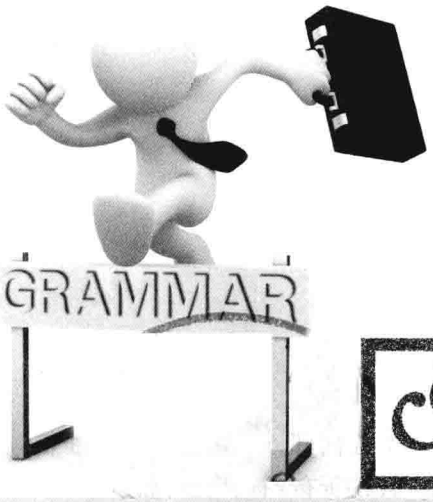

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前　言

SAT考试的难度远远大于TOEFL和IELTS考试，考生想取得SAT高分，实力是必不可少的。在一定实力的基础之上，熟练运用解题技巧，才能达到锦上添花的效果。目前国内大多数SAT辅导书籍均为美国原版教材，这些教材由国外的专家编写，针对的人群为美国的高中生，而国内的考生同美国高中生的教育背景完全不同，英语水平差距悬殊，思维方式也存在差异，因此不能完全吸收国外原版教材中的精髓内容。

本书主要特色如下：

本书以7天为目标，旨在帮助考生在短期之内突破SAT语法考试，对于复习时间较为仓促的考生，仔细阅读本书中DAY 2~DAY 6这部分内容，可以在考试前对SAT语法部分形成一个清晰的框架，把握SAT语法考试的出题规律。

目前大多数SAT语法书籍将知识点按改进句子、句子挑错、改进段落三个板块分门别类地讲解，这极大地增加了考生的复习负担。SAT语法虽然分为三种题型，但是考查的语法点却是相互重合的。本书最大的特色是：集中讲解所有的语法考点，涵盖SAT语法考试中的所有内容，考生只要掌握了这些考点，就可以解决所有SAT语法题目。

改进段落题一直被考生认为是SAT语法中较难的内容，但大多数书籍对这部分内容的讲解比较粗略或者干脆避而不谈。本书使用一章的内容详细讲解此种题型，归纳大量的解题技巧和方法。

内容介绍：

DAY 1：讲解SAT语法考试的题型分类，使考生在整体上熟悉SAT语法考试。通过“SAT语法十条公理”讲解SAT语法和高中语法的区别，帮助考生在考试中迅速选出正确答案。

DAY 2：词性是SAT语法考试的重中之重，几乎占据了一半的题目。本章除了详细讲解英文中常见的名词、动词、形容词等，还讲解了SAT语法考试中的特色内容——易混淆词汇。

DAY 3：时态和虚拟语气历来被中国学生认为是最难的内容，SAT语法对这部分内容的考查要求较低，本章讲述英文中的九种常用时态和简单的虚拟语气结构，对于较复杂的时态和语气内容（非SAT语法考点内容）不予讲解。

DAY 4：本章讲解SAT语法考试中的“句子结构”内容，包括比较结构、倒装结构、定语从句、逻辑主语、平行结构五个部分。

DAY 5：本章讲解主谓一致的语法内容。这部分内容和高中的语法知识有所区别。

例如在There be句型中，高中语法认为应使用“就近原则”，而这一原则在SAT语法中则不适用。

DAY 6：改进段落题是SAT语法中耗费时间最长的一个题型，与Improving sentences和Identifying sentence errors两种题型相比，很多考生觉得改进段落题较难，考点较多。本章将改进段落题分为文章衔接题和语法结构题两种情况讲解，归纳大量的解题技巧和方法。

DAY 7：本章提供四套全真模拟试题，所有题目均配有详细讲解，帮助考生掌握和巩固语法部分的考点，从而彻底征服SAT语法。

附录：收录了2005年至今所有SAT语法考试中的固定搭配内容，帮助考生缩小复习范围，减轻复习负担。

全书内容经过多次修正，仍不免有疏漏之处，加之编者水平有限，缺点、错误在所难免，希望得到相关专家和广大读者的批评指正。

何　满

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DAY 1

SAT语法综述

第一节 SAT语法题型分类

SAT写作（Writing Skills）由两部分内容组成，一个是语法选择题（Multiple-Choice Questions），另一个是作文（Essay）。SAT语法主要考查对英语的标准书面语（Standard Written English）的掌握程度，并非琐碎复杂的语法知识，其考试题型和考试重点也与中学英语考试的语法题目大相径庭。SAT的语法规则是“the rules of good written English”，具有准确、清晰、简洁的特点，杜绝口语化、模糊和冗余的表达。SAT语法一共有两个SECTION（不包括加试内容）和三种题型。

第一种题型叫“改进句子”（Improving Sentences），这种题目和GMAT语法考试中的Sentence Correction极为相似，两者都是给出一个部分划线或者全部划线的句子，在句子后面有五个选项，其中A选项与原文中的划线部分是一样的，考生需要从五个选项中找出一个最佳选项去替换原文中的划线部分（选A则表示不用替换）。“改进句子”题在整个语法部分占的比例最重，难度也相对较大，因此应成为整个语法复习中的重点。

改进句子题的提问方式如下：

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection

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续表

should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

EXAMPLE:

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

(A) and she was sixty-five years old then

(B) when she was sixty-five

(C) at age sixty-five years old

(D) upon the reaching of sixty-five years

(E) at the time when she was sixty-five

Ⓐ● Ⓒ Ⓓ Ⓔ

Approaches to Improving Sentences

A. Read the entire sentence before you look at the choices. Choice A is always the same as the original sentence, requiring no change, so you may see that the right answer is to leave the sentence unchanged.

B. Remember that the right answer will be the one correct version among the five choices. This is different than what you were asked to do for Identifying Sentence Errors.

C. Read each choice along with the entire sentence. Don't read the choices on their own.

D. Look for common problem areas in sentences. These include noun/verb agreement, parallelism, placement of modifiers, and the use of relative clauses.

E. Read all five versions of the sentence aloud, if possible, while you're practicing. You will not be able to do this during the actual test, of course. Your ear may tell you what your eye initially misses.

F. Read more slowly than you normally do. Our brains sometimes make automatic corrections

that we don't notice. Reading more slowly will help you pay closer attention.

G. Use your test booklet to help you by marking each question that you don't answer. Then you can easily find it later.

第二种题型为“句子挑错”（Identifying Sentence Errors），这种题目和TOEFL语法中的句子挑错题类似，即识别一个句子中四个下划线部分有无语法错误。两者的最大区别在于SAT语法在句子最后还有第五个选项，即No Error选项，选择这个选项即认为整个句子没有语法错误。这类题型共有18道题目，固定出现在一个SECTION的12~29题。主要考查的能力为“The ability to recognize grammar and usage errors”。

句子挑错题的提问方式如下：

The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

EXAMPLE:

The other delegates and him immediately accepted the resolution drafted by the neutral states.
A B C D

No error.
E

Ⓐ● Ⓒ Ⓓ Ⓔ

Approaches to Identifying Sentence Errors

The questions in this section are different from most other multiple-choice questions. For Identifying Sentence Errors, you will have to choose the answer that contains a mistake. Here are some approaches to try as you work through Identifying Sentence Errors.

A. Read each sentence quickly but carefully. The error may be obvious as soon as you see it.

B. Consider each question as a cluster of true-false questions, each to be considered separately. Only one can be false, and that is the one containing the error. If there are no false responses, the answer is (E)—no error.

C. Read aloud, if possible, during your practice sessions. You won't be able to do this during the actual test, of course. If you read aloud, you may hear the error immediately. Keep in mind, however, that the rules for written English are stricter than those for everyday spoken English.

D. Examine the underlined choices A to D. Consider which kind of correction may be needed for each one.

E. Develop the habit of looking for the most common mistakes people make in grammar: subject/verb agreement, pronoun agreement, and adjective/adverb confusion.

F. Look for errors in idiom—words or phrases that are particular to our language because of what they mean when used together. We say that we listen to someone, not listen at someone or by someone; a song is by a composer, not from a composer. We say at the top of the hill, not at the top on the hill.

G. Remember that some sentences have no error. Don't spend time looking for what is not there. Mark (E), no error, on your answer sheet if you believe the sentence is correct as written.

H. Correct errors even in questions for which you have only to identify the error. As you practice, correcting the error may help you keep in mind the language principles.

I. Move quickly through questions about Identifying Sentence Errors. The other kinds of questions—Improving Sentences and Improving Paragraphs—will likely take more time.

G. Mark questions in your test booklet that you've skipped. Then you can return to them later.

第三种题型为改进段落题（Improving Paragraphs），这种题型一般是先给出一篇由15~20个句子组成的文章，通常是一篇draft，里面包含各种句法和语法问题。考生按照文章后的题目要求对文章做出相应的改动，插入句子、删除句子或者提炼文章主旨等。这种题型花费时间较长，被考生公认为语法中最难的一种题型。其实仔细分析后

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可发现：这种题型实际上就是间接的Improving Sentences题型，考生只要对语法知识点的掌握融会贯通，便可轻易攻破此类题型。

改进段落题的提问方式如下：

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure or word choice. Other questions ask you to consider organization and development. In choosing answers, follow the requirements of standard written English.

【样题】

Questions 30–35 refer to the following passage.

(1) Not many children leave elementary school and they have not heard of Pocahontas' heroic rescue of John Smith from her own people, the Powhatans. (2) Generations of Americans have learned the story of a courageous Indian princess who threw herself between the Virginia colonist and the clubs raised to end his life. (3) The captive himself reported the incident. (4) According to that report, Pocahontas held his head in her arms and laid her own upon his to save him from death.

(5) But can Smith's account be trusted? (6) Probably it cannot, say several historians interested in dispelling myths about Pocahontas. (7) According to these experts, in his eagerness to find patrons for future expeditions, Smith changed the facts in order to enhance his image. (8) Portraying himself as the object of a royal princess' devotion may have merely been a good public relations ploy. (9) Research into Powhatan culture suggests that what Smith described as an execution might have been merely a ritual display of strength. (10) Smith may have been a character in a drama in which even Pocahontas was playing a role.

(11) As ambassador from the Powhatans to the Jamestown settlers, Pocahontas headed off confrontations between mutually suspicious parties. (12) Later, after her marriage to colonist John Rolfe, Pocahontas traveled to England, where her diplomacy played a large part in gaining support for the Virginia Company.

30. What is the best way to deal with sentence 1 (reproduced below) ?

Not many children leave elementary school and they have not heard of Pocahontas' heroic rescue of John Smith from her own people, the Powhatans.

(A) Leave it as it is.

(B) Switch its position with that of sentence 2.

(C) Change "leave" to "have left".

(D) Change "and they have not heard" to "without having heard".

(E) Remove the comma and insert "known as the".

31. In context, which of the following is the best way to revise the underlined wording in order to combine sentences 3 and 4?

The captive himself reported the incident. According to that report, Pocahontas held his head in her arms and laid her own upon his to save him from death.

(A) The captive himself reported the incident, according to which

(B) Since then, the captive reported the incident, which said that

(C) Consequently, the captive himself reports that

(D) It seems that in the captive's report of the incident he says that

(E) According to the captive's own report of the incident,

32. Which of the following phrases is the best to insert at the beginning of sentence 10 to link it to sentence 9?

(A) Far from being in mortal danger,

(B) If what he says is credible,

(C) What grade school history never told you is this:

(D) They were just performing a ritual, and

(E) But quite to the contrary,

33. Which of the following best describes the relationship between sentences 9 and 10?

(A) Sentence 10 concludes that the theory mentioned in sentence 9 is wrong.

(B) Sentence 10 adds to information reported in sentence 9.

(C) Sentence 10 provides an example to illustrate an idea presented in sentence 9.

(D) Sentence 10 poses an argument that contradicts the point made in sentence 9.

(E) Sentence 10 introduces a new source that confirms the claims made in sentence 9.

34. Which of the following would be the best sentence to insert before sentence 11 to introduce the third paragraph?

(A) It is crucial to consider the political successes as well as the shortcomings of Pocahontas.
(B) The Pocahontas of legend is the most interesting, but the historical Pocahontas is more believable.
(C) If legend has overemphasized the bravery of Pocahontas, it has underplayed her political talents.
(D) To really know Pocahontas, we must get beyond myth and legend to the real facts about her private life.
(E) Perhaps we will never really know the real Pocahontas.

35. What information is most logical to add immediately after sentence 12?
(A) How Rolfe and Pocahontas happened to meet and marry.
(B) Details about other versions of the legend concerning John Smith.
(C) Reasons for the confrontations between the Powhatans and the Jamestown settlers.
(D) An account of Rolfe's life and work in Virginia.
(E) A brief summary of the other public events in Pocahontas' life.

Approaches to Improving Paragraphs

A. Read the essay thoroughly to determine its overall meaning before you look at the questions. It's important to have a sense of the entire essay's organization and meaning before you deal with any changes. The essay is meant to be a draft, so there will be errors in it, but don't linger over those errors.

B. Read more slowly than you usually do, to help you pay closer attention.

C. Try all of the options before you decide on your answer. The directions tell you to choose the best answer. That means one may be satisfactory but not as good as another. Don't overlook any possibilities.

D. Make sure that your answer about a particular sentence or sentences makes sense in the context of the preceding and following sentences and of the passage as a whole.

E. Use your test booklet to help you by marking each question that you don't answer. Then you can easily find it later.

第二节 SAT语法十条公理

在SAT语法考试中，存在一些不言自明、经过实践总结的规律，对解题有极大帮助，我们将其命名为“SAT公理”，使用这些公理，有些可以保证100%的正确率，而有些只能保证95%以上的正确性，另外的5%需要与句意共同考虑选择最优。尽管存在着微小的局限性，这些公理在解题中依然起到巨大的作用。下面是SAT语法最常用的十条公理：

一、简洁原则

在Improving Sentences题型中，考生根据一些文法知识点通常可以迅速排除两到三个选项，但剩下的两到三个选项，有的在文法角度上并没有错误，需要从语言表达的简洁性入手，表达最为简洁的选项即为正确选项。在历年的真题中，正确答案是五个选项中最短或次短的情况占70%以上，因此简洁原则是Improving Sentences题型中最重要的原则之一。简洁原则大致可以分为以下几个方面：

1. because优于because of、aware of、considering、on account of、due to、in that、the reason why…

【例1】

Insofar as so many people were going to the music festival, the highway was jammed with cars.

(A) Insofar as so many people were going

(B) With the great many people who are going

(C) In that there being so many people who went

(D) Because there was a great many people who went

(E) Because so many people were going

【解析】

题干中表示因果关系，because优于with、in that，排除B和C选项；insofar as表示“到……程度”，不表因果，排除A选项；D选项中主语为many people，谓语动词应用were，排除D选项；正确答案为E选项。

【例2】

Because insufficient funding causes the failure of many new businesses is the reason why Tamar and Robert waited to open their coffee shop until they had enough money.

(A) Because insufficient funding causes the failure of many new businesses is the reason why

(B) Because insufficient funding causes the failure of many new businesses,

(C) Insufficient funding causes the failure of many new businesses is the reason why

(D) As a result of insufficient funding causing the failure of many new businesses,

(E) The fact of insufficient funding is causing many new businesses to fail is the reason why

【解析】

Because表示原因，优于the reason why和as a result，排除A、C、D、E选项，正确答案为B选项。

2. 动词优于名词或形容词

【例1】

Paradoxically, one way that Shakespeare transcended his era was because of its inclusion of it in his plays.

(A) because of its inclusion of it

(B) when he included it

(C) through his inclusion of it

(D) by its inclusion of it

(E) by including it

【解析】

动词include的表达方式优于名词inclusion，排除A、C、D选项，B选项表达没有E简洁，正确答案为E选项。

【例2】

In her letter, Ms. Kopel stated that she had proof that the treasurer had stolen some of the money.

(A) stated that she had

(B) stated about having

(C) made a statement of having
(D) gave a statement that she had
(E) had a statement there about having

【解析】

动词state的表达方式优于名词statement，排除C、D、E选项；state about having不符合习惯用法，排除B选项；正确答案为A选项。

【例3】

Although several groups strongly opposed the new hiring policies of the city council, other groups being enthusiastic in their support of the new rules.
(A) being enthusiastic in their support of
(B) were enthusiastic and supportive of
(C) enthusiastically supported
(D) enthusiastically supporting
(E) are enthusiastically supportive of

【解析】

Other groups为主语，A、D选项没有谓语动词，排除A、D选项；E选项时态are与前面的过去式(opposed)时态不一致，排除E选项；动词support的表达方式优于形容词supportive，排除B选项；正确答案为C选项。

3. 能用一个词（或词组）表达的情况不要用两个词（或从句）和句子表达

【冗长】Tom is checking the manuscript to see if it is accurate.
【简洁】Tom is checking the manuscript for its accuracy.
【冗长】I love the city which is located in the south of China.
【简洁】I love the city located in the south of China.
【冗长】I went to the post office so that I could mail a letter.
【简洁】I went to the post office to mail a letter.

【例】

Isolated by the sea, the aboriginal peoples of Australia had developed a unique culture long before the arrival of Europeans.

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