



SAT

语法全真解析

- 一线名师八年教学经验最新成果
- 全面覆盖 SAT2010—2013 年真题
- 详尽阐释真题解题思路
- 直击考点核心本质

郭 晶 洪南竹 编著



Grammar



天道教育
TIANDAO EDU

国际教育高端领先品牌



SAT

语法全真解析

郭 晶 洪南竹 编著

中国人民大学出版社

· 北京 ·

图书在版编目 (CIP) 数据

SAT语法全真解析/郭晶, 洪南竹编著. —北京: 中国人民大学出版社, 2014. 9

ISBN 978-7-300-19816-3

I. ①S… II. ①郭… ②洪… III. ①英语-语法-高等学校-入学考试-美国-题解 IV. ①H314-44

中国版本图书馆CIP数据核字 (2014) 第209564号

- 本书中所有理论、概念均系作者原创, 如果引用需注明出处。
- 本书著作权归作者所有, 版权归中国人民大学出版社, 任何复印、引用均需征求著作权人及版权持有人同时同意。

SAT语法全真解析

郭晶 洪南竹 编著

SAT Yufa Quanzhen Jiexi

出版发行 中国人民大学出版社

社 址 北京中关村大街31号

邮政编码 100080

电 话 010-62511242 (总编室)

010-62511770 (质管部)

010-82501766 (邮购部)

010-62514148 (门市部)

010-62515195 (发行公司)

010-62515275 (盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.lkao.com.cn> (中国1考网)

经 销 新华书店

印 刷 北京易丰印捷科技股份有限公司

规 格 185mm×260mm 16开本

版 次 2015年1月第1版

印 张 16.75

印 次 2015年1月第1次印刷

字 数 374 000

定 价 45.00元

版权所有

侵权必究

印装差错

负责调换

天道教育图书策划委员会

特约策划人

吕 蕾

主 任

石凌佳

李芷熙

委 员

(按姓氏笔画排序)

王琦

肖磊 (Andy)

肖磊 (Eric)

宫卫忠

常志诚

景伟方

选择 SAT，开启美国留学

SAT 来袭

SAT，俗称“美国高考”，主要是考查学生们在大学阶段所必需的阅读和写作能力，测验学生是否具备学以致用能力，而这些知识在大学阶段是至关重要的。因此，SAT 成绩被美国很多大学作为录取参考。SAT 具体包括阅读、数学和写作（包括作文和语法）三项。

为什么 SAT 在留学美国过程中有着如此重要的作用？

因为其结构科学，内容丰富。

我们先从整个结构来分析。

整个 SAT 考试结构如下：

1. 批判性阅读 (Critical Reading)：共 70 分钟，由两个 25 分钟区和一个 20 分钟区组成；
2. 数学 (Mathematics)：共 70 分钟，由两个 25 分钟区和一个 20 分钟区组成；
3. 写作 (Writing)：由 25 分钟的作文 (Essay) 和 25 + 10 分钟的语法选择题 (Writing MC) 组成。

每次考试时，各个区的科目顺序会有所调整，而且为了使平均分保持稳定，每次考试中都会在第 II 区到第 VII 区之间插入一个科目不定的 25 分钟区加试，这个区的题目不计分。

通过这样的评测形式，SAT 成绩相对来说就会准确可靠。

效果 1：分区测试可以让测试内容更为丰富，可以多角度观察学生的实际能力，使得测试结果更为科学。

效果 2：“加试”部分使得考试的变数增加，减少偶然因素对考试成绩的影响。在做完整套题目之前，由于不可在区间跳跃，所以谁也不知道哪个区的题目是加试题目，这样，即使遇到了加试题目，也必须尽全力。

所以整个 SAT 的测试涉及面非常广阔，并且将语言学习与基础知识相结合。如果要在 SAT 考试中取得好成绩，必须具备一定的能力。

SAT 的基本训练能力：

1. 高质量的词汇掌握能力；
2. 扎实的语法功底；
3. 广泛的阅读范围；
4. 在上述各项能力基础上延伸的各项能力。

所以，这套书先从 SAT 的词汇、语法和写作入手，在语法和写作部分强调词汇量的广度和深度，强调语法的实用性，强调基本写作素材的掌握，从而满足上述四项能力的要求。

希望各位考生在 SAT 考试中取得满意的成绩。

吕蕾公众微信号: lvlei1973

吕蕾微博: <http://weibo.com/lvlei1973>

吕蕾博客: <http://blog.sina.com.cn/wonderfullei>



12 蒹
12 函

前言

SAT (Scholastic Assessment Test), 俗称美国高考, 成绩被美国 3 600 余所大学认可, 随着本科留学人数的增多, 这一考试已经越来越为中国学生所熟知。该考试共分为三部分, 数学、阅读和写作, 各 800 分, 总计 2 400 分。随着考试人数的增加以及培训教研的深入, 考生整体成绩呈现逐年创新高的趋势。2010 年学生们考 2 000 分就很开心, 如今取得 2 000 分对于部分学生来说如同鸡肋。写作部分也从 650 分皆大欢喜发展为如今的不考到 700 分不甘心, 甚至屡次出现写作部分获 800 分的考生。尽管分数不是录取的唯一标准, 但它是一个门槛, 不理想的考试成绩会把考生挡在梦校之外。作为在 SAT 写作方面从业十年的一线教学者, 笔者希望通过本书使考生豁然开朗, 找到正确的方向, 朝梦想迈出更坚实的一步。

写作部分由语法与作文构成, 中国考生相对来说语法较好, 而语法占整个写作部分的 70%, 因此这一部分也就比阅读好拿分, 同时, 在整个复习周期内, 语法也比较容易提分, 考生通过掌握 SAT 语法体系与常考知识点, 经过反复练习, 把错题数控制在 2 题以下是可实现的。

特色

1. 本书针对 SAT 真题, 详尽阐释了每道题的解题思路。在写作本书时, 笔者考虑到如果仅仅把知识点解释清楚, 无法帮助考生在面对题目时找到题目切入点, 因此笔者写出了每道题的思考过程, 即看到题目时, 先看什么, 后看什么, 该思考什么, 最后是如何判断出正确选项的, 使得考生循序渐进地形成正确的思维方式。

2. 书中还明确标出了关键词, 使能力更强的考生不用详细看解题思路即可一眼找到关键点, 提高解题效率。

3. 除此以外, 每道题目都提供了参考译文, 方便考生理解。

使用方法

考生可以先参阅前面一部分的知识点讲解, 掌握之后可以去做本书解析对应的真题, 判断正误后不要只看错误的题目, 建议考生对照书中解题思路重新梳理一遍题目。笔者经常碰到这样的考生, 对于一部分考题, 他们完全不知道自己做的为什么对或为什么错, 做题仅凭一时的感觉, 这样做对的题下次还可能做错, 而对于同一考点的变形考题更无从掌握。因此, 考生应该系统掌握知识点与解题方法, 以确保获得高分。希望本书可以助考生一臂之力。

尽管反复勘正, 但本书难免有纰漏和不足之处, 希望教育界同仁和广大读者不吝赐教。最后感谢所有为本书的出版付出辛勤劳动的朋友们, 谢谢!

郭晶

2014 年 6 月 于北京

目录

第1章 SAT语法概述 /1

一、SAT 语法是什么? 有什么特点 /3

二、分布及题型 /3

三、算分 /5

四、SAT 语法考点介绍 /6

五、本书特色 /20

第2章 SAT真题演练 /21

2010年1月 /23

Section 7 /23

Section 10 /36

2010年5月 /42

Section 6 /42

Section 10 /55

2010年10月 /62

Section 5 /62

Section 10 /75

2011年1月 /82

Section 7 /82

Section 10 /94

2011年5月 /100

Section 5 /100

Section 10 /112

2011年10月 /119

Section 5 /119

Section 10 /131

2012年1月 /138

Section 6 /138

Section 10 /151

2012年5月 /158

Section 4 /158

Section 10 /173

2012年10月 /180

Section 5 /180

Section 10 /193

2013年1月 /200

Section 7 /200

Section 10 /212

2013年5月 /219

Section 3 /219

Section 10 /231

2013年10月 /238

Section 6 /238

Section 10 /250

第 1 章

语法概述

一、SAT 语法是什么？有什么特点

SAT 语法考查标准书面语 (standard written English)，注意和口语的区分。

SAT 语法考点规律性强，容易掌握。

SAT 语法考点明确，解题方法性强。

SAT 语法需要高中的语法基础，但不局限于高中语法。

二、分布及题型

在不加试语法的情况下，SAT 语法在全部考试中占 2 个区，1 个 25 分钟区，1 个 10 分钟区，总答题时间为 35 分钟，答题数目为 49 道题。题型如下：

题型 1: IS (Improving Sentence)

即句子改进题，要求将题目中画线部分进行改进，选出最佳选项，如果原句最佳，应选 A。

例如：

I had never encountered such arrogance before, I did not know how to react. (2010.10-Sec 10-11)

(A) I had never encountered

(B) I never encountered

(C) Never had I encountered

(D) Never having encountered

(E) Never did I encounter

答案：(D)

题型 2: ISE (Identifying Sentence Error)

即挑错题，要求从题目画线的选项中选出一个错误的表达，如果没有错误，应选 E。

例如：

Endangered (A) for decades by hunting (B) and the use of pesticides, the bald eagle, with its (C) snowy-feathered head and white tail, are now (D) making a comeback. No error (E) (2010.5-Sec 7-21)

答案：(D)

题型 3: IP (Improving Paragraph)

即篇章改进题，要求阅读一篇 10 ~ 15 句话的短文，并按照题目要求对文章某处进行改进。

例如：

(1) Most of my classmates have no idea what they want to do when they graduate. (2) They are

similar to me. (3) Many different things are interesting to them. (4) My classmates are not sure how to decide which one is most important. (5) Yet, how any of these interests can turn into a career is not known.

(6) This problem worried me a great deal until recently, when I read an article about Mac Jemison, who as the first African American woman to become an astronaut. (7) Jemison is another person who seems to have had so many interests that she hardly knew which to pursue. (8) In college she majored in chemical engineering and African American studies but then changed her mind and went to medical school. (9) After practicing medicine in the United States for a few years, for example, she joined the Peace Corps and went to West Africa. (10) When she returned, she applied to the National Aeronautics and Space Administration (NASA) and became a mission specialist, conducting scientific experiments aboard Spacelab and on the shuttle Endeavour. (11) After she had retired from NASA, Jemison taught college, founded an international science camp for high school students, and once went to be on Star Trek: Next Generario—among many other things.

(12) I think this is amazing. (13) It shows me that I don't have to give up activities I love—sports or music, for instance—or settle for a job that doesn't really interest me. (14) I can choose a career that includes activities that interest me, and I can even change careers if I find something that interests me more.

30. In context, which of the following is the best way to revise and combine the underlined portion of sentences 2, 3, and 4 (reproduced below) ? (2009.1-Sec 6-30)

They are similar to me. Many different things are interesting to them. My classmates are not sure how to decide which one is most important.

- (A) Like me, they are interested in many different things, but they are not
- (B) Like me in their interests in many different things, but not really
- (C) My classmates, similar to me, find many different things interesting, but not
- (D) They, similarly to me, are interested in many different things, but I am not
- (E) Similarly, they are like me; having many different things that interest them but not being

答案: (A)

31. In context, which is the most effective version of sentence 5 (reproduced below) ? (2009.1-Sec 6-31)

Yet, how any of these interests can turn into a career is not known.

- (A) (As it is now)
- (B) Moreover, they do not know how to go about turning any of their interests into a career.
- (C) Still, these students did not know how to turn their interests into careers.
- (D) So we do not know how a career could result from any of their interests.
- (E) Clearly, I do not know how any of my interests can turn into a career.

答案: (B)

32. In context, which is the best replacement for the underlined words in sentence 9 (reproduced below) ? (2009.1-Sec 6-32)

After practicing medicine in the United States for a few years, for example, she joined the Peace Corps and went to West Africa.

- (A) accordingly (B) consequently
(C) therefore (D) however
(E) by the way

答案: (D)

33. What is the best version of the underlined part of sentence 11 (reproduced below)? (2009.1-Sec 6-33)

After she had retired from NASA, Jemison taught college, founded an international science camp for high school students, and once went to be on Star Trek: The Next Generation—among many other things.

- (A) appearing (B) makes an appearance
(C) appeared as a character (D) to be a character
(E) they asked her to be

答案: (C)

34. The second paragraph (sentences 6-11) would be most strengthened by adding (2009.1-Sec 6-34)

- (A) information about what led Jemison to make any of her career choice
(B) the names of the college and medical school Jemison graduated from
(C) examples of the scientific experiments Jemison conducted
(D) details about Jemison's medical career
(E) an explanation of the term "mission specialist"

答案: (A)

35. In context, which of the following versions of sentence 12 (reproduced below) is most effective? (2009.1-Sec 6-35)

I think this is amazing.

- (A) I believe Jemison is an extraordinarily gifted person.
(B) Jemison showed great courage in pursuing her dream.
(C) It must be very exciting to be an astronaut.
(D) I was very surprised to read about Jemison's ideas.
(E) I find Jemison's story very reassuring.

答案: (E)

三、算分

SAT的语法与作文部分共同构成 Writing 部分,在备考过程中,学生应对每一阶段应达到的标准及对应分数心中有数,以便及时检验自己的掌握程度及复习效果。

SAT 总分各分数段、写作须达到分数及语法容错个数如下。

M 代表数学，W 代表写作，CR 代表阅读。

M W CR

$2400 = 800 + 800 + 800$

$2300 = 800 + 800 + 700 \text{ (} 800 + 750 + 750 \text{)}$

$2200 = 800 + 700 + 700 \text{ (} 800 + 750 + 650 \text{)}$

$2100 = 800 + 700 + 600 \text{ (} 800 + 650 + 650 \text{)}$

$2000 = 800 + 600 + 600 \text{ (} 800 + 650 + 550 \text{)}$

$1900 = 800 + 600 + 500 \text{ (} 800 + 650 + 450 \text{)}$

$1800 = 800 + 600 + 400 \text{ (} 800 + 550 + 450 \text{)}$

算分方式：原始分 = 答对个数 - 1/4 答错个数再与作文分数共同转换成标准分。

写作各分数段不同作文分数对应的语法容错个数如下。

Writing	作文 10 ~ 8 分	分配：IS ISE IP
700	错 4 ~ 2 个	1, 2, 0
650	错 8 ~ 5 个	3, 3, 1
600	错 13 ~ 9 个	6, 4, 2
550	错 18 ~ 14 个	8, 6, 3
≥ 700	作文 11 ~ 12	错 ≤ 6

四、SAT 语法考点介绍

1. 句子结构

句子结构考点考查句子完整性，主要从以下几个方面进行考查。

(1) Fragment

Fragment 指句子成分不完整。

例如：

Mary, who is a pretty girl from China, reading a novel with her friends, who regards reading as a great pleasure.

本句中 who... 从句及 reading... 短语均是修饰作用，故本句无谓语动词。

不完整的句子结构主要有：无谓语，双谓语，无主语，双主语。

(2) run-on 句

run-on 句指两个句子之间没有连词或者引导词连接。

副词及介词短语不能用来连接两个句子。

副词总结: then, therefore, finally, also, however, nevertheless, moreover 等。

介词短语总结: in addition, as a result 等。

连词总结: and, but, or, while, whereas, although, because, if 等。

真题演练

The Four Corners Monument in the southwestern region of the United States, marking the place where the boundaries of Arizona, Colorado, New Mexico, and Utah intersect. (2011.5-Sec 5-1)

- (A) States, marking the place (B) States marks the place
(C) States, the place (D) States, it marks
(E) States marking

答案: B

题目解析:

题目类型	句子结构
关键词	The Four Corners Monument, marking
解题思路	句子主语 The Four Corners Monument, 介词短语 in the southwestern...United States 作定语, 分词短语 marking the place...intersect 作状语, 关系副词 where 引导定语从句修饰 place, 句子缺少谓语动词, 结构不完整, 故 A 项错误; B 项中谓语动词为 marks, 句子结构完整, 正确; C 项中缺少谓语动词; D 项中逗号后主语为 it, 谓语为 marks, 和逗号前句子构成 run-on 句; E 项中缺少谓语动词。
错误选项特征	(A) 无谓语 (C) 无谓语 (D) run-on 句 (E) 无谓语
题目译文	四角纪念碑在美国西南部, 是亚利桑那州、科罗拉多州、新墨西哥州和犹他州交界处。

2. 逻辑主语

逻辑主语主要考查非谓语动词的用法, 即分词作状语时与句子主语之间的关系。

例如:

Having waited in the queue for half an hour, Tom suddenly realized that he had left his wallet at home.

Having waited... 短语作状语, 其逻辑主语应为句子主语 Tom.

逻辑主语考点句式总结:

(1) Doing..., SVO

Done..., SVO

To do..., SVO

(2) Although/When/While/Before/After doing/done..., SVO

(3) By doing..., SVO

For doing..., SVO

真题演练

Seeking to reduce pollution from conventional electricity plants, ways to convert the energy of ocean waves into usable power are being considered by the state of Oregon. (2011.5-Sec 5-4)

- (A) ways to convert the energy of ocean waves into usable power are being considered by the state of Oregon
- (B) ways of converting the energy of ocean waves into usable power are something being considered by the state of Oregon
- (C) the conversion of the energy of ocean waves into usable power has been considered by the state of Oregon
- (D) the state of Oregon is considering ways of ocean wave energy being converted into usable power
- (E) the state of Oregon is considering ways to convert the energy of ocean waves into usable power

答案: E

题目解析:

题目类型

逻辑主语

关键词

seeking to, ways

伴随状语: seeking to...plants; 主语: ways; 谓语: are。

解题思路

现在分词短语 seeking to...plants 的逻辑主语和句子主语应一致, 而此处句子主语为 ways, 故不合适, A 项错误; B 项中句子主语仍为 ways, 故错误; C 项中句子主语为 conversion, 逻辑主语错误; D 项中句子主语为 the state, 为现在分词短语 seeking to...plants 的逻辑主语, 但 being 结构不简洁; E 项中句子主语为 the state, 为现在分词短语 seeking to...plants 的逻辑主语, 且句子结构完整简洁。

错误选项特征

(A) 逻辑主语错误

(B) 逻辑主语错误

(C) 逻辑主语错误

(D) 不简洁

题目译文

力图减少传统电力工厂的污染排放, 俄勒冈州正在考虑将海洋波浪能转化为可用能量。

3. 一致

(1) 主谓一致

考查主语与谓语动词单复数的一致, 主要分以下几类题型。

- “核心名词 + 长串修饰结构”的主谓一致。
- 就近原则 either...or..., neither...nor..., not only...but also... 等结构作主语，谓语动词遵循就近原则。要特别注意倒装中的主谓一致及相关知识点。

将谓语的一部分或全部置于主语之前的语序叫做倒装语序。倒装可分为两种：将整个谓语提到主语之前的叫完全倒装 (full inversion)；而只将 be 动词、情态动词或者助动词放在主语之前的叫部分倒装 (partial inversion)。部分倒装是把 be 动词、情态动词、助动词放到主语之前。如果句子中没有这些词，要在主语之前加助动词 do / does / did 等，而把原来的谓语动词变成原形放在主语之后。

完全倒装

1. there be 结构。在此结构中可以用来代替 be 的动词有：exist, seem, happen, appear, live, rise, stand 等。
There stood a dog before him.
There exist different opinions on this question.
2. 表示方向的副词 out, in, up, down 等置于句首，要用全部倒装。如果主语是人称代词，就不用倒装。
In came Mr. White.
Up went the arrow into the air.
Away went the boy.
3. 当表示地点的介词词组（如 on the wall, under the tree, in front of the house, in the middle of the room 等）在句首时，要用完全倒装。
At the foot of the hill lies a beautiful lake.
The soldiers ran to the building, on the top of which flew a flag.
Under the tree was lying a wounded soldier.

部分倒装

1. 句首状语为否定词或半否定词的句子。这类词或短语主要有 never, neither, nor, little, seldom (很少, 不常), rarely (很少, 罕有), hardly, scarcely (几乎不, 简直没有), no sooner (立即), not only, in no way (决不), at no time, few, not, no 等,
Not a word did I say to him.
Never have I found him so happy.
Little does he care about what I said.
I can't swim. Neither can he.
No sooner had he gone to bed than he fell asleep.
2. only + 状语放在句首，要部分倒装。
Only by this means is it possible to explain it. (介词短语)
Only then did I realize the importance of math. (副词)
Only when the war was over in 1918 was he able to get happily back to work. (从句)
3. so 或 so 引导的短语放在句首，要部分倒装。
I saw the film, so did she.
So loudly did he speak that even people in the next room could hear him.