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权威·高效·专业·实用

# 60天突破

## 考研英语

### 翻译·完形填空

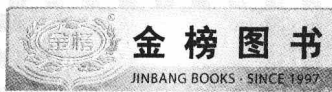
主编◎赵敏

- ▶ **题量丰富:** 精选30篇翻译, 30篇完形填空试题
- ▶ **高效讲解:** 依据翻译、完形填空的命题规律, 总结最佳答题方法
- ▶ **专项专练:** 专项训练考研翻译、完形填空, 全面提高英语综合运用能力



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### 翻译·完形填空

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# 命中考研翻译·完形填空之一——知晓篇

## 第一节 中国研究生入学考试英语卷概述

为了我国的高等教育可以选拔出优秀的人才,使我们的研究生能在英语技能上更适应与国际接轨的需求,教育部在《全国硕士研究生入学统一考试大纲》中明确指出:非英语专业研究生入学考试要考查学生的英语综合应用能力。为更好地迎合这一目标,2005年改革后的研究生入学考试笔试部分在考试内容、考试题型、成绩计算和分值比例等方面都做了相应的调整。考研英语题型和各部分分值比例如下表所列:

| 考试内容       | 题目             | 分值   | 考查点  |
|------------|----------------|------|------|
| 英语知识运用(完形) | 20 题           | 10 分 | 词汇辨析 |
| 阅读理解       | 20 题           | 40 分 | 综合理解 |
| 新题型        | 5 题            | 10 分 | 逻辑推理 |
| 翻译         | 5 题(一卷)/一段(二卷) | 10 分 | 句式结构 |
| 写作         | 2 篇            | 30 分 | 综合应用 |

考试时间共计 3 个小时,考生可以在答题顺序和时间分配上自行调整。

## 第二节 考研翻译部分概述

翻译是一门语言的艺术,是语言和语言之间的一种转换,要求在准确完整地理解原文的基础上用另一种语言来忠实地表达出其含义。谈到翻译的标准,我们首先想到的是中国近代翻译家严复老先生在翻译《天演论》一书中所提出的三字方针:信、达、雅! 翻译必须兼顾两方面:一要“求其易懂”,二要保持“原作丰姿”,这是一种戴着镣铐的舞蹈。根据《全国硕士研究生入学统一考试大纲》的规定,翻译部分主要考查考生准确理解内容或结构复杂的英语材料的能力。在英语(一)卷中,要求考生阅读一篇约 400 词的文章,并将其 5 个画线的部分(160~200 词)译成汉语;在英语(二)卷中,要求考生阅读并翻译一段包含 6 至 8 句话的完整短文(160~200 词)。要求考生做到“准确、完整、通顺”这六字要求。

例如

1. 2012年考研英语试卷一翻译部分:

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2.

Since the days of Aristotle, a search for universal principles has characterized the scientific enterprise. In some ways, this quest for commonalities defines science. Newton's laws of motion and Darwinian evolution each bind a host of different phenomena into a single explicatory framework.

(46) In physics, one approach takes this impulse for unification to its extreme, and seeks a theory of everything—a single generative equation for all we see. It is becoming less clear, however, that such a theory would be a simplification, given the dimensions and universes that it might entail. Nonetheless, unification of sorts remains a major goal.

This tendency in the natural sciences has long been evident in the social sciences too. (47) Here, Darwinism seems to offer justification, for if all humans share common origins, it seems reasonable to suppose that cultural diversity could also be traced to more constrained beginnings. Just as the bewildering variety of human courtship rituals might all be considered forms of sexual selection, perhaps the world's languages, music, social and religious customs and even history are governed by universal features. (48) To filter out what is unique from what is shared might enable us to understand how complex cultural behavior arose and what guides it in evolutionary or cognitive terms.

That, at least, is the hope. But a comparative study of linguistic traits published online today supplies a reality check. Russell Gray at the University of Auckland and his colleagues consider the evolution of grammars in the light of two previous attempts to find universality in language.

The most famous of these efforts was initiated by Noam Chomsky, who suggested that humans are born with an innate language—acquisition capacity that dictates a universal grammar. A few generative rules are then sufficient to unfold the entire fundamental structure of a language, which is why children can learn it so quickly.

(49) The second, by Joshua Greenberg, takes a more empirical approach to universality, identifying traits (particularly in word order) shared by many languages, which are considered to represent biases that result from cognitive constraints.

Gray and his colleagues have put them to the test by examining four family trees that between them represent more than 2,000 languages. (50) Chomsky's grammar should show patterns of language change that are independent of the family tree or the pathway tracked through it, whereas Greenbergian universality predicts strong co-dependencies between par-





ticular types of word-order relations. Neither of these patterns is borne out by the analysis, suggesting that the structures of the languages are lineage-specific and not governed by universals.

2. 2012 年考研英语试卷二翻译部分:

Translate the following text from English into Chinese. Write your translation on ANSWER SHEET 2.

When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age of 25. This “brain drain” has long bothered policymakers in poor counties. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

考研英语所考查的文章范围广、题材多,涉及经济、社会生活、政治、文学、历史、法律、哲学、心理学以及科普等诸多领域,这就要求考生在理解长难句型结构的基础上掌握基本的翻译方法和技巧,对学生的词汇以及语言结构的能力要求较高。从历年的考研真题来分析,翻译题目没有较大变化,试题难度级别属于中等偏难。从语言结构上来分析,历年考研翻译部分主要从五种语言结构现象——定语结构、状语结构、名词性从句结构、分词结构和被动结构来进行考查。需要考生在复习过程中打下扎实的语言词汇和语言结构功底,并能灵活运用一定的翻译方法和技巧,在复习中力求做到:细中求全、全中求稳、稳中求精、精中求胜!

### 第三节 考研完形填空部分概述

完形填空是考研英语试卷中一种传统的考试形式,在一篇 320~380 词的文章中去掉 20 个词汇(或词组),并给出四个选项可供选择,要求考生根据原文上下文的内容,选出最恰当适合原文的选项。

例如

Ancient Greek philosopher Aristotle viewed laughter as “a bodily exercise precious to health.” But 1 some claims to the contrary, laughing probably has little influence on physical fitness. Laughter does 2 short-term changes in the function of the heart and its blood vessels, 3 heart rate and oxygen consumption. But because hard laughter is difficult

to 4, a good laugh is unlikely to have 5 benefits the way, say, walking or jogging does.

6, instead of straining muscles to build them, as exercise does, laughter apparently accomplishes the 7, studies dating back to the 1930's indicate that laughter 8 muscles, decreasing muscle tone for up to 45 minutes after the laugh dies down.

Such bodily reaction might conceivably help 9 the effects of psychological stress. Anyway, the act of laughing probably does produce other types of 10 feedback, that improve an individual's emotional state. 11 one classical theory of emotion, our feelings are partially rooted 12 physical reactions. It was argued at the end of the 19th century that humans do not cry 13 they are sad but they become sad when the tears begin to flow.

Although sadness also 14 tears, evidence suggests that emotions can flow 15 muscular responses. In an experiment published in 1988, social psychologist Fritz Strack of the University of Würzburg in Germany asked volunteers to 16 a pen either with their teeth—thereby creating an artificial smile—or with their lips, which would produce a(n) 17 expression. Those forced to exercise their smiling muscles 18 more exuberantly to funny cartoons than did those whose mouths were contracted in a frown, 19 that expressions may influence emotions rather than just the other way around 20, the physical act of laughter could improve mood.

- |                      |                  |                  |                 |
|----------------------|------------------|------------------|-----------------|
| 1. [A] among         | [B] except       | [C] despite      | [D] like        |
| 2. [A] reflect       | [B] demand       | [C] indicate     | [D] produce     |
| 3. [A] stabilizing   | [B] boosting     | [C] impairing    | [D] determining |
| 4. [A] transmit      | [B] sustain      | [C] evaluate     | [D] observe     |
| 5. [A] measurable    | [B] manageable   | [C] affordable   | [D] renewable   |
| 6. [A] In turn       | [B] In fact      | [C] In addition  | [D] In brief    |
| 7. [A] opposite      | [B] impossible   | [C] average      | [D] expected    |
| 8. [A] hardens       | [B] weakens      | [C] tightens     | [D] relaxes     |
| 9. [A] aggravate     | [B] generate     | [C] moderate     | [D] enhance     |
| 10. [A] physical     | [B] mental       | [C] subconscious | [D] internal    |
| 11. [A] Except for   | [B] According to | [C] Due to       | [D] As for      |
| 12. [A] with         | [B] on           | [C] in           | [D] at          |
| 13. [A] unless       | [B] until        | [C] if           | [D] because     |
| 14. [A] exhausts     | [B] follows      | [C] precedes     | [D] suppresses  |
| 15. [A] into         | [B] from         | [C] towards      | [D] beyond      |
| 16. [A] fetch        | [B] bite         | [C] pick         | [D] hold        |
| 17. [A] disappointed | [B] excited      | [C] joyful       | [D] indifferent |
| 18. [A] adapted      | [B] catered      | [C] turned       | [D] reacted     |
| 19. [A] suggesting   | [B] requiring    | [C] mentioning   | [D] supposing   |



20. [A] Eventually [B] Consequently [C] Similarly [D] Conversely

完形填空是在语篇的基础上对各语言要素,如词汇、表达方式和结构进行考查。完形填空的文章作为一个完整的语篇,必然阐述了一个完整的主题,表达了一个整体的思想概念。完形填空题主要从四个角度来进行命题测试:词义辨析、固定搭配、语言结构、逻辑推理。在各种解题技巧手段中,语义衔接、逻辑衔接、结构衔接和固定搭配是四种较为常用的文章前后衔接手段。这四种衔接手段就构成了考研英语完形填空的四种出题类型。

### ★ 词汇辨析题

语义衔接是指句子和句子之间依靠上下文的语义关系而形成连贯的语篇。这种衔接形式在完形填空表现为同义词或形近实词(如名词、动词、形容词、副词等)的选择。这类实词的选择辨析题在考研完形填空的比例很高,大约占70%。

### ★ 逻辑推理题

语篇中的逻辑衔接是指句子之间或句子内部各成分之间,通过连接性词语的运用,实现语义上的连贯。通过逻辑衔接,人们可以了解句子或句群之间的语义联系,甚至可经前句从逻辑上预见后续句的语义。因此,在完形填空中所说的连接性词语,既包括句子语法的连词这一词类,也包括具有连接意义的副词或介词短语,逻辑衔接反映在考题上主要是选择逻辑连接词(包括反映句际逻辑关系的连接词、介词、短语等)。如英语中的 later, consequently, in the meantime 等等。

### ★ 篇章结构题

英语中有一些固定的结构,如平行结构、强调结构、主谓一致、倒装结构等。结构衔接题也就是对语法关系(尤其是句法关系)的考查。结构衔接反映在选项上常以关系代词、关系副词、人称代词、不定代词、副词等形式出现。通过这些固定结构的衔接,语义取得了连贯。

### ★ 固定搭配题

固定搭配也可以称之为惯用衔接。主要是指动词与介词、副词,名词与介词、名词,介词与名词等的固定搭配,这类试题在考研完形填空试题中约占10%。具体表现为介词与副词的选择,但不能因此简单认为是对介词或副词的用法考查,而是由于选项中的介词或副词与文中的某个动词、名词,或形容词形成习惯用法,所以在类型上属于惯用衔接。应对这类考题,要求考生必须熟练掌握大纲中列举的常用词组与固定搭配。需要特别注意的是:在许多的词义辨析题中,名词、动词,或形容词的选择也与上下文中与其搭配的介词或副词有直接的关系。

完形填空主要测试广大考生以词汇为核心的语言综合运用能力,包括基础知识的掌握和运用,对整个文章逻辑联系的理解,在情景中辨析词义的能力以及词组短语搭配的使用能力,这是大部分考生认为难度最大的考查项目。有的甚至对完形填空产生了恐惧心理,导致考试失利。其实只要有扎实的词汇语言功底,有良好的心理素质和自信心,再加上一定的技巧,完形填空并不是不可逾越的鸿沟。

# 命中考研翻译·完形填空之二——技巧篇

## 第一章 考研翻译部分解题技巧

### 第一节 翻译的基本方法

在现代翻译学研究中,翻译可分为直译和意译两种常见方法。直译是指按照原文的字面含义尽量保持原文的一种翻译形式。直译强调“准确”,是要求考生逐字逐词得将原文转换成汉语的过程,尽量保持原文的用词以及语言风格。对于初学者来说,直译更加简单直观,容易掌握。但值得一提的是,直意并不等于“字字对译”或“死译”,不顾中英文含义和语言结构上的差异一字一词“对号入座”,反而会扭曲原文。

例如

| 原文         | 字字对译或死译 | 直译  |
|------------|---------|-----|
| background | 后操场     | 背景  |
| downtown   | 下乡      | 市中心 |
| milky way  | 牛奶路     | 银河  |

另一种翻译的方法是意译,意译是指将英语所表达的含义用汉语做出释义性的翻译。由于汉语和英语分别是汉藏语系和印欧语系中的代表语言,它们有着截然不同的语言方式和结构特征。在翻译过程中,一些表达方式在直译的情况下是行不通的,因此,有时候为了达到语言通畅并且与汉语习惯吻合,我们也可以采取意译的方法。

例如

| 原文                                 | 直译        | 意译        |
|------------------------------------|-----------|-----------|
| throw one stone to catch two birds | 一石二鸟      | 一箭双雕      |
| as timid as hare                   | 胆小如兔      | 胆小如鼠      |
| Emily is smiling broadly.          | 艾米莉笑的很宽广。 | 艾米莉笑的很灿烂。 |

其实,我们应当理解,无论直译还是意译并非孰对孰错,也不是决定的概念,两者之间并非





楚汉相隔。相反,在语言翻译使用中,两种方法应该相互补充、相互协助。但必需明白的是,意译多为建立在先直译并理解原文的基础之上的更为灵活的一种语言技能。

例如

1. Study serves for delight, for ornament and for ability. (培根《谈读书》)

直译:读书可以使人开心,妆点言辞并且提高能力。

意译:读书足以怡情,足以博彩,足以长才。(王佐良)

2. She had one foot in the grave.

直译:她有一只脚已经踏进坟墓了。

意译:她已经是风烛残年了。

3. The technical fallacy applies equally to traditional historians who view history as only the external and internal criticism of sources, and to social science historians who equate their activity with specific techniques.

直译:技术的谬误同样适用于传统历史学家们,这些史学家们将历史学仅仅视为对史料的业内和业外的评论,这一谬误也同样适用于社会科学历史学家们,他们将他们的研究活动和研究技巧等同了起来。

意译:技术的谬误同样适用于传统历史学家们和社会科学历史学家们,前者将历史学仅仅视为对史料的业内和业外的评论,而后者将他们的研究活动和研究技巧等同了起来。

而在以科技语言为主的考研翻译中,我们应本着“能进行直译则先直译,直译翻译不通顺时再进行意译”的原则来应对。这样以来不会产生严重的偏离原句理解的翻译版本,易抓小分且不失大分。尤其在备战考研的阶段里,我们坚决反对在没有深刻分析原句结构、没有充分理解原文的情况下进行脱离原文的盲目意译,貌似通顺实则并非原意是得不到理想成绩的。

## 第二节 考研中翻译的解题步骤

### 预备步:浏览全文大意

在考研英语试卷中,全文文章约400词左右,而我们只需翻译出画线的五个句子。所以在解题时应首先浏览一下全文,从全文首句中重点推断一下文章所涉及的话题类型和范围,以便在翻译句子选词时有所参考。这一步必需在一分钟以内完成。

### 第一步:划出全句中的所有谓语成分

中文是意合的语言,英文是形合的语言。在理解一个英语句子的过程中,学生要做的是将形合的语言转化为意合的语言,在考研这种从句丛生的考试中,分解句型主次修饰关系则为重中之重。英语句型的特点在于每一个分句中谓语动词是绝对不可少且单一的,因此,能快速有效的找出句子中作谓语的成分及其个数,是理解并翻译长难句的第一步。

当我们遇到一个加-ed的单词时,必须判断它是谓语动词还是-ed分词后置作定语,判断

的标准可以从两个角度出发:第一,考查全句的整体时态是否需要过去时态;第二,看该-ed 词前的名词是否能够做出这样的行为动作。同时,我们还要当心英语中的词汇活用现象,观察其周围单词的词性也可对我们的判断有所帮助。

例如

- |   |          |
|---|----------|
| ... table <b>designed</b> for military purpose... | 分词作后置定语  |
| ... the information <b>used</b> ...               | 分词作后置定语  |
| ... the <b>work</b> of hundreds of...             | 动词活用为名词  |
| ... <b>better</b> your English...                 | 形容词活用为动词 |

例句1

Social science **is** that branch of intellectual enquiry which **seeks to study** humans and their endeavors in the same reasoned, orderly, systematic, and dispassionate manner that natural scientists **use** for the study of natural phenomena.

在该句中,符合上述四种情况作谓语的成分有:is, seeks to study 和 use。因此,这是一个含有三层关系的从句。

例句2

We **are** obliged to them because some of these languages **have since vanished**, as the people who **spoke** them **died out** or **became** assimilated and **lost** their native languages.

而在这一句中,符合上述四种情况作谓语的成分有:are, have vanished, spoke, died out, became 和 lost。所以,该句型是一个含有六层关系的从句。

## 第二步:切分出全句中的各个分句

当我们找出整句中的谓语成分后,我们就可以清晰的知道该句含有几层分句。我们的理念是化难为简、化长为短,化复合句为各单句。因此,第二步则是将分句和分句切分开。在这一步中,从句的引导词是我们的切割标志。一般情况下,英语中的连词均可作为引导词引导从句,比如:that, if, because, as 等。而疑问副词也通常充当引导词引导从句,比如:what, where, when, which, how 等。但是,由于语言的灵活性,引导词也有非常规的一些变化,并且口语中还有引导词省略的现象,比如:I left the moment she came in. (名词结构;the moment 充当引导词引导时间状语从句);That is the book I need. (省略定语从句引导词:that)。在这种情况下,我们可以通过英语句子中谓语动词结构的个数来判断是否应该断句。总之,在结构比较复杂的英语句子中,识别谓语成分是识别句子存在的标志,而识别从句中的引导词是识别一个新的从句开始的标志。



例句1

Social science **is** that branch of intellectual enquiry // *which* **seeks to study** humans and their endeavors in the same reasoned, orderly, systematic, and dispassionate manner // *that* natural scientists **use** for the study of natural phenomena.

根据句中的两个连词 *which* 和 *that*, 引导词归后, 而一个单句中只含有一个谓语成分的原则, 该句子可以被切分为三个分句, 其中 *that* branch of intellectual enquiry 中的 *that* 是一个指示代词而并非引导从句的连词。

① Social science **is** that branch of intellectual enquiry

② // *which* **seeks to study** humans and their endeavors in the same reasoned, orderly, systematic, and dispassionate manner

③ // *that* natural scientists **use** for the study of natural phenomena.

例句2

We **are** obliged to them // *because* some of these languages **have since vanished**, // *as* the people // *who* **spoke** them // **died out** // *or* **became** assimilated // *and* **lost** their native languages.

而在这一句中, 五个连词将全句分割成六个分句:

① We **are** obliged to them

② // *because* some of these languages **have since vanished**

③ // *as* the people **died** out

④ // *who* **spoke** them

⑤ // *or* **became** assimilated

⑥ // *and* **lost** their native languages

在切分分句时, 我们要小心判断 *and* 是并列单词、结构, 还是句子。 *and* 作并列单词和结构时, 要求单词词性一致、前后结构对等, 而 *and* 在考研中连接并列句子的现象更为常见, 且后半句往往使用省略形式, 在切分句子时, 我们应将其省略部分补出。

例如

... a technology of behavior will continue to be rejected, and with it possibly the only way to solve our problems.

虽然后半句只有一个核心名词词组 *the only way*, 但 *and* 连接并列句子, 因此我们需将省略部分补充出来。在前半句中, 只有主语部分为名词词组, 故后半句的谓语和宾语必和前半句

相同而被省略。

补充出来为: ... a technology of behavior will continue to be rejected, and with it possibly the only way to solve our problems will continue to be rejected.

### 第三步: 逐个理解并翻译各分句

当很长的一个考研英语句子被切割为数个小短句时, 学生的心态就较为平和, 不至于像刚拿到句子时那么无从下手, 接下来我们要做的是将各分句逐个理解翻译成汉语。这时词汇的基本功就有着至关重要的作用。

#### 例①

① Social science is that branch of intellectual enquiry

其中 intellectual enquiry 应理解为“知识探索”或“知识研究”, 在科技英语中 intellectual 往往理解为“知识的”而不是“智力的”。

**全句翻译:** 社会科学是知识探索的一个分支。

② // *which* seeks to study humans and their endeavors in the same reasoned, orderly, systematic, and dispassionate manner

定语从句在考研翻译中是重点内容, 一般采取独立成句的方法来理解, 因为引导词 which 后的从句没有主语成分, 故先行词 that branch of intellectual enquiry 在从句中作主语, 翻译时应首先将其补出。

即: that branch of intellectual enquiry seeks to study humans and their endeavors in the same reasoned, orderly, systematic, and dispassionate manner

其次, 介词短语 in the same reasoned, orderly, systematic, and dispassionate manner 在从句中作状语, 按中文语言习惯状语一般放在句子或被修饰动词之首; “in the manner” 含义为“以……的方式”; 四个并列形容词 reasoned, orderly, systematic, 和 dispassionate 应依次选词为“理性的, 有序的, 系统的和冷静的”。在英语中 reason 和 passion 是一组反义词: 理性和感性, 而 dispassion 应译为“不感性”, 但含义相同的单词不应并列出现, 因此 dispassionate 在选词上既要符合原意, 还应避免和 reasoned 的词义重复: “不感性” 则为“不冲动”, 即为“冷静的”。

**全句翻译:** 那一知识探索的分支是以同样理性的、有序的、系统的和冷静的方式寻求研究人类及其行为。

③ // *that* natural scientists use for the study of natural phenomena.

这一定语从句中, 谓语动词 use 是及物动词但没有宾语, 所以先行词 manner 在从句中作 use 的宾语。

即: natural scientists use the manner for the study of natural phenomena.

**全句翻译:** 自然科学家们在对自然现象进行的研究中也使用同样的方式。





例句2

固定搭配: be obliged to sb. 是感激某人的含义, 而 be obliged to do sth. 则是要求做某事。

全句译为: 我们很感激他们(两位先驱)。

②//because some of these languages **have since vanished**

全句翻译: 因为此后这些语言中的一些已经消失了。

③//as the people **died** out

这是由 as 引导的状语从句修饰整个主句, 译为: 这是由于人们消亡了。

④//who **spoke** them

这一定语从句是用于修饰 as 引导的状语从句中的主语 the people, 鉴于该定语从句较短, 信息含量较小, 不需独立成句, 可直接译到先行词 the people 之前。

全句翻译: 说这些语言的人们。

⑤//or **became** assimilated

这是一个系表结构的并列句, 由 or 来引导, 即: 说这些语言的人们 died out or became assimilated, 其中 assimilated 可拆解为:

assimilated = a(s) + simil(ar) + ate + (e)d  
使……同化了 使 相同或同样 动词词尾 分词活用形容词

含义应理解为: “使其同化了”。

和上两句合并译为: 这是由于说这些语言的人们消亡了或者被同化了。

⑥//and **lost** their native languages

这一句是 as 引导的状语从句中的又一个并列句, 描述了“这是由于说这些语言的人们消亡了或者被同化了”导致的结局。

全句翻译: 失去了他们自己的本族语言。

#### 第四步: 各个分句的添加、删减及排列组合

当前三步进行完后, 我们最后所要做的就是进行各个分句的删减及排列组合, 比如定语从句中, 被修饰名词在从句中重复使用时, 可考虑使用代词以避免语言的重叠累赘感; 分句之间可适当添加或删减连接词, 使其符合中国人的语言方式和习惯。

在中文中, 我们习惯定语前置, 即定语成分放置于被修饰名词之前, 比如: 美丽的城市, 晴朗的早晨, 而英语中定语成分结构多变而且位置灵活, 相对于被修饰名词而言则是可前可后, 更有较长较复杂的定语从句大量出现, 故在遇到定语成分时确定其所修饰的名词以及在语序上进行调整就是必不可少的。当定语成分不是很复杂时, 可以将定语结构理解翻译在所修饰名词前; 当定语成分较长较复杂时, 也可将定语成分和其所修饰的名词所在的分句断开独立成句, 来跟进补充说明被修饰名词, 其含义在常规英语表达中是基本相同的。

比如: I like that girl who is standing there.