

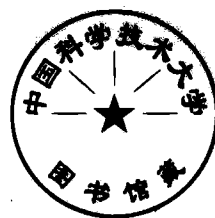


根据新考试大纲编写

1999 年在职人员申请硕士学位英语统考指导丛书

# 阅读与完形分册

主编 王长喜



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## 前言

本书分三个部分：第一部分阐述了阅读理解的理论，包括基础理论和出题依据（同类书很少讲述这一部分，绝大多数只是就题论题）。第二部分讲述了解题的方法和实践。第三部分写的是完形填空的方法和实践。

很多考生认识到阅读理解部分的重要性，因为它所占分值比较大。于是考生在这部分所花的时间和精力也最大，效果却很差。原因有几个。第一是考生本末倒置。考生只注重大量的练习，仍不能挖掘阅读理解的实质，做来做去还是固有水平。第二是考生忽视词汇和语法在阅读中的功用。没有词汇对任何人来说阅读理解都是无法进行的。在阅读中，如果我们有10%的实词（包括抽象名词、实义动词、形容词和副词）不能掌握阅读就无法进行。这里的掌握与认识不同，掌握至少是指学会英文单词的“读”、“写”、“用”，尤其是“用”，即某一个词在不同的上下文的不同含义。例如，汉语的“打”字，有“一打”（十二、dozen），“打击”（军事进攻或敲击、beat, hit），“打水”（取、fetch），“打球”（玩、play），“打的”（乘车、take），“打毛衣”（织、knit），“打农药”（洒、spread），“打坝”（筑、construct），“打油”（买、buy），“打一成语”（猜、guess），“打井”（挖、dig），“打电报”（发送、send）等等。这一个“打”字在不同的上下文中有不同的含义。再如resources，有“资源”的意思，还有“智力、方法、应变之才”的意思等。没有语法对阅读外语来说也是无法进行的。对于我们把英语作为外语的人来说，阅读就是利用语法把词汇串起来，结合自己已有的知识进行理解的过程。第三是对题型认识。很多考生除了缺少上述两个方面的知识外，还缺少对阅读理解和完形填空的题型设计理论的认识方法。不同类型的题有不同的解题方法。只要掌握了题型设计理论做题就不会有多大困难。

本书就为解决考生在阅读中存在的以上三个问题而写的。参加本书编写的还有贾伟同志。本书在编写过程中，得到中国人民大学出版社刘敏博士的支持，特此表示衷心的感谢。由于作者水平有限，书中有不足之处，敬请同行和广大读者批评指正。

王长喜

1998.10.20

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# 第一篇 阅读理解基础

要对一篇文章 (Text) 有一个较准确的理解, 主要依靠一个人的英语实际掌握水平, 也就是说成功地理解文章主要依靠三个方面因素的相互作用: 词汇、结构 (语法) 和意义 (这又需要背景知识)。但是一般来讲, 掌握一定的阅读技巧不仅会更快地帮助我们阅读, 而且在一定程度上还有助于提高我们对阅读材料的正确理解和掌握。本篇拟就阅读中经常遇到的一些基础问题, 如词汇中的同义、近义、上下义词关系, 指称关系, 句际关系以及句子和语篇中的“衔接与连贯”等作一些描述和说明, 并相应地举一些例子来帮助大家掌握我们所讲的阅读基础知识。

## 第一章 阅读理解中的词汇关系

我们这里说的词汇关系是指语篇中出现的一部分词汇之间存在语义上的联系或重复, 或由其他词语替代, 如代词代替名词, 助动词 (如 do) 代替实义动词等, 或共同出现, 如 classroom 与 desk, blackboard, student, teacher 等用在一个语义场中。只有词汇的相对集中, 才能保证语篇的主题和语义场 (semantic field) 取得统一。因此, 这里所说的词汇是包括许多词汇学中的词项, 不仅是单词, 它们不受形式变化的制约, 如单复数 (tree / trees), 时态和体貌 (work / worked), 词性 (beauty / beautiful), 等等。这些词在形式上略有不同, 基本词义不变, 故具有语篇衔接力。其他的还包括有同义, 反义, 上下义 (如 classroom 是 blackboard 的上义词, 而 blackboard 是 classroom 的下义词) 互补来使语篇达到语义上的连贯。为方便起见, 我们把英语词汇衔接关系分为词的复现 (广义上的) 和词的指称关系。

### 第一节 词的复现

词的复现指的是某一词以原词、同义词、近义词、上义词、下义词、概括词或其他形式重复出现在语篇中, 语篇中的句子通过这种复现关系达到了相互衔接, 意义统一完整。词汇的复现关系可以分为四种: (1) 原词复现; (2) 同义词、近义词复现; (3) 上下义词复现; (4) 概括词复现。下面试举一些例子说明。

#### 1. 原词复现

通过原词在语篇中的复现，我们能够直接抓住语篇中所要讲的中心意思。例如：

(1) Father Mcvean spends a lot of time shepherding shopping-bag ladies. The handsome young priest has become the close friend of a number of shopping bag ladies.

在这个例子中，第二句重复使用了 shopping-bag ladies 这一名词词组，因而出现了词汇的复现关系。我们可以想象，这句话下面的句子或段落肯定会围绕这些 shopping-bag ladies 展开。而下面例子中 counter 一词的重复出现，告诉我们一些事件将会在 counter 附近或周围发生。

(2) The two men at the counter read the menu. From the other end of the counter Nick Adams watched them.

在这里，我们把一些词性不同但是属于同一词的曲折变化的词也称作原词。如 beauty 和 beautiful 这些词可以帮助我们理解词或句子中的一些含义。特别是在完型填空中有很大帮助。如：

(3) A year or so after he volunteered for the army, he got badly wounded in the battle. Soon he died of wounds in Virginia.

在这个例子中，wounded 和 wounds 一个是动词形式，一个是名词形式，但它们的基本意义是相同的，因而达到了一种在语义层次上的意义复现，如果我们将这个例子加以变通，把它当作一个完型填空题出现，即，把 wounds 略去，我们也知道在这里出现的词应当与 wounded 是同义的。

我们再看下面这个例子是怎样通过词的重复达到衔接和突出主题的：

(4) There are more than 26, 000 patients on the national waiting list for transplants, an increase of 10, 000 patients over the last three years. More than 2, 000 patients are dying annually while waiting for transplants, mostly patients waiting for hearts, kidneys and livers. The shortage of organs is so acute that, last month, in an unprecedented procedure, surgeons at the University of Pittsburgh in Pennsylvania transplanted a baboon liver into a 35-year-old man dying of liver failure.

在这段引文当中，直接重复的词汇有：patients, patients, patients / waiting, waiting, waiting / transplants, transplants, transplanted / dying, dying / livers, liver, liver。仅从这几组重复出现的词汇，就不难发现本段引文内容主要讲的是垂死的病人，在等待移植，移植的主要器官是肝。

有时从词语重复现象，我们还能体会出作者或文中人物的感情，或极端高兴或极端悲痛。通过词的复现我们可以判断语篇主题和作者的观点。另外，在科技文献中，重复词语的情况是作者为了强调其概念的正确性和重要性。

## 2. 同义词、近义词关系

同义和近义指具有同样意义或相近意义的不同词项之间的接应关系，不管这些词的意义是指人、物、过程或性质。

(1) He received a lot of gifts from his friends and family. All the presents were wrapped in colored paper.

在这个例子里，presents 是 gifts 的同义词，它在句中所指的是“礼物”。又如：



(2) Everything faded into mist. The past was erased, the erasure was forgotten, and it became truth.

在这里, faded, erased 和 forgotten 是近义词, 因而形成了近义词复现关系, 达到了结构上的衔接和意义上的连贯。

这些同义词、近义词的复现能够帮助我们理解它们所谈论的、所指的是同一种事物。如:

(3) A person with a quick and clever mind would have spotted the flaws in his argument. An intelligent person would not be seriously attacked by his opposite is the argument.

在这个例句当中, A person with a quick and clever mind 与 An intelligent person 是同义的, 它们所指的是同样一类“聪明、敏捷”的人。下面例子中的 illusion 和 false belief. 同样也是近义词, 他们都指一些不好好学习的学生幻想:

(4) Some students have the false belief that they will make good grades even if they don't study. But the illusion is, some teachers say, very harmful to the students' future.

### 3. 上、下义词 (superordinate and hyponym)

词汇衔接也可经词汇间的分类关系体现。这是因为有些词类在语义上有类属联系。人们可以利用这种语义关系使一些词语相互替代或共同出现。一般说来, 我们把区别命名上的内涵称为上下义关系 (hyponymy)。上下义关系的主要意义为“内包”。即意义概括的词“内包”意义更为确定的词, 前者为“上义词” (superordinate), 后者为“下义词” (hyponym) (这里所说的概括的词不同于我们后面就要讲到的概括词 general words, 此处不再赘述)。两个下义词之间的关系为“共下义词” (co-hyponym) 的关系。例如: animal 是 sheep, pig, ox 等的上义词, sheep 是 ram (公羊), ewe (母羊), lamb (羊羔) 的上义词。pig 又是 boar (公猪), sow (母猪), hog (成年猪), piglet (小猪) 的上义词, boar (公猪), sow (母猪) 是共下义词。下面是几个通过上下义词而形成的复现关系的例子:

(1) You will need to take some tools with you. You can't get a hammer, a saw and a screwdriver from most big department stores.

在这个例子中, hammer, saw, screwdriver 都被当作 tools 的下义词出现, 当问及是什么 tools 时, 我们就可以用这些下义词来回答就此类关系提出的阅读理解问题。了解了这种上下义关系后, 对我们理解句中含义有帮助。在下面的这个例子中, 我们就不会因为后面讲到 Mary 是个 surgeon, 前面讲她是个 doctor 而迷惑。因为 surgeon 是 doctor 的下义词, 在这里它们构成了下义词复现关系。

(2) John and Mary are both doctors. She is a surgeon...

下面的例子第二句中的 bird 是第一句中 pigeon 的上义词。这样就出现了上义复现关系。

(3) Yesterday, a pigeon carried the first message from Haidian district to Chao Yang district. The bird covered the distance in three minutes.

### 4. 概括词 (general word)

尽管词语重复有我们在“1. 原词复现”中所讲的一些方便之处，但是词语重复如使用过多会给人以词汇贫乏、苍白无力之感。这时一个作品的作者就会使用人称代词和指示代词来达到语义的重复以避免造成这种词汇贫乏、苍白无力之感。另外在其他情况下也可使用概括词，即在语篇中遇到有关人、物、事情或地点时，可用一些表示一般意义的词语替代。例如：person, people, thing, man, woman, thing, place, do, make 等概括词。概括词与其所指的词构成的衔接是通过概括词复现关系达到的。例如：

(1) A: What shall I do with all this crockery?

B: Leave the stuff there; someone will come to put it away.

在这个例子中，第二句中的概括词 stuff 表示的是什么呢？如果找不到它所替代的成分，那就无法理解它的意义，在这里，stuff 替代的是 crockery，这样例（1）中的两个句子因此联结在一起，使得我们较容易理解它们之间的衔接。

当然，作者使用概括词替代是为了避免重复，也是为了连接上下文。要理解含有这样的替代形式（概括词替代）的句子的意义，必须从上下文中寻找被替代的词语。例如：

(2) A: Does Jane sing?

B: No, but Mary does.

在这个例子里，does 是个替代词，它替代的是 sings。有时要再表达一个比较长而复杂的意思，会使用概括词。如下面例子中，第一段的前半句话在语篇（text）的另一场合是以“The action”的面目出现的。这样，如果我们能够正确地找到“The action”所替代的成分，我们就能弄清其中的一些关联意义。

(3) University of California's former President David Gardner has approved a \$ 100 million extension of a program that offers 1000 interest mortgages for faculty members and executives, a decision that comes in the face of possible student fee increases and staff pay cuts.

...

The action was disclosed in the “Dakland Tribune” on Wednesday.

在语篇中，对我们来讲，找到这些概括词所替代的成分是非常重要的。也就是说，不要失去线索。只有如此，我们才能准确而有效地阅读篇章。如：

(4) Smith, Calderon and Caro have now completed three days of negotiation. All three political leaders have so far refused to make statements to the press. They are believed to have reached tentative agreement, however, and relations seem friendly. The men are expected to issue a Joint communique tomorrow.

分析下面各个句子或段落的词汇关系（复现，同义，近义，上下义，概括词）

## 5. 词汇复现练习

(1) Technically, any substance other than food that alters our bodily or mental functioning is a drug. Many people mistakenly believe the term drug refers only to some sort of medicine or an illegal chemical taken by drug addicts. They don't realize that familiar substances such as alcohol and tobacco are also drugs.

(2) A report consistently brought back by visitors to the US is how friendly, courte-

ous, and helpful most Americans were to them. To be fair, this observation is also frequently made of Canada and Canadians, and should best be considered North American. There are, of course, exceptions. Small-minded officials, rude waiters, and ill-mannered taxi drivers are hardly unknown in the US... Strangers and travelers were welcome sources of diversion, and brought news of the outside world.

(3) Repeated use of a substance can also lead to physical addiction or substance dependence. Dependence is marked first by an increased tolerance, with more and more of the substance required to produce the desired effect, and then by the appearance of unpleasant withdrawal symptoms when the substance is discontinued.

(4) Drugs (substances) that affect the central nervous system and alter perception, mood, and behaviour are known as psychoactive substances. Psychoactive substances are commonly grouped according to whether they are stimulants, depressants, or hallucinogens. Stimulants initially speed up or activate the central nervous system, whereas depressants slow it down. Hallucinogens have their primary effect on perception, distorting and altering it in a variety of ways including producing hallucinations.

(5) Like wise if you want to find a job, take a sheet of paper, and write a brief account of yourself. In making a blueprint for a job, begin with yourself, for when you know exactly what you have to offer you can intelligently plan where to sell your services.

This account of yourself is actually a sketch of your working life and should include education, experience and references. Such an account is valuable.

(6) Many people who survive traumatic situations eventually find the need to take meaningful actions. They may start organizations, write books, work for awareness.

(7) What accounts for the great outburst of major inventions in early America-break throughs such as the telegraph, the steamboat and the weaving machine?

(8) A pair of American robins nest in one backyard raising two broods of four each. Ten robins where there were two. These pair up and return to equally successful nestlings each year. No matter how much one likes robins, over 90 million birds in one yard at the end of the tenth year would be too much.

(9) Some of the leading figures in science are believed to have used to the fragile factor. One of them is Gregor Mendel, the Bohemian monk whose work is the foundation of modern genetics. The success of Mendel's work was based on finding a three-to-one ratio in the dominant and recessive characteristics of hybrid plants he was breeding. He found that ration. But scientists recently have gone back to his data and have found that the results are literally too good to be true. Like Morton, Mendel gave himself the benefit of the doubt.

So, apparently, did Isaac Newton. Gould says that "Newton put the data together falsely to support at least three central statements that he could not prove".

(10) The octopus's reputation as a human-killer isn't simply an exaggeration-it is a total myth. The octopus can indeed be a deadly hunter, but only of its natural prey. Clams, mussels, crabs, lobsters and an occasional sick or unwary fish have reason to be frightened of this multi-armed predator, but a person is much too large to interest even the biggest octopus.

答案:

- (1) 上、下义关系 substance 为上义词, drugs 为下义词。
- (2) 同义词、近义词关系, report 和 news 是同义, visitors to the US 与 strangers and travelers 是近义词。
- (3) 原词复现: depence。
- (4) 近义关系: speed up 和 activate 是近义, 同样 distorting 和 altering 也是近义关系。
- (5) 原词复现: account 在第一段出现一次, 在第二段第一句又重复出现。
- (6) 概括词: actions, 指代下面说的几种情况。
- (7) 同义词: outburst 与 breakthroughs 同义。
- (8) 上、下义关系: robins 为下义词, birds 为上义词。
- (9) 概括词: did 为概括的用法, 泛指前面讲过的情况。
- (10) 近义词: hunter 与 predator 近义。同指 octopus。

## 第二节 词的指称关系

在上一节中的讨论中, 我们已经知道, 在阅读理解中了解掌握住词汇的重复, 同义近义, 上下义关系, 及概括词与它所替代的成分的衔接关系, 会非常有益于我们对语篇的理解。在一些语篇中, 作者会描述现实世界中许多人, 许多房子, 许多飞机, 作者是怎样使自己想到的某一具体的活动、事物、时间、地点正确无误地告诉读者呢? 他是怎么使读者懂得他的这一意图呢? 这就是我们要在本节当中要解决的词的指称关系问题。

### 1. 指称关系

1. 1 直示 (deixis) 直示就是用某一个词语直接指称某一事物。严格说来, 在成对的直示成分中, 只有一个是真正的不可缺少的直示成分。如:

here (会话进行的地方) / there

today (正在说话的那一天) / yesterday

离开 “here” “today” 便无从推断 “there”、“yesterday” 等词语在语篇情景中的意义。因此我们可以把直示成分当作直接指示语段 (paragraph) 发生时情景的有关时间和空间的语言特征, 因而 now/then, this/that 都是直示成分, 它们的具体意义要结合语段发生时的情景才能弄清。

一般来讲, 名词性的直示成分就其所指的时间和空间概念来说, this 和 these 近一些; that 和 those 远一些。如:

(1) There seems to have been a great deal of sheer carelessness. This is what I can't understand.

(2) A: There seems to have been a great deal of sheer carelessness.

B: Yes, that's what I can't understand.

例(1)中第二句用了 *this* 与上一句照应, 因为第一句和第二句都是同一个人说的, “距离”近一些; 例(2)中的 B 用了 *that* 与 A 的话语照应, 因为这一句与 A 句是两个人讲的, “距离”远一些。

在叙事性 (narrative) 语篇中, 时间、地点和人物对语篇的理解十分重要, 有时这三方面的情况都有具体交待, 即, 事件发生在什么时间, 什么地点, 有谁参与等情况。如:

(3) In 1929, three years after his flight over the North Pole, the American explorer, R. E. Byrd, successfully flew over the South Pole for the first time.

在这个例子中, 有了具体时间 1929 年这个时间指示成分, 我们也就很易理解 R. E. Byrd 飞过北极是什么时间。但是在有的语篇中, 作者没有给出具体时间。这时, 我们要理解语篇中交待的时间, 就要从作者作为叙述者时叙述的时间考虑, 来推断文中的时间所指。如, 萨克雷 (William Thackeray) 的《名利场》(Vanity Fair) 的开场白是这样的:

(4) While the present century was in its teens, and on one sunshiny morning in June, there drove up to the great iron gate of Miss Pinkerson's academy for young ladies, on Chiswick Mall, a large family coach, with two fat horses in blazing harness, driven by a fat coachman in a three-cornered hat and wig, at the rate of four miles an hour.

在这里, 作者把时间当作是限定的。但是由于作者叙述事件的时间和读者阅读语篇并不是在同一时间, 所以作者所说的 “now”、“this week” 并不等于读者阅读语篇时的 “现在”、“这个星期”。在这个例子里, *the present century* 指的是作家写小说的那个世纪——19 世纪。

1. 2 照应 (anaphora) 有关直示成分的内容完全可在句法范围内解决, 但延伸到大于句子的语篇范围内情况就显得复杂了。

#### 1. 2. 1 人称 (代词) 照应

比如在下面这个例子里, 作者用代词来照应下文的所指对象:

(5) It was now lunch time and they were all sitting under the double green fly of the dining tent pretending that nothing had happened.

“Will you have lime juice or lemon squash?” Macomber asked.

“I'll have a gimlet”, Robert Wilson told him.

“I'll have a gimlet too. I need something,” Macomber's wife said.

“I suppose it's the thing to do,” Macomber agreed. “Tell him to make three gimlets.”

The mess boy had started them already, lifting the bottles out of the canvas cooling bags that sweated wet in the wind that blew through the trees that shaded the tents.

这段选文是美国作家海明威 (Ernest Hemingway) 的小说《弗朗西斯·麦康伯短暂的幸福生活》(The Short Happy Life of Francis Macomber) 的开场白。第一个句子已把时间、地点和人物作了交待, 但是作者用的是指称代词 *they* 来指代人物。读者只有读到

“Tell him to make three gimlets”时才知道 they 的照应对象 (Macomber, Wilson, Macomber's wife)。Macomber 讲 “Tell him to……” 时, 读者也不知道 him 指的是谁, 因为它的照应对象也不是在上文, 而是在下文, 即 “the mess boy”。因此, 在我们阅读语篇时, 若需了解类似的照应关系, 我们一定要在上下文寻找这些词所照应的事物。刚才我们讲的是下 (后) 照应的例子, 即要在下文中才能找到照应物, 下面的例子则是上 (前) 照应关系。

(6) Tom did not go to work yesterday. He was ill. 第二句中的 He 所指的对象 Tom 在上文, 因而是 (前) 上照应。又如下例:

(7) ① One day the sun and the wind had a quarrel.

② The sun said he was stronger than the wind.

③ And the wind said he was stronger than the sun.

在这个例子中, 第②句中的 he 指的是 the sun, 第③句中的 he 指的却是 the wind。句②和句③中的 he 分别与 the sun 和 the wind 构成照应关系。he 是代词, the sun 和 the wind 是它的所指对象。如果找不到或弄不清 he 的所指对象, 那就无法对它作语义上的解释; 要对它作语义解释, 就必须在上下文中寻找和它构成照应关系的词语。

#### 1. 2. 2 比较照应

我们上边讲过了人称照应, 即用代词来表示照应关系。此外, 我们在阅读时也会经常遇到比较照应。比较照应指的是通过形容词和副词的比较等级形式以及其他一些有比较意义的词语如: same, so, as, equal, such, similar (ly), different (ly), other, otherwise, likewise 等表示的照应关系。由于任何比较最少都会涉及两个人或两种事物, 所以每当我们在阅读中看到表示比较的词语时, 一定要在上下文中寻找所进行比较的其他词语。这样, 就形成了比较的照应关系。一般说来, 表示相似、异同、差异、质与量的优劣等词语都具有比较照应作用。

(8) John took twenty hours to reach the peak of the mountain. Bill, on the other hand, climbed more slowly.

在这个例子中, 第二句的 more slowly 是副词的比较级, 它和第一句中的 twenty hours 相照应, 这样在 John 和 Bill 两个人之间就形成一种爬山速度快慢的比较。下面的例子是一般量的比较照应关系:

(9) John gets three hundred dollars a week for his work. Bill receives a similar amount.

如果没有第一句, 我们就无法理解第二句的意义, 即 a similar amount 究竟指的是什么, 究竟有多少, 我们不得而知。要准确理解第二句的意义, 我们只能到前面第一句中找出与这个有比较意义的词语 similar 形成照应的短语。即 three hundred dollars。

比较照应通常是前照应, 后照应的情况较少见, 下面是一个后照应的例子:

(10) The other squirrels hunted up and down the nut bushes; but Nutkin gathered robin's pincushions off a briar bush, and stuck them full of pineneedle pins.

这里的 other 与 Nutkin 相照应, 形成后照应关系。但是这种后照应关系却能帮助我们理解归类的问题。如此例中, 如果没有上句, 我们根本就不知道 Nutkin 指的什么, 是

一个人名,或是其他什么东西。而在与 the other squirrels 形成照应关系后,我们马上会得到一个非常明确的概念,即 Nutkin 是一种 squirrel。

### 1. 2. 3 分句照应

分句照应指的是某些词语的所指对象不是词或短语,而是分句、句子、句组或语篇(关于语篇指称、语篇照应我们在第三章中有详细解释)。可以用作分句照应的词语可分为三类:(1) that, (the) above, the foregoing, which (引导非限定性从句)等。这一类词语只用于前照应;(2) as, (引导定语从句), as follows, the following, below, so, thus 等,这一类词语只用于后照应;(3) here, it, this 这类词语既可以用于前照应,又可以用于后照应。

首先我们看一下第一类中 that 的分句照应。

(11) Mary had a bad cold yesterday. That was why she didn't go to school.

这里 that 是前照应用法,指 Mary had a bad cold。下面是 that 照应一个分句的另一个例子。

(12) Many years ago their wives quarrelled over some trivial matter, now long forgotten. But one word led to another and the quarrel developed into a permanent rupture between them. That's why the two men never visit each other's house.

在这个例子中,我们不能因为在 that 前出现了两个句子。“Many years ago ... forgotten”和“But one word ...between them”,而把它们都当作 that 的照应对象。对此句 that 的照应对象,我们要作一下语义分析:两个男子的妻子因争吵而发展成为两家之间永久的隔阂,才是他们彼此不来往,不到对方家拜访的原因。从意义上看此例中的 that 可能相当于 that the quarrel developed into a permanent rupture between them。所以,上句的 That's why ... house 表示的意义相当于 That the quarrel developed into a permanent rupture between them is why the two men never visit each other's house.

“above”除了可以用来指代单词、短语外,还可以指代分句、句子或语篇。此外,above 与定冠词 the 连用时,它便可充当名词中心词。这时, the above 也可作为分句照应的短语。如:

(13) I want to make some comments on your behaviour;

1) you always make noise;

2) you don't work;

3) you always annoy me.

In the view of the above, I'd like you get out of my sight.

此例中的 the above 照应的就是 1), 2), 3) 三个分句(或叫句组)。

the foregoing 主要用于正式语体的语篇中,而且较为少见,此处也就不再举例。总之,像 that, (the) above 一样,当 (the) foregoing 出现在语篇时,我们要去上文寻找它的照应对象,才能正确而快捷理解语篇。

第二类 as, as follows, the following, below 的后照应关系,由 as follows, the following 组成用于这种照应的例子俯拾即是,这里就不再举例。我们只解释一下 below 和 so。below 除了可用来照应单词、短语外,还可用来照应分句或更大的语言单位。并且它

一般出现在说明、解释性的篇章中，而 so 一般替代分句。

(14) John hasn't found a job yet. He told me so yesterday.

“so” 在上例中替代的就是上面的句子：that he hasn't found a job yet.

能用于前照应和后照应的 here, it 和 this 同样除了能作词和短语的照应外，也可以用作分句照应。如：

(15) Here is the news I heard from China Radio International; The U. S. President Bill Clinton was delivering a lecture in the meeting hall of Peking University. And at noon he attended the book donation ceremony in front of the library.

在这个例子里，here 指的是“The U. S. President ... Peking University”和“And at noon ... the library.”这两个句子，属于后照应用法。在下面的例子里，here 是前照应：

(16) There seems to have been a great deal of sheer carelessness? Here is what I can't understand.

“It”除指代一些表示无生命物体及动物的词语外，它还能指代分句、句子或句组。下面是 it 用于前照应和后照应的例子。

(17) Many people want to repeat their success rather than risk to break a new road. They have found their places in society and want to remain. It is a terrible shame.

在这里，it 照应的是它前面的两个句子：“Many people ... break a new road”和“They have found ... to remain”。

(18) It never should have happened. I, a professional killer (contracter), killed this woman and let her write down my name and left my ID card there.

“It”在这个例子中指的是它后面的句子：“I, ... left my ID card there”；这里的“it”是用于后照应。

“this”也属于既可用于前照应，也可用于后照应，下面举例说明：

(19) I heard France won Football Final Match. If this is so, I shall regret for Brazil.

这个例子中，“this”虽是前照应，但并不是照应前面整个句子，而仅是它的分句“France won the Football Final Match”。

(20) Professor Wang told us the story like this: “long long ago, at the time of king Arthur, there lived a knight. One evening when he was strolling along a river, he saw a beautiful girl in white. Since he could not help himself, he committed wicked crime. And……”。

在这个例子里，“this”是后照应，指的是所有在引号中的内容“long long ago ... And ...”。

总之，当 this, it, here, 作为照应手段时，如果它们所指的对象不在一个句子内，我们就要在上下文中去寻找。它们所替代的对象，若不在一个句子内时，是分句、句子或句组的情况较多，这时我们就要放开眼界，把目光和注意力放在上下文，以便更好地理解它们所表达的含义。



指出下列例子中表现的几种指称关系和照应关系

1. No company likes to be told it is contributing to the moral decline of a nation. "Is this what you intended to accomplish with your careers?" Senator Robert Dole asked Tim Warner executives last week. "You have sold your souls, but must you corrupt our nation and threaten our children as well?"

2. Levin would not comment on the debate last week, but there were signs that the chairman was backing off his hard-line stand, at least to some extent. During the discussion of rock singing verses at last month's stockholders' meeting, Levin asserted that "music is not the cause of a society's ills" and even cited his son, a teacher in the Bronx, New York, who uses rap to communicate with students.

3. Money spent on advertising is money spent as well as any I know of. It serves directly to assist a rapid distribution of goods at reasonable price, thereby establishing a firm home market and so making it possible to provide for export at competitive prices. By drawing attention to new ideas it helps enormously to raise standards of living. By helping to increase demand it ensures an increased need for labour, and is therefore an effective way to fight unemployment. It lowers the costs of many services: without advertisements your daily newspaper would cost four times as much, the price of your television licence would need to be doubled, and travel by bus or tube would cost 20 percent more.

4. One place where children soak up A-characteristics is school, which is, by its very nature, a highly competitive institution. Too many schools adopt the "win at all costs" moral standard and measure their success by sporting achievements. The current passion for making children compete against their classmates or against the clock produces a two-layer system, in which competitive A-types seem in some way better than their B-type fellows.

5. They give their owners automatic credits in stores, restaurants, and hotels, at home, across the country, and even abroad, and they make many banking services available as well. More and more of these credit cards can be read automatically, making it possible to withdraw or deposit money in scattered locations, whether or not the local branch bank is open. For many of us the "cashless society" is not on the horizon - it is already here.

6. However, misplaced politeness can also be dangerous. Typical examples are the driver who brakes violently to allow a car to emerge from a side street at some hazard to following traffic, when a few seconds later the road would be clear anyway; or the man who waves a child cross a zebra crossing into the path of oncoming vehicles that may be unable to stop in time. The same goes for encouraging old ladies to cross the road wherever and whenever they care to.

7. One night, while walking to my car, I had a slight stroke and staggered to the