

GRE 2200 高分系列丛书

GRE

语文 600 分

目标强化训练



张亚雷 于丽 编

天津科技翻译出版公司

GRE2200 高分系列丛书

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GRE 语文简介及应试方法

试题安排情况

试题组	测 试 内 容	时 间
第 1 组	语言能力 • 完成句子 7 道题 (第 1—7 题) • 类 比 9 道题 (第 8—16 题) • 阅读理解 11 道题 (第 17—27 题) • 反 义 词 11 道题 (第 28—38 题)	30 分钟
第 2 组	同第 1 组	30 分钟
第 3 组	定量能力 • 定量比较 15 道题 (第 1—15 题) • 单 题 10 道题 (第 16—20 题) • 数据解释 5 道题 (第 21—25 题)	30 分钟
第 4 组	同第 3 组	30 分钟
第 5 组	分析能力 • 分析推理 19 道题 • 逻辑推理 6 道题	30 分钟
第 6 组	同第 5 组	30 分钟

GRE 考试的出题形式为多项选择题, 试卷与答案纸分开, 考生答题时一定要用铅笔将答案纸上的相应字母的椭圆圈涂黑涂满, 以便计算机阅卷。

一、语言能力部分

GRE 的语言能力部分包括完成句子, 阅读理解, 类比及反义词四种类型。其中, 反义词一项最容易回答, 是拿分题, 一般只允许出现 1—2 个错误。类比题较难, 因为除了存在一些生僻的单词外, 两个类比词之间的准确关系不好掌握, 这一项能答对 13 道题即可。反义词与类比题均属于词汇类试题, 这种试题的特点是一看题就知道会不会作, 不要在难题上浪费时间, 不会作的则根据一定的技巧很快猜一个答案。完成反义词题目之后, 马上作类比题, 两项试题所花费的时间最好控制在 13 分钟以内, 这就为后面的完成句子和阅读理解题的解答留出了较宽松的时间。

对于完成句子与阅读理解题何者先作, 何者后作, 说法不一。应根据个人的不同情况区别对待。笔者认为通常应先作阅读理解。因为, 阅读理解部分试题较多, 有 22 道题, 而完成句子为 14 道题, 由于每种类型考题的安排均有难有易, 且难易有一定的比例, 所以阅读部分的容易题较之完成句子的容易题会多一些。按照从易到难的顺序, 阅读理解部分能答对 16 道题, 完成句子答对 8 道题就不错了, 下面几节分别介绍完成句子、类比、阅读理解及反义词这四种题型的主要内容及应试技巧。

(一) 完成句子

GRE 语言部分共有 14 道完成句子的试题, 每组 7 道, 题号从 1 到 7。

完成句子的出题形式一般是给出一段话, 其中某个词或某几个词被省略, 被省略的词混在选择答案中, 根据考生对整段话的理解, 从选择答案中找出被省略的词, 然后在答案纸上涂出答案。

完成句子用来测试考生的阅读理解能力。这类似于读书的情况，读书时，我们通常不必看到页上的数字，有些字看过后并不需要读出而被“自动”收入大脑。完成句子的道理也类似于听广播，有时有些关键字没听到，但仍能听懂这些话的意思。

完成句子题的主要特点有以下几点：

1. 完成句子的内容涉及范围较广，包括：体育、历史、戏剧、医药、政治等方面。但考生无需掌握特殊的知识，仅根据句中给你的信息便可以判断出被省略的词。

2. 完成句子题是按由易到难的顺序安排的，每组完成句子的开始几道题最易得分，其余的难度逐渐加大。

3. 选择上的错误通常是由于组成的句子不符合语言习惯或不能支持原句所具有的逻辑推理。

因此，在回答这部分题时，首先应通读整个句子，真正了解其含意，根据对句子的理解预选一个或几个词组成整个句子，然后从选择答案中找出意思与你所预选的相近的词，填入句子中检验是否与你的理解相符。如果考生没有看懂整个句子，那就考虑每一个选择答案如若填入，整个句子是否有正确的逻辑性并符合语言习惯，直到找出最合适的词为止。

上述方法在完成句子解题中对付较容易的题是行之有效的，但对于难题往往会颇费周折。当你遇到一个逻辑结构十分复杂的句子时，可以使用 thought-extenders (这种结构要求后一个思想解释或发展上一个思想) 和 thought-reversers (这种结构要求后一个思想与上一个思想形成对比) 这两种方式。此外，还要记住难题一定有较难的答案，不要害怕选择一个较难的词作为难题的答案，如果题目确实很难，你不得不猜答案时，可以毫不犹豫地选择最难的词作为答案。

(二) 类比

GRE 试卷中有 18 个类比题，每组 9 题，从第 8 题到第 16 题。

一般来讲，类比是关于两组不同但十分相似的事件、形势或环境之间的比较。GRE 采用的是语言的类比，即关于一对词与另一对词之间的比较。GRE 的类比不仅仅是根据字典的定义，而是根据两词之间的内在联系。

1. GRE 的类比题具有如下特点：

第一，类比题是按由易到难的顺序安排的。

在一组 9 道类比题中，头 2 或 3 道是非常容易的，应试者有 3/4 以上的人可以答对，接下来的 3 或 4 道题属于中等难度，只有约一半的应试者能答对。其余的题是很难的，只有大约 1/3 能答对。有些类比题之所以很难回答主要是所使用的词汇水平较高或测试的关系类型复杂、抽象。

第二，所有 GRE 的类比词多是名词和形容词，偶尔是动词，所以选择答案的词必须与大写字母的词的词类一致。由于有些词的词类不容易判定，所以考试时必须准确地分辨词类。

2. 完成类比题的基本方法：

完成类比题关键是辨认两个词之间的关系并且找到另一对尽可能与这对词保持密切的平行关系。

在分析 GRE 类比题时，首先应能描述大写词之间的关系，最好的方法是找出一句话准确地表示出大写词之间的关系性质，我们称这句话为诊断句。作出诊断句之后，测试每一个选择答案，找出最合适于诊断句的一对词。

使用诊断句的方法是行之有效的，它可以毫不困难地解决最初几道题。但是，随着题目难度的增加，制定诊断句就会逐渐困难，为了解决这个问题，还需要熟记类比题的常见的形式。

最常见的类比形式有：

第一，…是…的定义特征。这是 GRE 中最常使用的类比形式。

第二，缺乏…是…的特征。这是第一的变形，也是 GRE 试题中最常见的。

第三，…是…的一种方式。第 1 个词是第 2 个词的一种具体形式。

第四，…是…的一部分。

第五，…是…所处的位置。其中第 2 个词表示能在何处发现第 1 个词所表示的人或事。

第六，程度关系。

第七，工具。一些类比是根据人与工具之间存在的联系进行比较的，这种联系可以是人使用或借助于工

具, 以及使用工具所取得的结果。

第八, ...是...的标志。

第九, 先后顺序。在这种形式的关系中, 一个事件跟在另一个事件之后, 不是作为逻辑结果就是表示顺序或作为原因产生的结果。

第十, ...的假象。

当考生对一个或几个词的意思把握不准时, 不要灰心, 更不要放弃, 可以通过消除非答案并进行猜测进行答题, GRE 考试计时不倒扣分。

(三) 阅读理解

GRE 试卷中包括两组共 22 个阅读理解的题, 每组从第 17 题到第 27 题。每组各有长短两篇文章, 短文章约有 200 个字, 有 3 到 4 个问题。长文章约 550 个字, 有 7 到 8 个问题。

回答 GRE 阅读理解的问题是比较困难的, 这是因为:

第一, GRE 的阅读文章题材广泛。

它包括社会科学知识, 例如: 历史、社会学、考古学、经济学等, 还包括自然科学知识, 例如: 物理、化学、天文、地理、生物科学比如医药、昆虫、动物等, 此外, 还有人文科学, 例如: 艺术、文学、评论、哲学、音乐等。

很明显, 陌生题材的文章比熟悉题材的文章回答起来更困难。当然, 你没有必要也不可能对所有题材的文章都熟悉。阅读理解的问题都是针对文章叙述的情况提问, 不会超出文章所涉及的内容, 只要你能深刻地理解文章的内容及中心思想, 就能够找出正确的答案。

第二, 在阅读 GRE 考试文章时, 考生很困难一开始就对文章有大概的了解。这与我们平时看文章有所不同, 因为平时我们读文章看完标题后就会对文章的内容有所了解, 使我们能较快地阅读, 并能较全面、深刻地把握中心思想, 而阅读 GRE 的文章则不会如此容易。

第三, GRE 的测试文章都是经过编辑整理, 高度抽象概括的文章, 因而比较难读难懂。

关于阅读理解部分, 重要的是了解主要的提问形式, 一般有下列几种形式:

第一, 有关中心思想的问题。

这种问题的提问方式有:

Which of the following is the main point of the passage?

The primary purpose of the passage is to.....?

The author is primarily concerned with.....?

Which of the following titles best describes the contents of the passage?

第二, 有关具体问题。

这类问题是针对文章的某些细节进行提问的, 它是针对整个问题发展过程中所涉及的某个或某些点提出的问题, 这种问题通常按下列方式提问:

The author mentions which of the following?

According to the author.....?

The author provides information that would answer which of the following questions?

第三, 有关逻辑结构的问题。

这种形式的问题是跟给出的文章的逻辑结构有关, 其提问形式如下:

The author develops the passage primarily by.....?

The author proceeds primarily by.....

还有一些问题是对某个细节所起的作用提问, 提问形式为:

The author mentions.....in order to.....

Which of the following best explains why the author introduces.....?

第四, 有关暗示的问题。

这种形式的问题是提问考生文章是如何进行逻辑推理的，这种问题通常以下列形式提问：

The passage implies that……

The author use the phrase " " to mean……

It can be inferred from the passage that……

Which of the following can be inferred from the passage?

第五，有关发挥的问题。

这种问题类似第四所述的问题，但它同时还要求进一步将所了解的东西应用到一个新的形式中，其提问形式如下：

With which of the following statement would the author most likely agree?

The author would probably consider which of the following a good example of one's theory?

The passage is most probably taken from which of the following source?

第六，有关语气问题。

这类问题让考生指出文章的语气、编者论述的角度及态度。其提问方式如下：

The tone of the passage can best be described as ……

The auther regards … as …

Which of the following best describes the auther's attitude toward……?

总的来讲，GRE 的阅读理解是测试考生对中心思想的把握，对有关细节的理解及对整个文章的正确评价。

对中心思想的正确把握是考生阅读应具备的最基本的能力，有关中心思想以及整个文章的发展问题便是测试考生这一能力的水平。

掌握细节是进一步了解文章所必需的，有关细节及细节的逻辑性的文章便测试考生能否仔细地阅读文章。

正确地评价文章，证明考生对文章的理解能力较强。阅读理解所提出的暗示、发挥以及语气问题便是要求考生不仅要读懂文章而且能够对阅读的内容进行分析判断和评价，这也是阅读理解中难度较高最不容易回答的问题。

值得注意的是，阅读理解的各道题虽然难度各异，但并非按由易到难的顺序安排。

回答 GRE 阅读理解问题时可按下列步骤进行：

第一，如果文章是由几个段落组成的，那么每个段落的开始时的第 1 句或几句话应特别注意，因为这通常是该段的中心思想。

第二，阅读文章时要有意识地问自己：作者如此这样想要说明什么问题？

第三，当感到文章中某个部分很难看懂时，可将这部分暂时括起来，想想编者介绍它的用意。即使不能准确地了解这部分的意思，也可以根据前后连贯的意思给予大致的回答。

(四) 反义词

GRE 试题中包括 22 个反义词，每组有 11 个反义词，从第 28 题到第 38 题。反义词的题是由一个大写词加上选择答案组成的。考生要选择与大写词意义相反的词或短语。

反义词的题基本目的是测试考生词汇掌握能力。如果考生不仅熟悉大写字的意思，而且知道选择答案中词的意思，那么反义词的解题便迎刃而解。如果不太熟悉甚至是从未见这些词，那么可以很快地猜答，不必在此浪费时间。

反义词的题也是由易到难安排的，难度主要取决于词汇的水平。头 3 道或 4 道题考生基本上能答对，接下来的 3、4 道题大约有一半的人能答对，最后几个词汇很难，答对的比率很低。

反义词的题之所以难答除词汇较难外，还有几方面的原因：

第一，相反的关系是根据意思的具体情况来确定，所以，选择答案时，一定要选择意义最相反的词或短语。

第二，GRE 反义词使用名词，动词或形容词，选择的答案词类一定要与大写词的词类相同，有些选择答案或大写词的词类模糊，更要仔细辨认。

当考生遇到不熟悉或根本不认识的词时，可以采取下列方法解决：

第一，使用构词法对这些词进行分析；

第二，如果你发现一个以前见过的词，但一时又不得其确切意思，试将它放回到过去出现过的文章的上下文中，回忆其确切含义。

出题者经常会选择一个考生熟悉的词但具有不常用的意思，对这类词要多加小心。

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PRACTICE ONE

Time—30 minutes

38 Questions

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. Physicists rejected the innovative experimental technique because, although it _____ some problems, it also produced new _____.
A. clarified—data
B. eased—interpretations
C. resolved—complications
D. caused—hypotheses
E. revealed—inconsistencies
 2. During a period of protracted illness, the sick can become infirm, _____ both the strength to work and many of the specific skills they once possessed.
A. regaining
B. denying
C. pursuing
D. insuring
E. losing
 3. In parts of the Arctic, the land grades into the landfast ice so _____ that you can walk off the coast and not know you are over the hidden sea.
A. permanently
B. imperceptibly
C. irregularly
D. precariously
E. slightly
- 〔注〕
imperceptible *a.* 微妙的, 细微的
precarious *a.* 不稳定的, 危险的
4. Kagan maintains that an infant's reactions to its first stressful experiences are part of a natural process of development, not harbingers of childhood unhappiness or _____ signs of adolescent anxiety.
A. prophetic
B. normal
C. monotonous
D. virtual
E. typical
- 〔注〕
harbinger *n.* 先驱, 预兆, 先行官
5. In the machinelike world of classical physics, the human intellect appears _____, since the mechanical nature of classical physics does not _____ creative reasoning, the very ability that had made the formulation of classical principles possible.
A. anomalous—allow for
B. abstract—speak to
C. anachronistic—deny
D. enduring—value
E. contradictory—exclude
- 〔注〕
anomalous *a.* 异常的, 破格的, 不规则的
anachronistic *a.* 时代错误的

6. During the 1960's assessments of the family shifted remarkably, from general endorsement of it as a worthwhile, stable institution to widespread _____ it as an oppressive and bankrupt one whose _____ was both imminent and welcome.

- A. flight from—restitution
- B. fascination with—corruption
- C. rejection of—vogue
- D. censure of—dissolution
- E. relinquishment of—ascent

〔注〕

restitution *n.* 归还, 赔偿

relinquishment *n.* 放弃, 停止, 撤回

7. To have true disciples, a thinker must not be too _____; any effective intellectual leader depends on the ability of other people to _____ thought processes that did not originate with them.

- A. popular—dismiss
- B. methodical—interpret
- C. idiosyncratic—reenact
- D. self-confident—revitalize
- E. pragmatic—discourage

〔注〕

idiosyncratic *a.* 特性的, 癖性的

Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

8. ADULT : CHILD ::

- A. horse : mare
- B. cat : kitten
- C. swine : sow
- D. human : animal

E. cow : herd

9. FIRE : INFERNO ::

- A. speech : shout
- B. wind : temperature
- C. storm : hurricane
- D. whale : minnow
- E. plant : flower

〔注〕

INFERNO *n.* 地狱, 恐怖景象

minnow *n.* 鲤科小鱼

10. BODYGUARD : PERSON ::

- A. police officer : traffic
- B. teacher : pupil
- C. mayor : city
- D. soldier : country
- E. secretary : office

11. PITCH : SOUND ::

- A. color : light
- B. mass : weight
- C. force : pressure
- D. energy : heat
- E. velocity : time

12. DISCOMFITED : BLUSH ::

- A. nonplussed : weep
- B. contemptuous : sneer
- C. affronted : blink
- D. sullen : groan
- E. aggrieved : gloat

〔注〕

DISCOMFIT *v.* 打败, 击溃, 挫败

BLUSH *v.* 羞愧, 脸红

13. GUSH : EFFUSIVE ::

- A. exult : honest
- B. deliberate : secretive
- C. giggle : innocent

- D. rage : irate
- E. whisper : confidential

〔注〕

GUSH *v.* 涌出, 喷出

14. PERORATION : SPEECH ::

- A. tempo : movement
- B. figure : portrait
- C. light : shadow
- D. verse : stanza
- E. coda : sonata

〔注〕

stanza *n.* 诗, 演出期, 局, 盘

sonata *n.* 奏鸣曲

15. EMBARRASS : MORTIFY ::

- A. adumbrate : insinuate
- B. indulge : mollycoddle
- C. aggrandize : venerate
- D. relent : deflate
- E. upstage : demoralize

〔注〕

adumbrate *v.* 勾画, 暗示, 预示

mollycoddle *n.* 懦夫, 溺爱

16. DISTILL : PURITY ::

- A. leaven : volume
- B. pulverize : fragility
- C. absorb : brilliance
- D. homogenize : fluidity
- E. conduct : charge

Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

The belief that art originates in intuitive

rather than rational faculties was worked out historically and philosophically in the somewhat wearisome volumes of Benedetto Croce, who is usually considered the originator of a new aesthetic. Croce was, in fact, expressing a very old idea. Long before the Romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to art, but philosophers had always assumed it must be controlled by law and by the intellectual power of putting things into harmonious order. This general philosophic concept of art was supported by technical necessities. It was necessary to master certain laws and to use intellect in order to build Gothic cathedrals, or set up the stained glass windows of Chartres. When this bracing element of craftsmanship ceased to dominate artists' outlook, new technical elements had to be adopted to maintain the intellectual element in art. Such were linear perspective and anatomy.

〔注〕

aesthetic *a.* 美学的, 审美的, 艺术的

cathedral *n.* 大教堂

17. The passage suggests that which of the following would most likely have occurred if linear perspective and anatomy had not come to influence artistic endeavor?

- A. The craftsmanship that shaped Gothic architecture would have continued to dominate artists' outlooks.
- B. Some other technical elements would have been adopted to discipline artistic inspiration.
- C. Intellectual control over artistic inspiration would not have influenced painting as it did architecture.
- D. The role of intuitive inspiration would not have remained fundamental to

theories of artistic creation.

- E. The assumptions of aesthetic philosophers before Croce would have been invalidated.
18. The passage supplies information for answering which of the following questions?
- A. Does Romantic art exhibit the triumph of intuition over intellect?
 - B. Did an emphasis on linear perspective and anatomy dominate Romantic art?
 - C. Are the intellectual and intuitive faculties harmoniously balanced in post-Romantic art?
 - D. Are the effects of the rational control of artistic inspiration evident in the great works of pre-Romantic eras?
 - E. Was the artistic craftsmanship displayed in Gothic cathedrals also an element in paintings of this period?
19. The passage implies that which of the following was a traditional assumption of aesthetic philosophers?
- A. Intellectual elements in art exert a necessary control over artistic inspiration.
 - B. Architecture has never again reached the artistic greatness of the Gothic cathedrals.
 - C. Aesthetic philosophy is determined by the technical necessities of art.
 - D. Artistic craftsmanship is more important in architectural art than in pictorial art.
 - E. Paintings lacked the intellectual element before the invention of linear perspective and anatomy.

The author mentions "linear perspective and anatomy" in the last sentence in order to do which of the following?

- A. Expand his argument to include painting as well as architecture
- B. Indicate his disagreement with Croce's theory of the origins of art
- C. Support his point that rational order of some kind has often seemed to discipline artistic inspiration
- D. Explain the rational elements in Gothic painting that corresponded to craftsmanship in Gothic architecture
- E. Show the increasing sophistication of artists after the Gothic period

The evolution of sex ratios has produced, in most plants and animals with separate sexes, approximately equal numbers of males and females. Why should this be so? Two main kinds of answers have been offered. One is couched in terms of advantage to population. It is argued that the sex ratio will evolve so as to maximize the numbers of meetings between individuals of the opposite sex. This is essentially a "group selection" argument. The other, and in my view correct, type of answer was first put forward by Fisher in 1930. This "genetic" argument starts from the assumption that genes can influence the relative numbers of male and female offspring produced by an individual carrying the genes. That sex ratio will be favored which maximizes the number of descendants an individual will have and hence the number of gene copies transmitted. Suppose that the population consisted mostly of females; then an individual who produced sons only would have more grandchildren. In contrast, if the population consisted mostly of males, it would

pay to have daughters. If, however, the population consisted of equal numbers of males and females, sons and daughters would be equally valuable. Thus a one-to-one sex ratio is the only stable ratio; it is an "evolutionarily stable strategy." Although Fisher wrote before the mathematical theory of games had been developed, his theory incorporates the essential feature of a game—that the best strategy to adopt depends on what others are doing.

Since Fisher's time, it has been realized that genes can sometimes influence the chromosome or gamete in which they find themselves so that the gamete will be more likely to participate in fertilization. If such a gene occurs on a sex-determining (X or Y) chromosome, then highly aberrant sex ratios can occur. But more immediately relevant to game theory are the sex ratios in certain parasitic wasp species that have a large excess of females. In these species, fertilized eggs develop into females and unfertilized eggs into males. A female stores sperm and can determine the sex of each egg she lays by fertilizing it or leaving it unfertilized. By Fisher's argument, it should still pay a female to produce equal numbers of sons and daughters. Hamilton, noting that the eggs develop within their host—the larva of another insect—and that the newly emerged adult wasps mate immediately and disperse, offered a remarkably cogent analysis. Since only one female usually lays eggs in a given larva, it would pay her to produce one male only, because this one male could fertilize all his sisters on emergence. Like Fisher, Hamilton looked for an evolutionarily stable strategy, but he went a step further in recognizing that he was looking for a strategy.

21. The author suggests that the work of Fisher and Hamilton was similar in that both scientists
 - A. conducted their research at approximately the same time
 - B. sought to manipulate the sex ratios of some of the animals they studied
 - C. sought an explanation of why certain sex ratios exist and remain stable
 - D. studied game theory, thereby providing important groundwork for the later development of strategy theory
 - E. studied reproduction in the same animal species

22. It can be inferred from the passage that the author considers Fisher's work to be
 - A. fallacious and unprofessional
 - B. definitive and thorough
 - C. inaccurate but popular, compared with Hamilton's work
 - D. admirable, but not as up-to-date as Hamilton's work
 - E. accurate, but trivial compared with Hamilton's work

23. The passage contains information that would answer which of the following questions about wasps?
 - I. How many eggs does the female wasp usually lay in a single host larva?
 - II. Can some species of wasp determine sex ratios among their offspring?
 - III. What is the approximate sex ratio among the offspring of parasitic wasps?
 - A. I only
 - B. II only
 - C. III only