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2000年考研

英语

阅读理解
专项复习指南

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2000 年考研英语
阅读理解专项复习指南

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一点体会和两点建议

<div align="right">——代前言</div>

　　多年来我们一直从事考研英语复习用书的编写、高校考研英语辅导班的教学以及考研英语试卷的阅卷工作；经历了考研英语试卷的整个变化和发展过程，在考研辅导中感受到同学们复习的诸多艰辛和困惑，而在阅卷工作中则常常为同学们的失误而深深惋惜！多年编写、辅导和阅卷工作给我们一点深刻的体会，就是研究生英语入学考试与大学里英语的课程考试有很大的不同。遗憾的是同学们在着手准备考研英语复习时却往往不了解这一点，以至于花了大量的时间和精力，却常常要面对失败的痛苦。其实，考研英语最大的特点在于它是对同学们大学里所学英语知识的综合检阅，尤其是对语言运用能力的检阅。

　　根据这一点体会，作为教师，我们有两点建议，希望同学们在复习前能认真思考一下，以便制定自己的最佳复习战略。

　　第一，在复习前一定要有一个清晰的复习思路——复习的重点不是重新学习。同学们从中学到大学已花了大量的时间学习英语的基本知识，复习就应侧重对所学知识的融会与综合，并在此基础上提高语言运用能力，只有这样，才能针对考研英语试题的检测要求，顺利通过考试。如果复习时仍停留在记忆一条条的语法规则，记忆一个个的单词，则复习的结果必然只是再次记住了一些语言知识，而没有语言运用能力的提高，但恰恰语言运用能力才是考查的重点。这正是许多考生复习花费了大量时间和精力，而成绩却过不了关的原因所在。相信同学们都有一个感受，就是语法规则过一段时间后很容易忘记。之所以如此，原因就在于同学们过分热心于记忆语法规则，却忽视了其在语言中的实际运用。实际上凡是参加过研究生入学英语考试的同学都知道，在考场上你不可能拿到一道题目后再去想一条条的语法规则，然后从中选一条合适的规则来解题。即使能这么做也不可能取得好成绩，因为纯粹考查语法规则的题已极为罕见。当然事实上也没有必要这么做，只要同学们在复习时注重语言知识综合运用能力的提高，解题时就能水到渠成。这也是英语水平高低的关键因素。

　　第二，在复习时要有一个明确的复习重点——阅读理解能力的训练。阅读理解能力对研究生入学英语考试的重要性，我们在以前各版的复习用书中都强调指出了，但遗憾的是许多同学并没有真正地认识到。只是到了考场上看过题目后才真正体会到阅读理解能力的重要性：从语法词汇题型来看，试题给考生最突出的印象就是题目本身的意思就难以读懂，空背一大堆语法规则而无用武之地；完形填空题型如果阅读理解能力不高，则最大的感受必然是如读天书，无所适从，选这个答案似乎行，选那个答案好像也可以；阅读理解题型就更不用说了，读完之后难知所云，选择时更不易取舍；英译汉题型的解答是建立在对原文正确理解的基础上，用汉语准确地表达出来，原文都没有读懂，

<div align="right">I</div>

翻译就难以找准感觉；写作题型最大的感受就是难以下笔，写不出东西来，语法知识与语言的运用是有差别的。这与同学们能写出汉语文章却未必能背出多少中文语法规则是一个道理。只可惜到了考场才认识到这一点为时已晚！因此我们希望同学们能切实抓住阅读理解能力这个考研英语复习的核心环节，使复习所得真正是考试所需。

最后祝愿同学们顺利通过研究生入学英语考试这一难关！

只可惜到了考场

才认识到这一点，

为时已晚！

应试教育必然导致大量的教员和学生挖空心思地寻找应试途径；而学习一门语言关键在于为了应用而学习，而非学习应试途径。

所以学习本书要抱着正确的心态和目的去学

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目　录

第一章　英文句子的阅读理解

第一节　英文短句的理解

英语的篇章是由一个个句子构成。对句子的正确理解是正确理解篇章的基础。只有准确地理解各个句子，我们才能从文章中准确地获取信息，正确地回答各阅读理解题。

我们知道，句子是由一个个单词按照一定的规则组成的。要成功地进行阅读理解，掌握一定的词汇量是必不可少的。可阅读材料中，总有些词汇对我们来说是陌生的，这在一定程度给我们的阅读理解造成障碍，影响我们对内容的理解和阅读速度。有时，有些单词对我们来说很熟悉，可在一定的语言环境中，我们却不好理解。鉴于此，我们在这一节专门来讨论在阅读过程中如何面对生单词。

一、对句中生单词的理解

（一）利用构词法知识来判定词义

英语单词，特别是多音节单词，往往由众多词素构成的。有的词素为词根，有的词素为词缀。词根是一个单词中最基本的、不变的部分，它承载着单词的最基本的含义。我们以下列一组语义相关的单词为例：

heart, hearten, hearty, dishearten, heartless, hearty

这些单词中，每一个都包含着词素 heart，这是各词中不变的、最基本的部分，即为词根。词缀可分为前缀和后缀，它们分别位于词根的前面和后面，起着改变词性和词义的功能。它们本身不具备完整的词义，如：

enrich, belittle, childish, handful 中划线部分均为词缀。

遇到一个生词时，我们没有必要慌张，我们可以借助于平时的知识积累，对生单词进行分析，同时还要联系上下文，这样可以获取单词的词义。

例 1

Many people in industry and the Services, who have practical experience of noise, regard any investigation of this question as a waste of time; they are not prepared even to admit the possibility that noise affects people. On the other hand, those who dislike noise will sometimes use most inadequate evidence to support their pleas for a quieter society. This is a pity, because noise abatement really is a good cause, and it is likely to be discredited if it gets to be associated with bad science. One allegation often made is that noise produces mental illness. A recent article in a weekly newspaper, for instance, was headed with a striking illustration of a lady in a state of considerable distress with the caption "She was yet another vic-

tim, reduced to a screaming wreck". On turning eagerly to the text, one learns that the lady was a typist who found the sound of office typewriters worried her more and more until eventually she had to go into a mental hospital. Now the snag in this sort of anecdote is of course that one cannot distinguish cause and effect. Was the noise a cause of the illness, or were the complaints about noise merely a symptom? Another patient might equally well complain that her neighbors were combining to slander her and persecute her, and yet one might be cautious about believing this statement.

What is needed in the case of noise is a study of large numbers of people living under noisy conditions, to discover whether they are mentally ill more often than other people are. The United States Navy, for instance, recently examined a very large number of men working on aircraft carriers: the study was known as Project Anehin. It can be unpleasant to live even several miles from an aerodrome; if you think what it must be like to share the deck of a ship with several squadrons of jet aircraft, you will realize that a modern navy is a good place to study noise. But neither psychiatric interviews nor objective tests were able to show any effects upon these American sailors. This result merely confirms earlier American and British studies: if there is any effect of noise upon mental health, it must be so small that present methods of psychiatric diagnosis cannot find it. That does not prove that it does not exist; but it does mean that noise is loss dangerous than, say, being brought up in an orphanage——which really is a mental health hazard.

1. "abatement" means _____.
   A. monitoring   B. producing   C. decreasing   D. increasing
2. "discredit" means _____.
   A. regard   B. doubt   C. praise   D. trust
3. "allegation" means _____.
   A. assertion   B. promise   C. pronouncement   D. discovery
4. "typist" means _____.
   A. a person whose main job is to type something
   B. a person who is very typical
   C. a person who cannot bear loud noise
   D. a person who studies the effect of the noise on people
5. "Psychiatric" means _____.
   A. of mental disease   B. serious   C. careful   D. dangerous
6. "orphanage" means _____.
   A. aircraft carrier
   B. aerodrome
   C. a place where the orphans brought up
   D. noise surroundings

2

本篇文章讲述的是噪音对人的影响，文章中有些生单词，乍一看，它们对我们的阅读理解形成障碍，可仔细分析，它们的含义是很容易获得的。下面我们分别来分析这六道题。

1．答案为 C。我们知道动词"abate"的意思为"减少、减轻、减弱"。本词只是在动词词根之后加了一名词词缀 ment 而已。

2．答案为 B。单词 credit 有"信用、相信"之义，比如"credit card"（信用卡），前缀 dis 为一否定前缀，故我们可推断出含义为"怀疑"。

3．答案为 A。我们知道，动词 allege 为"断言"之义，文中的单词在动词的基础上加上名词词缀 tion，后缀一般只改变词性而不改变词义，故答案应为 A。

4．答案为 A。本词为动词 type 的名词形式，我们再联系下文中的"typewriter"，可容易地断定出该词词义。

5．答案为 A。词缀 psych 含义为"心理的"，由此我们可以推断出正确答案。

6．正确答案为 C。单词 orphanage 中含有词根 orphan（孤儿），由此我们可推测出正确答案为 C。

下面我们就讨论一下英语中常见的词缀及词根。我们先来看一下词缀。如前所说英语的词缀可分为前缀和后缀，前缀可改变词义，后缀可改变词性，这儿我们来谈谈前缀：

1．表示否定含义的前缀 un-, non-, dis-, in-, @

这几个词缀均可使新单词成为原词根的反义词，以下便是这样的例子：non-confident, non-violent; untie, unfaithful; discharge, disappear; inaudible, impossible, asymmetry, atypical

2．表示蔑视的前缀 mis-, mal-, pseud (o)

mis-含有"坏的，错误的"之义，mal（male）含有"坏的"之义，pseudo-含有"假的，不真实的"之义。如：misfortune（bad luck），mishap（an unfortunate accident）maltreat（treat roughly），malabsorption（poor absorption），pseudo-science（pretended science），pseudonym（a fictitious name）。

3．表示态度的前缀 co-, counter-, anti-, pro-

co-有"联合，一起地"之义。counter-的含义为"反对"；anti-亦表示"反对"，pro-的含义是"为了……，支持……"如：cooperate（work or act together），coexist, counterattack, anti-war, anti-clockwise, proslavery, pro-abortionist.

4．表示时间和次序的前缀 fore-, pre-, post-, ex-, re-

fore-表示"在……之前"，如：foretell, foresee, foreword

pre-也有"在……之前"这个含义，如：preclude, predetermine, precursor

post-表示"在……之后"，如：postgraduate; postscript; postmortem; posterior, posterity

ex-表示"原先的"，如：ex-wife, ex-husband, ex-soldier

re-表示"再"，如：recover, rebuild

5．表示数量的前缀，它们包括 hemi-, uni-（mono-），bi-（di-），tri-, multi-

（poly-）.

uni-和 mono-含有"一"的含义，如：unicycle, monorail

hemi-（或 semi-）是"一半"的意思，如：hemisphere, semifinal

bi-与 di-的含义是"两个"，如：bicycle, dialogue

tri-为"三个"之意，如：tricycle

multi 和 poly 均有"多"的含义，如：multilingual 和 polygamy

6. 表示方位的前缀 super-, sub-, inter-, trans-

super- 表示"在……之上"，如：superstructure, superman

sub- 表示"在……之下"，如：submarine, substandard

inter- 表示"在……之间"，如：intervene, international

trans- 意为"跨越……"，如：transition, translate

7. 表示女（雌）性的后缀 -enne, -ess, -ette, -ine, -ress 如：tragidienne, countess, hostess, heroine, conductress, tigress

上面谈了一些常见的前缀和后缀，下面再谈一下常见的词根：

-am-意为："喜爱"，如：amorous, amiable

-annu-（enni-）意为："年"，如：annuals, semiannualy（happening every half year）

-anim-意为："生命，思想，灵魂"，如：unanimous, animosity（the condition of having a high spirit）

-arch（i）意为："主要的"，如：archbishop, monarch

-audit-意为："听"，如：audience, audiology（the science of hearing）

-aut（o）意为："自己"，如：automobile, automatic

-bio- 意为："生命"，如：biologist, biochemist

-bene-意为："好"，如：benefit, benevolent

-cur- 意为："跑"，如：recur, concur（run together）

-cre-（cret）意为："生长"，如：increase, decrease

-dict-意为："说"，如：predict

-doct-意为："教"，如：docile（teachable）

-gam-意为："结婚"，如：bigamy（重婚），polygamy 多婚

-geo-意为："地理"，如：geopolitics, geography

-loqu-（locat）意为："说"，如：colloquium, elocution

-mit- miss- 意为："送"，如：omit, missile, admission

-port- 意为："拿"，如：export, import

-scrib-意为："写"，如：subscribe, transcribe

-tract-意为："拉"，如：extract, distract

除上面所列词缀、词根外，还有很多，它们或是出现频率低，或是读者较为熟悉，这里便不作赘述了。

— nomy 名. ef. autonomy 自治权；自治 adj. autonomous 自治的；独立的

强 化 练 习

passage 1

Not only the public but other fliers as well were astonished when Louise Thaden and her copilot Blanche Noyes won the coveted Bendix Trophy in 1936——not because the winners were women, but because they had captured the trophy and 7, 000 in prizes in a small stock biplane rather than a souped-up racer or a large twin-engined machine made for such long transcontinental hauls.

The plane Louise Thaden flew to victory was no ordinary aircraft, however, but a sleek triumph of aeronautical design produced by airplane maker Walter Beech, the Beechcraft Model 17. It was called the Staggerwing because its lower wing was set forward of the upper wing, unlike most other biplanes, which had the lower wing set to the rear of the upper. This unusual arrangement gave the pilot excellent upward visibility and lent the craft a memorable, forward-thrusting grace; as one aerohistorian wrote, Staggerwings were "among the most enduringly beautiful airplanes ever made".

1. Which of the following is not true according to the first sentence?
   A. The pubic and the passengers were astonished
   B. Pilots Louise Thaden and Blanche Noyes won the Bendix Trophy
   C. They flied across the continent
   D. They won 7, 000 dollars

2. Who regarded the staggerwings as "the most enduringly beautiful airplanes ever made"?
   A. one poet
   B. one politician
   C. one historian specialized in aeronautics
   D. one plane driver

passage 2

A new science and engineering undergraduate program at the Massachusetts Institute of Technology (MIT) is helping prepare students to become leaders capable of envisioning and directing change in local, national, and global communities. Three years ago, MIT partnered with LeaderShape, Inc., to create the campus-based LeaderShape Institute. Program leaders call it "a coherent, thoughtful, and innovative response to today's fundamental challenges" to develop scientists and engineers who are prepared to "lead with integrity" both in technological fields and in society. Central to that effort is helping students learn to listen to society as it articulates its need for change.

For the past three summers, the LeaderShape Institute has provided 120 MIT science

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and engineering students with an intensive six-day experience featuring highly interactive teaching and learning methodologies. Throughout the problem solving, professional ethics, decision making, dealing with uncertainty, working within a diverse community, and interpersonal communication. Most discussions and activities take place in assigned small "clusters," which provide supportive, safe environments that promote learning and develop new skills and attitudes. Each participant creates an individual plan of action called a "vision," which is the hallmark of the LeaderShape curriculum. Each vision must be designed to bring positive change to the campus community, and it must be carried out during the following academic year.

A new program component is aimed at developing teamwork skills among emerging leaders. Students work in interdisciplinary clusters of approximately 10 undergraduates to develop technological solutions for social change. Students are encouraged to identify the appropriate steps to design, develop, prototype, and distribute their solutions.

In the upcoming academic year, MIT LeaderShape students will be invited to adopt one or more of these cluster visions and to pursue the technological solutions to social issues identified in the past semester. With faculty and staff, the students will have an opportunity to work as an interdisciplinary team in the yearlong pursuit of appropriate solutions. Students may elect to receive academic credit for these efforts.

Through the LeaderShape program, MIT is preparing tomorrow's science and engineering leaders to listen to the world as it tells them what it values. As they listen, they will hear that society supports a fundamental commitment to basic research, but has concerns about crime, disabilities, hunger and homelessness, and the environment. The engineering and science professions can be major contributors in helping solve these problems, but only if future scientists and engineers are prepared to consider these problems more than they have in the past and to help society find solutions. The MIT program may be a model for other institutions seeking to provide such preparation to their students.

1. What kind of leaders is the program helping students to become?
    A. leaders capable of getting good visions and directing change in communities
    B. leaders capable of identifying and guiding the change in communities
    C. leaders having good sight and capable of directing social change
    D. leaders capable of changing communities
2. What's the feature of teaching and learning methodologies adopted by the program?
    A. teacher centered
    B. students centered
    C. allowing a two-way exchange between the teachers and students
    D. active
3. What does the word underlined "disability" mean?

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A. physical incapacity   B. murder   C. disaster   D. accident

passage 3

A wise man once said that the only thing necessary for the triumph of evil is for good men to do nothing. So, as a police officer, I have some urgent things to say to good people.

Day after day my men and I struggle to hold back a tidal wave of crime. Something has gone terribly wrong with our once proud American way of life. It has happened in the area of values. A key ingredient is disappearing, and I think I know what it is : accountability.

Accountability isn't hard to define. It means that every person is responsible for his or her actions and liable for their consequences.

Of the many values that hold civilization together——honesty, kindness, and so on——accountability may be the most important of all. Without it, there can be no respect, no law and, ultimately, no society.

My job as a police officer is to impose accountability on people who refuse, or have never learned, to impose it on themselves. But as every policeman knows, external controls on people's behavior are far less effective than internal restraints such as guilt, shame and embarrassment.

Fortunately there are still communities——smaller towns, usually——where schools maintain discipline and where parents hold up standards that proclaim: "In this family certain things are not tolerated——they simply are not done! "

Yet more and more, especially in our larger cities and suburbs, these inner restraints are loosening. Your typical robber has none. He considers your property his property; he takes what he wants, including your life if you enrage him.

The main cause of this break-down is a radical shift in attitudes. Thirty years ago, if a crime was committed, society was considered the victim. Now, in a shocking reversal, it's the criminal who is considered victimized: by his underprivileged upbringing, by the school that didn't teach him to read, by the church that failed to reach him with moral guidance, by the parents who didn't provide a stable home.

I don't believe it. Many others in equally disadvantaged circumstances choose not to engage in criminal activities. If we free the criminal, even partly, from accountability, we become a society of endless excuses where no one accepts responsibility for anything.

We in America desperately need more people who believe that the person who commits a crime is the one responsible for it.

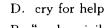1. According to the last sentence of paragraph 7 they will take your life, if you _____.
   A. do not give them what they want
   B. make them angry
   C. do not cooperate with them

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D. cry for help

2. By "underprivileged" the author means _____.

A. being deprived of the basic privilege

B. without being cared about

C. being under the privilege

D. having a lot of privileges

passage 4

Whether the eyes are "the windows of the soul" is debatable; that they are intensely important for interpersonal communication is a fact. During the first two months of a baby's life, the stimulus he produces a smile is a pair of eyes. The eyes need not be real: a mask with two dots will produce smile. Significantly, a real human face with eyes covered will not motivate a smile, nor will the sight of only one eye when the face is presented in profile. This attraction to eyes as opposed to the nose or mouth continues as the baby matures. In one study, when American four-year-olds were asked to draw people, 75 percent of them drew people with mouths, but 99 percent of them drew people with eyes. In Japan, however, where babies are carried on their mother's back, infants do not acquire as much attachment to eyes as they do in other cultures. As a result, Japanese adults make little use of the face either to encode or decode meaning. In fact, Argyle reveals that the "proper place to focus one's gaze during a conversation in Japan is on the neck of one's conversation partner."

The role of eye contact in a conversational exchange between two Americans is well defined: speakers make contact with the eyes of their listener for about one second, then glance away as the talk; in a few moments they re-establish eye contact with the listener or reassure themselves that their audience is still attentive, then shift their gaze away once more. Listeners, meanwhile, keep their eyes on the face of the speaker, allowing themselves to glance away only briefly. It is important that he be looking at the speaker at the precise moment when the speaker reestablishes eye contact: if they are not looking, the speaker assumes that they are disinterested and either will pause until eye contact is resumed or will terminate the conversation. Just how critical this eye maneuvering is to the maintenance of conversational flow becomes evident when two speakers are wearing dark glasses: there may be a sort of traffic jam of words caused by interruption, false starts, and unpredictable pauses.

1. According to the first sentence of the passage _____.

A. not all people agree that the eyes are "windows of the soul"

B. soul is important in interpersonal communication

C. the communication between human being is really important

D. the statement eyes are the "windows of the soul" is questionable

2. The sentence "Japanese adults make little use of the face either to encode or decode

Convey 运送. 传播.

meaning" means _____.

  A. The Japanese adults seldom make use of the codes of meaning

  B. The Japanese adults seldom make use of the code of face to convey meanings

  C. The Japanese adults seldom use face to convey and understand meaning

  D. The Japanese adults seldom use code to convey and understand meaning

3．If the audience are not looking at the speaker, the latter may assume _____.

  A. they are not interesting people

  B. the speech is not interesting

  C. they are interesting

  D. the speech is interesting

<div align="center">答 案 与 题 解</div>

  第一篇文章是对一架获奖飞机的介绍，文后的两道题的正确回答需要对文中一些单词的正确理解。

  第一题的正确答案是 A。这道题要求我们正确理解 "flier"，"copilot" 和 "transcontinental"。或许这三个单词对有的读者来说是生词，但我们可以根据构词法知识能够很容易地分析出它们的含义。flier 是动词 fly 后加了一个表示动作发出者的后缀-er，故而意为 "使飞机飞行的人" 即 "飞行员"。copilot 一词有前缀 co-，这个前缀意为 "共同的"，由此我们可以断定文中提到的两人均为 pilot，单词 transcontinental 一词中的 trans 有横跨之义，故而 C 亦是正确的。

  第二题的答案是 C。我们分析"aerohistorian"一词，可以发现该词是由词根 historian 和前缀"aero"构成，其中前缀的含义为"航空的"，故而此词的含义为"航空史学家"。

  第二篇文章向我们讲述了麻省理工学院的一个项目：对学生领导能力的培养计划。文章后面的三道问题都要求我们对某些单词作出准确的理解。三题的正确答案分别为 B、C、A。

  第一题要求我们对"envision"作出正确理解，我们知道词根 vision 有"视力、眼光、景色"等含义，词缀 en-使名词变为动词，因而这儿便是"发现"之意，所以答案应为 B；

  第二题要求我们首先找出作为答案的句子，那便是 "featuring highly interactive teaching and learning methodologies"。其中对 "interactive" 一词的正确理解是解题的关键，interactive 中包含词缀 inter（相互之意），由此线索，我们可推知答案为 C。

  第三题中 "disability" 一词是由词根 ability 和否定词缀 dis-构成，由此分析，我们可推知答案应为 A。

  第三篇文章中两道题的正确解答仍需我们借助于构词法知识。

  第一题答案为 B，词根 rage 为 "怒" 义，en-为动词前缀，故 enrage 一词为 "使……发怒"之义。

  第二题答案为 A，前缀 "under" 有 "不足，太少，在……之下" 之义，选项 A 与之

含义相符。

第四篇文章谈的是目光接触在交流中的重要性。文后所设三题的解题关键还是在于正确理解句中的一些关键词，这些关键词的理解均可借助于构词法知识。

第一题的正确答案是 A。句中 "debatable" 一词是由词根 debate（争论）和形容词后缀-able 联合构成，意为"可争辨的"。

第二题的正确答案是 C，本题的解题关键在于 decode 和 encode 的正确理解，两词的词根均为 code（码），encode 在原词根的基础上，加上一动词前缀 en-，使之成为一动词，意为"编码"，de-亦为一动词词缀，其含义为"解、破"之义，故而含义为"解码"，两词在本语言环境中意为"表述"和"理解"。

第三题较为简单，答案为 B。单词 "disinterested" 由词根 "interested" 和否定前缀 "dis-" 构成。意为"不感兴趣的"，故选项 B 与之含义最相近。

（二）根据上下文来理解句中的单词

文中有些单词或有些句子对我们来说是困难的，可是由于语言所固有的冗余现象，这些地方并不妨碍我们对文章的理解，我们可以根据上下文所体现出来的信息来理解这些地方。

通过上下文来理解句义，首先要根据结构、功能线索来猜测词义。具体来讲，读者首先要判定句中难词的词性，是名词、动词、形容词、副词还是其他词类；其次还要根据作者用意或逻辑连接词，来判断难词的含义是正面的，还是反面的，是肯定的，还是否定的。如：He is a courteous young man, he always says "please" and "thank you" and respects older people.

读者可能会因为有生词 courteous 的存在而觉得不好理解，我们可一步一步地进行分析。首先我们可以判断定它是一个形容词，因为它置于名词 man 之前，此外，我们还可以根据下文断定这是一个具有正面含义的单词。通过这样的分析，我们便可对第一句理解八九不离十了。

根据上下文来理解语义，就是要根据上下文与之的关系来对语义进行推测。这些关系主要包括：同义、反义、上下义、定义、解释、重述、举例等。下面，我们要对之分别加以论述。

1. 上下文的同义关系
例 2

The boy was ordered to make full restitution to the owner of the damaged car. He had no other choice and swiftly made full payment for the damages to the auto he had hit.

本段中的第一句含有一个难词 restitution，而且我们很难根据构词法知识对之进行推测，可是我们注意到下文有一句 "He had no other choice"，这说明这个孩子所做的正是他所被要求的，也就是说第一句与第三句具有同义关系，由此我们便不难判断出 restitution 意为 payment，句意便可迎刃而解了。

例 3

The Gobi Desert was arid and unproductive in the past. But now the dry place is full of many kinds of plants.

The first sentence tells us in the past _____ .

A. the products there are inferior   B. the desert is dry

C. the factory can not produce anything   D. the desert is fertile

解答本题要求我们正确理解 arid 与 unproductive 两词，第二个词的理解可借助于构词法的知识，可 arid 的理解却无法依此根据，但根据下文的同义关系，"the dry place" 可以推知 arid 在此即意为 dry。

2. 根据上下文的反义对照关系

反义对照关系，顾名思义，即上下文的含义是对立的，相反的。这同样是我们理解文章内容的线索。文章中多用以下这些词或词组来表示反义对照关系："on the other hand"，"as opposed to"，"but"，"however"，"instead"，"rather than"，"unlike"，"in spite of"，"despite" 等。

例 4

Unlike her gregarious sister, Catherine is a shy person, who does not like to go to parties, or to make new friends.

What kind of person is Catherine's sister?

A. sociable   B. shy   C. talkative   D. conservative

这道题要求我们准确理解第一个短句的句义，要求我们理解 gregarious 一词。如何理解这一单词呢？根据 "unlike"，我们可以断定出前后两句语义对立，"gregarious" 与 "shy" 对立，故而正确答案为 sociable。

例 5

Ocean water plays an indispensable role in supporting life. The great ocean basins hold about 300 million cubic miles of water. From this vast amount, about 80, 000 cubic of water are sucked into the atmosphere each year by evaporation and returned by rain and drainage o the ocean. More than 24, 000 cubic miles of rain descend annually upon the continents. This vast amount is required to fill up the lakes and streams, springs and water tables on which all animals and plants are dependent. Thus the hydrosphere permits organic existence.

The hydrosphere has strange characteristics because water has properties unlike those of any other liquid. One anomaly is that water upon freezing expands by about 9 percent, whereas most liquids contract on cooling. For this reason, ice floats on water bodies instead of sinking to the bottom. If the ice sank, the hydrosphere would soon be frozen solidly, except for a thin layer of surface melt water during the summer season. Thus all that lives in water would be destroyed and the interchange of warm and cold currents which moderates climate, would be notably absent.

When cooling, most liquids other than water will _____ .