

Writing

写作

大学英语四级全方攻略 Strategies for CET-4

勤学苦练好，方法得当更妙！

总主编 季明雨

主编 方玲玲

中山大学出版社



写作

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Strategies for CET-4

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大学英语四级全方攻略系列

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总 序

21 世纪是中国走向世界的世纪。社会对于大学生的英语水平和实际应用英语的能力都提出了更高的要求,是否获得国家大学英语四级考试的合格证书也已成了大多数用人单位对大学毕业生的基本要求之一。如何才能高分通过英语四级是每一个大学生必须要面对的问题。那么,怎样将那么多年在课堂上所学的英语知识进行系统而全面的整理,作好决战之前的准备呢?学生的需要就是我们的动力。为了满足广大同学复习备考的需要,我们开始了并不轻松的编写过程。经过 10 多位老师一年多的共同努力,这套《大学英语四级全方攻略》丛书终于要问世了。她凝聚了我们的心血——是我们多年从事大学英语教学的结果,她也负载着我们的期望——期望她能对英语学习者和应考者起到梳理知识和热身训练的作用。

如果我们将英语比作一座大厦,那么语法规则就像是构建这座大厦的框架,词汇则是砌成大厦的砖石,掌握了这两者,我们就掌握了进入大厦的途径,也有了基本的连词成句、连句成段的能力。我们的阅读理解就是对大厦的整体把握与欣赏,不仅理解其外表,即字面的含意,还要弄懂其内涵,即言外之意,这些语言技能是我们发展语言应用能力的基础。而听力和写作能力是应用能力的两个重要方面,是我们各种语言技能的综合反映。这一综合能力的获得和提高绝不是靠一朝一夕的功夫,靠学几本教科书就可以奏效的,它需要大量的、持之以恒的、听说读写全方位的实践和练习。学习者和考生切不可将考前辅导和模拟练习视作灵丹妙药。那种一曝十寒、临考才突击的学习态度是不可取的。但不可否认,考前的综合性、针对性训练又的确能起到起跳前的助跑作用。这正是本丛书的编写目的。如果读者发现本丛书确能对他们通过英语四级考试助一臂之力,则可谓实现了我们的初衷了。

本丛书统一设计、分工编写,分为听力、阅读、词汇与语法以及英语写作四册,既可作辅导材料,又可作教材。丛书涵盖了教学大纲的基本要求,注意复习有关的语言基本知识,并较详细地介绍了应试技能。听力分册介绍的基本听力技能对提高听力很有帮助,所配的练习多样、全面;阅读分册的题型分析和解题技巧富有特色,所选的练习内容丰富、题材广泛;词汇与语法分册注重讲解重点难点,针对性强,有较高的参考价值;英语写作分册可以作为教材使用,书中的范文及其评析对学习会有很大帮助。整套丛书体现了选材新颖、针对性强、结构合理、简洁实用的编写原则,并经过几次修改而成。编者根据多年从事大学英语教学和英语四级考前辅导的经验,对学生中有共性的问题、教学中的薄弱环节、考试中的重点难点进行了归纳和整理,通过简明的讲解和有针对性的练习来帮助读者和考生复习巩固语言知识,提高语言能力和应试能力。

本丛书的编写获得了我校教务处的全力支持,并被列为“广东工业大学十五规划教

材基金支持项目”。本校英语界前辈刘达明先生对本书提出了很多宝贵的意见和建议，暨南大学外国语学院副院长区炜光教授在百忙中审阅了全书，出版社的阮继女士为本书的顺利出版也做了很多工作，在此一并表示谢意。囿于水平，书中不足之处在所难免。我们诚挚地希望广大师生和读者提出批评和建议，以便本丛书在修订中不断改进和完善。

李明雨

2001 年 9 月于广东工业大学

前 言

在历年的四级考试中，相当部分考生的作文难以取得合格成绩。究其原因，主要是考生的篇章组织能力差，不会运用基本的写作技巧，以致所写的句子前后不连贯、逻辑性差、层次混乱，直接影响内容的表达。“工欲善其事，必先利其器”。本书从广大考生的实际出发，分三步进行写作训练：

第一步，对短文写作的各种主要技巧进行了综合性的概括梳理，辅之以实例和小练习，深入浅出地引导考生经历用词、组句、成段、成篇的写作学习全过程。

第二步，为提高考生的应试能力，本书把四级考试的各种作文类型及其应试技巧和应试策略揉在一起，通过“写作步骤指导—范文一点评—模拟练习”，缩短了教与学之间的距离。

第三步，将历年四级考试真题及其写作特点进行归类，精选了部分真题并提供范文进行评析，使考生进一步把握考试规律，适应考试方式，减轻对四级考试的陌生感，达到高效备考的目的。

以上三个步骤对于考生来说是十分必要且十分可行的。本书既可用作讲练并进的写作训练教材，也可用作自学操练的通俗读本。

由于水平及经验所限，书中难免有不足和不当之处，敬请批评指正。

编者

2001.9 于广州

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第一章 英语写作要素

第一节 用 词

一、增加词汇量

词汇是写作必不可少的基本要素之一。俗话说，空袋子竖不起（An empty bag never stands.）。要写好一篇作文需要相当的词汇量作基础。如果词汇量不够，作文就难免辞不达意。在英语中，大约有 5000~7000 个常用词汇，其中少量是正式的书面语体，也有少数是非正式的口语体，但绝大部分是介于二者之间的普通词汇。英语四级的认知词汇量应为 3600~4200，其中积极词汇应为 2300 左右。所谓积极词汇，就是人们能熟练运用于说写形式中并对其变化和同义、反义词用法非常了解的词汇。但从目前普遍的情况来看，相当多的考生的词汇量均未达到要求。他们在写作时不能得心应手地表达自己，拼写错误、词义不明、词语误用等情况严重，难以写出语言形式一致、语义连贯的语篇。因此，考生应尽可能地学习和掌握更多的单词，这是写好作文的基础。

二、提高应用词汇的能力

1. 用词准确

写作是作者与读者之间的交流。作者要使用准确而规范的表达，因为读者就没有义务来猜测作者想表达的意思，四级作文的评卷者更不会这样做。而准确用词是准确表达思想的重要保证。要做到这一点，关键要了解每一个单词确切的含义和具体的使用场合，包括词意搭配和语法搭配。学生作文中的用词错误五花八门，在此择其一二为例：

(1) He had to walk lonely in the woods at night during those days.

lonely（孤单地）应改为 alone（独自一人）。

(2) This film is welcomed by the children in Britain.

welcomed by 应改为 popular with（很受欢迎）。

(3) His recovery was only obvious; it wasn't real recovery.

apparent:（表面上的）明显；obvious（实实在在的）明显。根据后一句的内容，应将 obvious 改为 apparent。

(4) We persuaded John to give up smoking, but he just wouldn't listen.

根据后一句，persuaded（说服）应改为 advised（劝）。

(5) The cost of living has raised over ten percent since last year.

及物动词 raised 应换成不及物动词 risen。

(6) My father always does everything with carefulness.

carefulness 应改为 care。

(7) The long-distance bus was held up by a mud-rock flow and the passengers were very dangerous.

根据第一句, very dangerous 应改为 in great danger (处于危险之中)。

(8) Solving trivial problems in the dorm will add to your social experience and help you to understand other people's feelings and learn to be kind.

add 和 kind 应分别换成 enrich 和 considerate。

(9) The new innovations at the World's Fair were exciting and fascinating.

new 和 innovations 造成意思重复, 应去掉。

2. 用词简洁

写作时, 应力求在文章的内容上下功夫, 使用言简意明的词语充分表达思想。培根的一个简洁洗练的名句就令人印象深刻:

Reading makes a full man; conference a ready man; and writing an exact man.

阅读使人充实, 交谈使人敏捷, 写作使人准确。

用词简洁, 应注意以下两个原则:

(1) 能用较简短且常见的积极词语表达思想, 就不用复杂少见的词语。例如:

He endeavored to compose the mental patient.

宜改为: He tried hard to calm down the mental patient.

(2) 能用直截了当的词语(有力度的词汇)表达思想, 就不用拐弯抹角的词语。英语词汇的力度大小按词性排列分别为: 动词>名词>形容词及其他。因此, 在措词时应参照这一原则。能用动词就不用名词, 能用名词就不用形容词。此外, 尽量减少不必要的有系动词 be 结构的句子。例如:

例 1: The exporter must carry out inspection of the export goods as required.

改为: The exporter must inspect the export goods as required.

例 2: The fact of the matter is that they lack the ability of being able to speak fluently.

改为: In fact they lack the ability of speaking fluently.

或 In fact they can't speak fluently yet.

例 3: A presidential warning was issued in order to stop further news leaks at the State Department.

改为: The president issued a warning in order to stop further news leaks at the State Department.

例 4: His behavior has made him shameful.

改为: His behavior has put him to shame.

例 5: There are now art courses offered by many universities.

改为: Many universities now offer art courses.

3. 用词尽量具体

为了使写作生动具体, 把意思表达得更准确, 应多用具体词 (specific words), 少

用概括词 (general words)。因为表示大体、抽象的概括词不能给人留下深刻的印象,甚至会使人产生疑问;而表示具体的、特定含义的词使人感到更为真切可信,印象鲜明。例如在 He is a nice man. 或 It is a nice place. 的句子中,可用 honest, reliable, kind-hearted, generous 或 beautiful, clean and tidy, historically significant 来取代 nice, 而使句子更具实质内容。又如,为表示 move 这个动作,可以根据具体情况选用 crawl, creep, walk, run, march, skip, limp, stride 等实词。试比较下面的两个例子:

例 1: Almost everyone likes sports and enjoys playing games, for sports can benefit people in many aspects.

例 2: Almost everyone likes sports. Men and women, boys and girls, young and old all over the world enjoy playing games, for sports help to keep people healthy, make people wise, train people's characters, gain mutual understanding, and consequently help people to live happily.

例 2 用了含义准确且具体的词语,给人以明确具体的印象,而不是像例 1 一样仅仅笼统地说明运动有许多好处。又比如:

例 1: I turned up a lump of soil with my tool and placed it into the basket.

例 2: I turned up a lump of soil with my spade and flung it into the basket.

例 2 所用的两个具体词 spade 和 flung 使作者所要描述的情景生动地展现在读者眼前。

4. 用词力求多样

英语作文中有时需要在多个地方表达相同的意思,如一味地使用同一词语会让人感觉文章单调乏味。选词时如能考虑同义词的准确选用,可增强作文的可读性。如在一篇作文中有几次要表达“知道、了解”的同一意思,可在文中交互使用 be aware, be conscious, know, learn 等词语。再请看下例:

Most people would agree that children learn best when they are *praised* by a teacher or parent. Teachers can see the value of *praise* every day in their classrooms. Students who *receive complimentary remarks* instead of “red marks” on their writing papers seem to improve more rapidly in writing skills. Similarly, grownups do a better job if they *get a pat on the back*. Yet people who do routine jobs such as waiting on tables or keeping house seldom *receive compliments*. So it's especially rewarding to *give* these people *praise*.

文中六处用了“赞扬”这个词语,但每次均采用不同的表达方法或不同的词语,读起来不会令人感到单调,增强了段落的可读性。

[练习一] 改正下列句子中的用词错误:

1. The wind was so strong that my umbrella was helpless.
2. Joe earns adequate money to meet his own expenses.
3. Long hours of reading effected his eye-sight.
4. She spoke nearly nothing at the meeting.
5. We could hardly stand the weather in that country.

6. The novel makes pleasing reading.
7. Please repeat the question again slowly so that everyone would understand.
8. We all burst into laughing.

[练习二] 改写下列句子, 使其简洁:

1. There are sixteen women attending the conference.
2. It's a problem which is very difficult in character and very delicate in nature.
3. Tom is always ready to give encouragement to any of his students who is in need of it.
4. There are two main methods of transporting the oil, through the use of pipeline or through the use of tanker.
5. Some people are of the opinion that boys are cleverer than girls.
6. We must lose no time to attend to the matter and deal with it.

[练习三] 将下列概括词语改为具体词语:

1. The person read the book.
2. The child was uncommon.
3. The man gave the lady a gift.
4. The boy ate a big meal.

[练习一答案]

- | | |
|-------------------------|------------------------------------|
| 1. helpless 改为 useless | 2. adequate 改为 enough 或 sufficient |
| 3. effected 改为 affected | 4. nearly 改为 almost |
| 5. weather 改为 climate | 6. pleasing 改为 pleasant |
| 7. 去掉 again | 8. laughing 改为 laughter |

[练习二答案]

1. Sixteen women attend the conference.
2. The problem is difficult and delicate.
3. Tom is always ready to encourage any of his students who needs it.
4. There are two main methods of transporting the oil, by pipeline or with tanker.
5. Some people believe that boys are cleverer than girls.
6. We must lose no time to deal with the matter.

[练习三答案]

1. Miss Jones read *Gone with the Wind*.
2. Little Tom, a boy of ten months, was uncommonly strong for his age and very quick in action.
3. Mary's boyfriend gave her a string of pearls for her birthday.
4. Peter ate a dozen eggs and six pieces of toast, and drank a quart of apple juice before going to work.

第二节 组 句

句子是文章的基础，其正误和优劣直接影响到文章的质量。因此，写好单句是练习英文写作的关键。何为好句子？一般来说，好句子包括下列三个基本条件：

(1) 完整性。一个句子应有一个完整的思想，不是未完的句子，也不是多个彼此无关的意思的堆砌。

(2) 连贯性。句中相关连的词语和词序正确，相互间的关系明确。如平行结构的两个部分保持一致、指代要明确、逻辑主语和句子主语保持一致等。

(3) 精练性。写作中使用尽可能短而精练的句子是比较明智的做法。如去掉多余的形容词或不必要的副词、把从句缩写成短语、以简洁的介词结构来代替非谓语动词等。

写好单句应注意两点：一是语法正确，即句子应有完整的结构和完整的意义；二是句式应多样化，增强文章的可读性。

一、句子应有完整的结构和完整的意义

下面以考生的典型句式错误为例展开分析。

1. 避免使用串句

串句就是句子之间由于连接错误而使句与句之间间隔错误或没有间隔。常见有以下三种错误：

错误一：句子间既无标点符号隔开，也无连接词连接。例如：

I unpacked the typewriter then I found the back space didn't work.

错误二：两个有独立意义的句子间由逗号连接。例如：

It was my first visit to Hangzhou, I was deeply impressed by its beauty.

上述错句可视具体语境用表达不同关系的句式改正。如：

方法一：把两个句子分开，再加上所需的连接词如 and, but, for, yet, or, nor 等和标点。例如：

I unpacked the typewriter, but then I found the back space didn't work.

It was my first visit to Hangzhou, and I was deeply impressed by its beauty.

方法二：用分号隔开两句。如：

I unpacked the typewriter; then I found the back space didn't work.

It was my first visit to Hangzhou; I was deeply impressed by its beauty.

方法三：改成主从复合句。如：

When I unpacked the typewriter, I found the back space didn't work.

As it was my first visit to Hangzhou, I was deeply impressed by its beauty.

方法四：两句为独立的句子，均使用句号。如：

I unpacked the typewriter. Then I found the back space didn't work.

It was my first visit to Hangzhou. I was deeply impressed by its beauty.

错误三：用连接副词直接连接句子。如：

The noise outside bothered me, however, I did my best to read.

连接副词 however, therefore, moreover, furthermore, nevertheless 等与并列连词 and, but, or, so, for 等不同, 它们不可直接连接句子, 应采用以下两种方法之一组句:

方法一: 以连接副词大写开始, 重新另起一句。如:

The noise outside bothered me. However, I did my best to read.

方法二: 两句间用分号, 后句的连接副词小写加逗号。如:

The noise outside bothered me; however, I did my best to read.

[练习] 改正下列句子:

1. The Crystal Palace is different from all other buildings, it is made of iron and glass.
2. I like camping, therefore I enjoyed the trip.
3. Cloudy days tend to make people gloomy sunny days make people cheerful.
4. The pop singer wore huge dark glasses no one recognized him.
5. People should protect against serious pollution of water resources, trouble will result in water deficiency if they are careless.
6. My father urges me to practice bowling more, moreover he gives me a lot of coaching.

[答案]

1. The Crystal Palace is different from all other buildings, *because/for*; it is made of iron and glass.
2. I like camping; *therefore* /. *Therefore* I enjoyed the trip.
3. Cloudy days tend to make people gloomy, *and sunny days*/; *sunny days* make people cheerful. / Cloudy days tend to make people gloomy while sunny days make people cheerful.
4. The pop singer wore huge dark glasses, *so no one*/; *no one* recognized him. / As the pop singer wore huge dark glasses, no one recognized him.
5. People should protect against serious pollution of water resources, *or trouble*/; *trouble* /*because trouble* will result in water deficiency if they are careless.
6. My father urges me to practice bowling more; *moreover* /. *Moreover*, he gives me a lot of coaching.

2. 避免悬垂修饰语

放在句首作状语的短语或省略分句若与句子中的其他词均没有明显的逻辑关系, 就称为悬垂修饰语。悬垂修饰语有以下四种主要类型:

(1) 分词。

Viewing from the mountain top, the city below was very beautiful.

(2) 动名词。

From reading the timetable, no more trains were scheduled to depart today.

(3) 不定式。

To start the car, the accelerator must be depressed twice.

(4) 省略分句。

Though retired, their life continued to be a busy one.

在上面四个句子中，主语并不是“viewing”、“reading”、“to start”、“retired”的主体，因此这四个状语就是悬垂修饰语。消除错误的方法是：修改主句中的主谓语，使之成为修饰语的逻辑主语。上面四个句子可以分别改为：

(1) Viewing from the mountain top, we found the city below very beautiful.

(2) From reading the timetable, they were surprised to find that no more trains were scheduled to depart today.

(3) To start the car, the driver must depress the accelerator twice.

(4) Though retired, they continued to live a busy life.

[练习] 消除下列句子中的悬垂修饰语：

1. On entering the lecture hall, the symposium had already started.

2. To get rid of bad habits, courage and a strong will are necessary.

3. Once out of work, the whole family will get into trouble.

4. Burned to the ground, the villagers had to rebuild a village.

5. Not being able to pass the entrance examination, a second attempt has to be made.

[答案]

1. On entering the lecture hall, we found that the symposium had already started.

2. To get rid of bad habits, one needs courage and a strong will.

3. Once out of work, he is sure that the whole family will get into trouble.

4. Burned to the ground, the village had to be rebuilt.

5. Not being able to pass the entrance examination, he has to make a second attempt.

3. 避免错位修饰

修饰语位置的变化，可以使句子的意义发生变化，因此，应慎重运用修饰语。一般地，英语句子结构按照下列句型总原则组织：主语 + 谓语 + 宾语 + 地点状语 + 时间状语。

有关英语词序问题，考生应记住这一原则：基本句型中每一部分的修饰语通常应尽量靠近所修饰的部分。例如：He took some vegetables and meat from the dish quickly and began eating again. 就不如：He quickly took some vegetables and meat from the dish and began eating again. 秩序一乱，句意就会改变，有时甚至会使句子失去意义。下列三种情况易造成错位修饰，请观察例句及其改正方法。

(1) 修饰语位置不当，会造成意义上的误解。例如：

When I was only a child of four, my family moved to Beijing twenty years ago.

The dog won first prize with the red collar.

第一句的 twenty years ago 修饰主句的 moved 造成了时间上的混乱。而第二句的 with the red collar 显然应修饰 the dog。应将句子分别改为：

When I was only a child of four twenty years ago, my family moved to Beijing.

The dog with the red collar won first prize.

(2) 修饰语似乎与两个被修饰词均有关系, 造成意义上的模棱两可。例如:

The girl who had been dancing gracefully entered the hall.

句中的修饰语 gracefully 是修饰 dancing 还是 entered? 为明确起见, 可改为:

The girl who had been gracefully dancing entered the hall. (修饰 dancing)

或 The girl who had been dancing entered the hall gracefully. (修饰 enter)

(3) Only, nearly, almost, just, even, hardly, simply 等形容词或副词作修饰语时, 具有限定意义, 位置的不同会带来不同的意义。例如:

He only talked incessantly about his work.

他只是在不停地谈论他的工作。

Only he talked incessantly about his work.

只有他不停地谈论着他的工作。

He talked incessantly only about his work.

他不停谈论的只是他的工作。

[练习] 纠正下列句中的错位修饰:

1. He said in spite of protest he would go.
2. The horse was almost hit by a car which jumped over the fence.
3. They noticed some cars driving down the street decked with ribbons.
4. The man who had talked with me earnestly hoped to keep in touch with us.
5. He worked hard in the fields, raising crops that would bring in money without complaint.

[答案]

1. He said he would go in spite of protest.
2. The horse which jumped over the fence was almost hit by a car.
3. They noticed some cars decked with ribbons driving down the street.
4. The man who had earnestly talked with me hoped to keep in touch with us. / The man who had talked with me hoped earnestly to keep in touch with us.
5. Without complaint, he worked hard in the fields, raising crops that would bring in money.

4. 避免主谓不一致

由于处理主谓一致问题时, 有时可依据语法规则, 有时要依据句中主语的不同意义, 因此在实际使用时极易发生错误。如遇下列情况, 应注意保持主谓一致。

(1) 主谓之间插入修饰语。例如:

The books which Mary recommended to her sister *were* expensive.

The information shown in the chart *tells* us that the average life expectancy will be even higher.

(2) 动词位于主语之前。例如:

There have been some interesting developments in the field of controlling earthquakes.

No longer *is man* content to catch what he finds in the ocean.

(3) 不定代词和不定形容词用在主语部分。以 each, every, each... and..., every... and..., some, any, no, either, neither 等合成词作主语时, 动词通常用单数形式。例如:

Every man and every woman present *is* in favor of the plan.

Someone *is* knocking at the door.

Nothing in the world *is* more encouraging than the news.

Neither of the two applicants *was* adequate for the job.

none 既可以是单数也可以是复数, 而复数用法更为普遍。例如:

None of the workers *is /are* satisfied with the condition.

None of them *have* completed the term paper.

第一句若表示“没有一个工人”, 则用单数 *is*, 如要表示“所有工人”, 则用复数 *are*。第二句表示“全都没有完成”, 故用复数。

(4) 主语为并列主语。用 and, both... and 来连接两个主语时, 谓语动词一般用复数。但如果并列主语表示的是一个单一的或整体的概念时, 则谓语动词用单数。例如:

Correctness and precision *are* required in building design.

Going to bed early and getting up early *is* believed to be a good habit.

(5) 集体名词作主语。集体名词如 group, committee, family, audience, army, crew, team 等作主语时, 若表示一个整体概念, 谓语用单数; 若强调其中的各个成员, 谓语用复数。例如:

The committee *differs* in many aspects. (指整体)

The committee *are* divided into three groups. (指具体成员)

[练习] 根据主谓一致原则, 确定下列各句的动词单复数形式:

1. Each boy and each girl *is /are* supposed to participate in some sport.
2. Ham and eggs *is /are* my father's favorite food.
3. Either of these rooms *is /are* large enough to house the machine.
4. In his pocket *was /were* a note book and some postcards.
5. The group *is/are* on its plane to New Zealand.
6. His family *is /are* all sports-fans.
7. Even societies that are very rational and scientific *is /are* sometimes a little bit superstitious.
8. There *has/have* been evidence which suggests that he who hesitates *is /are* lost.

[答案]

1.is 2.is 3.is 4.were 5.is 6.are 7.are 8.has; is