

that, which: 引导定语从句, 必须作句子成分同时又引导句子, 多作主语和宾语。

what: 薄冰教授称之为复合连接代词, 相当于 the thing(s) that。在主语从句中常翻译为“……的”。在表语从句中常起三个作用, 即主语和表语的某个成分, 同时连接句子。这种作用是它独有的。类似的词还有 whatever, whoever, whichever 等。

whose: 在定语从句中也称为关系代词, 但它作定语, 这是与其他词的根本区别。

#### 注意:

①主从复合句必须有连接词。英语是形合而汉语是意合。例如: 汉语中可以说“你来我走”, 中间没有连接词。如翻译成英语必须根据意义加上连接词 if, 否则句子就错误。

If you come, I will go.

②如果一个句子前面用了一个逗号, 逗号前面如果也是一个句子, 则必然是从句, 必须有连接词引导。除此以外, 以下四种成分可以不加连接词:

#### a. 不定式

To get there in time, he got up early. 为了及时到达那里, 他起床很早。

#### b. 现在分词短语

Hearing the good news, he jumped up and down. 听到好消息时, 他又蹦又跳。

#### c. 过去分词短语

Beaten by his father, he run away from home. 被父亲打了之后, 他离家出走了。

#### d. 独立主格结构

There being no bus, we had to walk home. 没有公交车了, 我们只好步行回家。

## 1.5 英语句子结构的特点

要想分清句子结构, 必须搞清楚英语句子结构的特点。

1. 主语与谓语动词是句子的必需成分, 但有时由于语言习惯而省略一部分或同时省略。例如:

Sit down, please. 请坐下。(祈使句, 省略主语 you)

— Who did it? 谁干的?

— Tom. 汤姆。(省略了谓语部分)

2. 句子与词数多少没有关系, 只要具备了主语与谓语, 且能表达完整的意思, 即为句子。例如:

Run. 跑。(句子)

the tall man with a book in his hand who is waiting for his girlfriend. 那个手拿书本正在等女朋友的高个男人(非句子)

3. 同一个主语不可有两个谓语, 除非有连词或引导词。例如:

I go there have lunch. 我去那里吃午饭。(×)(go 和 have 之间要有连词 and)

Those smoke too much will easily get a cough. 吸烟太多的人容易咳嗽。(×)(主语只有一个 Those, will get 是主句的谓语, smoke 前要加上引导词 who)

4. 用英语表达一个意义, 方法很多, 可以灵活选择简单句、并列句或主从复合句来表

“就……来说”宾译主,对、有、方状、表细分。  
海、陆、空、车、偶、被 by,单数、人类 know to man。

this、that、tomorrow、yesterday、next、last、one。

接年、月、季、星期、周,介词省略已习惯。

over、under 正上下,above、below 则不然,

若与数量词连用,混合使用亦无关。

beyond 超出、无、不能,against 靠着、对与反。

besides、except 分内外,among 之内 along 沿。

同类比较 except,加 for 异类记心间。

原状 because of、owing to、due to 表语形容词。

under 后接修建中,of、from 物、化分。

before、after 表一点,ago、later 表一段。

before 能接完成时,ago 过去极有限。

since 以来 during 间,since 时态多变换。

与之相比 beside,除了 last but one。

复不定 for、找、价、原,对、给、段、去、为、作、赞。

快到、对、向 towards,工、学、军、城、北、上、南。

but for 否定用虚拟,复合介词待后言。

-ing 型由于、鉴于、除了、除外与包含。

之后、关于、在……方面,有关介词须记全。

in 内 to 外表位置,山、水、国界 to 在前。

如果能够大体掌握上面的介词用法口诀,就不易出错。下面对该口诀分别举例帮助你理解消化。

早、午、晚要用 in

in the morning 在早上

in the afternoon 在下午

in the evening 在晚上

in the day 在白天

at 黎明、午、夜、点与分

at dawn (daybreak) 在黎明

at noon 在中午

at night 在夜间

### 3. 使用宾语从句的注意事项

#### (1) 宾语从句的时态问题

值得注意的是, 宾语从句与其他名词性从句不同, 它的时态受到主句时态的限制。如果主句是现在时态, 从句时态根据情况而定; 如果主句是过去时态, 从句用过去的某种时态。

在某些特殊的动词如 suggest, insist, order, urge, recommend 等之后的宾语从句中要用虚拟语气。(虚拟语气将在后面详细讲解)

真题再现: 2005 年阅读第 1 篇

But a study by Sarah Brosnan and Frans de Waal of Emory University in Atlanta, Georgia, which has just been published in *Nature*, suggests that it is all too monkey, as well.

解析: 句子的主干是 a study suggests that ..., 其中 that 引导的是宾语从句。主句用了一般现在时, 而从句根据实际情况也用了一般现在时。

译文: 但是由佐治亚州亚特兰大市埃默里大学的莎拉·布鲁斯南和弗兰斯·德·威尔发表在《自然》杂志上的研究表明, 猴子身上也有这样的行为。

真题再现: 2006 年阅读第 4 篇

In the West, before mass communication and literacy, the most powerful mass medium was the church, which reminded worshippers that their souls were in danger and that they would someday be meat for worms.

解析: 在这个句子中, which 引导的是一个非限制性定语从句, 其中又套有 that 引导的并列宾语从句 that their souls were in danger and that they would someday be meat for worms, 作 reminded 的直接宾语。reminded 用了一般过去时, 所以其后的宾语从句中也用了相应的过去时态。

译文: 在西方, 在大众媒体和读写普及之前, 最强大的大众媒体是教堂, 它提醒信徒们, 他们的灵魂处于危险之中, 他们总会有一天会成为蠕虫的食物。

#### (2) 宾语从句中的否定转移

① 在带宾语从句的复合句中, 如果主句的谓语动词是 think, believe, suppose, expect, guess, fancy, feel, imagine 等表示“观点、信念、推测”等心理活动的动词时, 否定宾语从句的 not 往往转移到主句, 成为“形式否定主句, 意义否定从句”, 这种语法现象就叫做否定转移。例如:

I don't think he will come this afternoon. 我认为他今天下午不会来。

I don't believe I have the pleasure of knowing you. 很遗憾, 我并不认识你。

I don't guess that they have got married. 我猜他们还没有结婚。

I don't expect they have finished the work. 我料想他们还没有完成工作。

I don't suppose he will return to his hometown after a few years of study abroad. 我看他在国外学习几年后不会回家乡了。

I don't feel you should go. 我觉得你不应该去。

I didn't imagine that Tom would help her. 我猜想汤姆不会帮助她。

剧。(这里的 bring ... to 是固定搭配)

另一种情况是介词与动词不是固定搭配,此时的介词短语是充当状语,比如表示方式、时间等。例如:

By contrast, they saw in the preceding hundred years from 1650 to 1750, when England was still a completely agricultural country, a period of great abundance and prosperity. 与之相反,他们把此前从 1650 到 1750 之间的 100 年看作一个繁荣富裕的时期,尽管那时英国还是一个完全意义上的农业国。(这里的 saw 和 in 不是固定搭配,介词短语 in the preceding hundred years from 1650 to 1750, when England was still a completely agricultural country 作时间状语)

总之,在分析句子时,如果看到一个动词,它的后面又没有紧跟宾语,那么可能就有三种情况:一是该动词是一个过去分词,表示被动,此时自然就没有宾语;而是该动词是不及物动词,因而没有宾语;三是该动词的宾语被后置了,此时,可以利用动词与介词的搭配关系来帮助我们找到被后置了的宾语。

真题再现:1981 年英译汉

Actually we know from the drawing which Galileo made of sunspots that there must have been quite a lot of them at the time of his observations in the years 1611 and 1612.

解析:这里的动词 know 和 that 引导的宾语从句被介词短语 from the drawing which Galileo made of sunspots 分隔了。

译文:实际上,根据伽利略绘制的太阳黑子的图画我们了解到,在 1611 年和 1612 年他观察期间一定出现过大量的太阳黑子。

#### 4. it 作形式宾语的情况

it 充当形式宾语,宾语从句后置的情况有下列几种:

(1)在 believe, consider, declare, estimate, fancy, feel, find, guess, hear, imagine, know, make, prove, reckon, think, understand 等动词接复合宾语(宾语+宾补)时,要用 it 作形式宾语,形成“动词 + it 形式宾语 + 宾语补足语 + that 宾语从句”结构,其中 that 不可省略。例如:

We find it difficult that we should finish the work on time. 我们发现按时完成工作有困难。

She thinks it wrong that he didn't answer the phone. 她认为他不接电话是不对的。

(2) that 引导的宾语从句不能直接作介词的宾语,需先接 it。例如:

He insisted on it that he was innocent. 他坚持说自己是无辜的。

You can depend on it that we shall always help you. 尽管放心,我们会随时帮你的。

We are thinking of it that we'll lend you some money. 我们正在考虑借给你钱的事。

I shall see to it that he is taken good care of when you are absent. 你不在的时候我负责把他照顾好。

(3)由及物动词与介词组成的固定搭配中,宾语从句若作该动词的宾语时,形成“动词 + 宾语 + 介词短语”的句型,须借用 it。例如:

Keep it in mind that you have to be home by ten o'clock. 要记住你得 10 点钟之前回

(1)the book that I am reading:此例中的 that I am reading 为定语从句,其中 that 为关系词,根据关系词的定义,that 在意义上应该相当于 the book,其在从句中所担当的句子成分通过还原——I am reading the book——可以知道是宾语,我们称其为“关系代词”。

(2)the place where I once worked:此例中 where I once worked 为定语从句,其中 where 为关系词,根据关系词的定义,where 在意义上应该相当于 the place,其在从句中所担当的成分通过还原——I once worked in the place ——可以知道是代替 in the place,在从句中作状语,我们称其为“关系副词”。

由于先行词可以是人或事物,所以使用的关系代词也略有区别。现将常用关系代词和关系副词列表如下:

关系代词	that	which	who	whom	whose + 名词
指代成分	主语/宾语	主语/宾语	主语/宾语	宾语	主语/宾语
指代内容	人/物	物	人	人	人/物
关系副词	when	where	why		
指代成分	时间状语	地点状语	原因状语		

注:whose 起到的是定语的作用,所以必须和名词连用。

## 2. 通过还原掌握“介词 + 关系代词”的结构

英语中的关系副词通常可以改写为“介词 + 关系代词(which)”的结构,但让学生容易糊涂的是有时用的是同一个关系副词,在改写成“介词 + 关系代词(which)”的结构时,介词却不一样。其实通过把关系副词还原,该问题就迎刃而解。比较:

He will never forget the day when he first met her. 他永远不会忘记第一次见到她的那一天。

还原从句——he first met her on the day——可见 when 指代的是“on the day”,由于 day 是介词 on 的宾语,所以这里的 when 可以改写为“on + which”的结构。

He will never forget the year when he first met her. 他永远不会忘记第一次见到她的那一年。

还原从句——he first met her in the year——可见 when 指代的是“in the year”,由于 year 是介词 in 的宾语,所以这里的 when 可以改写为“in + which”的结构。

### 2.2.3 了解定语从句的分类

定语从句可分为限制性定语从句和非限制性定语从句两类。

1. 限制性定语从句:限制性定语从句对先行词起限制和确定作用,中间不用逗号分开,同先行词关系密切,是句中不可缺少的部分。限制性定语从句不能省去,因为限制性定语从句所修饰的先行词本身意义不明确,被定语从句修饰后意思才能确定。例如:

Here is the boy who has broken the window. 这是那个打破窗子的男孩。

Can you show me the house where Lu Xun was born? 你可以带我去看鲁迅出生的房子吗?

sion people undoubtedly affect their relationships with real-life people.

A. when                      B. on which                      C. that                      D. in which

解析:此处的关系词指代 the hours,在从句中作动词 spend 的宾语,因此用关系代词 that/which。正确答案为 C。

译文:孩子们花费很多时间看电视,他们与电视中的人物建立一种单向的关系,这势必会影响到他们在现实生活中的人际交往。

真题再现:1999年6月 CET-6

I've never been to Beijing, but it's the place \_\_\_\_\_.

A. where I'd like to visit                      B. in which I'd like to visit  
C. I most want to visit                      D. that I want to visit it most

解析:the place 是动词 visit 的宾语,因此定语从句的先行词应当为关系代词,在从句中作宾语,此处被省略。正确答案为 C。

译文:我从未走过北京,但那是我最想去的地方。

#### 17. 关系代词和关系副词可省略的情况

(1)当关系代词在从句中作宾语的时候,可以省略。例如:

Mary is the girl (whom) I met yesterday. 玛丽就是我昨天碰到的女孩。

This is the house (which) Tom bought last month. 这就是汤姆上个月买的房子。

(2)当先行词 way 作“方式、方法”讲,且关系词在句子中作状语的时候,可以用 in which, that, 也可以省略。例如:

我不喜欢他嘲笑我的方式。

I don't like the way that he laughed at me.

= I don't like the way in which he laughed at me.

= I don't like the way he laughed at me.

(3)当定语从句为 there be 句型时,可以省略从句中作主语的关系代词。例如:

The car is probably faster than any of its kind (that) there has ever been. 这辆车可能比以前同类的任何一辆车速度都快。

No one would have time to read or to listen to an account of everything (that) there is going on in the world. 没有谁会有时间去阅读或者收听对世界上正在发生的每件事情的描述。(going on in the world 为现在分词短语作定语修饰先行词)

(4)关系副词 when/where/why 在定语从句中可以省略。同时,that 还可以代替“when/where/why/介词 + which”,而且可以省略。例如:

I never forget the day (when/that/on which) I went to school 20 years ago. 我永远不会忘记 20 年前我上学的那一天。

Do you know anywhere (where/that/at which) I can get a drink? 你知道我能从哪儿弄点喝的吗?

I'd like to know the reason (why/that/for which) you won't come to the party. 我想知道你不去参加聚会的原因。

(5)先行词同时受两个或两个以上的定语从句修饰时,只能省略充当宾语的第一个关

于主句动作。

as 所表示的动作与主句动作同时发生,具有延续的含义(与延续性动词连用),如果与短暂性动词连用,表示短暂的相随渐变的情况。

while 只能表示持续性的动作或状态,主句的动作发生在 while 从句持续的过程中,不能表示一时性或短暂性的动作。

“when/while/as + 延续性动词”表示一段时间。

“when + 瞬间性动词”表示某个具体的时间。

“as + 瞬间性动词”表示相随渐变的情况。

例如:

He entered the room when/while/as the meeting was going on. 正当开会的时候他走进了房间。

I was cooking supper when she arrived. 她来到的时候我正在做晚饭。

As time passed, things seem to get worse. 随着时间的推移,情况似乎变得更糟。

具体说来:

(1) when 引导时间状语从句时表示“当……的时候”, when 既可以指时间段也可指时间点,从句中既可用延续性动词又可用非延续性动词,且动作既可和主句的动作同时发生又可在主句的动作之前或之后发生。注意体会如下例句:

I'll call you when I get there. 我一到那里就给你打电话。

When the wind blows, all the doors rattle. 只要风一吹,这门就吱嘎作响。

He stopped trying, when he might have succeeded next time. 他不再试了,其实他可能下一次就成功。

When I came home my wife was cooking dinner. 我回家时,妻子在做晚饭。

**注意:**

如果 when 引导的时间状语从句的主语与主句主语相同,而从句的谓语又是 be 动词时,那么从句中的主语和 be 可以省略;当 when 引导的时间状语从句的主语与主句主语相同时,往往还可以用“when+分词”的形式替代该状语从句。例如:

When (you are) in trouble, ask her for help. 当你遭遇麻烦的时候去向她求助。

When I came into the room (= When coming into the room), I found him lying there asleep. 当我进入房间的时候,我发现他躺在那儿睡着了。

(2) while 引导时间状语从句时表示“当……的时候”,它强调主句的动作与从句的动作同时持续地进行(用于这一用法时 while 引导的时间状语从句和主句中的谓语动词必须是延续性动词),或者主句的动作发生在从句动作的进行过程中(此时主句中的谓语动词通常是非延续性动词)。例如:

Study while you study; play while you play. 该学习的时候就学习,该玩的时候就玩。

I met her while I was at school. 当我在学校的时候我遇见了她。

(3) as 引导时间状语从句时表示“当……时,一边……一边……”,侧重表示两个动作同时发生(包括一个主语同时进行两个动作),或者一种动作随着另一种动作的变化而

解析:本题考查表示让步转折关系的动词 admit 的使用。

译文:直到最近,大多数历史学家仍对工业革命持批评态度,尽管他们承认从长远来看,工业化确实在很大程度上提高了普通老百姓的生活水平。

4. while 表示让步转折关系

真题再现:2000 年阅读第 4 篇

While often praised by foreigners for its emphasis on the basics, Japanese education tends to stress test taking and mechanical learning over creativity and self-expression.

解析:这里 while 用作连词,表示“尽管”。while 引导的从句是一个省略形式的状语从句,相当于“While it is often praised by...”,这里 it 指代 Japanese education。

译文:虽然日本的教育常常因为重视基础知识而受到外国人士的赞扬,但是其往往强调应试和机械性学习,而不是创造性及自我表现。

真题再现:2006 年第 48 题

I have excluded him because, while his accomplishments may contribute to the solution of moral problems, he has not been charged with the task of approaching any but the factual aspects of those problems.

解析:本题考查状语从句连词的翻译。这里 because 原因状语从句中又包含一个 while 引导的让步状语从句。

译文:我之所以把普通的科学家排除在外,是因为尽管科学家的成就可能促成道德问题的解决,但是科学家们一直以来都没有以解决道德中的实际问题为己任。

5. 表示让步转折关系的一种特殊结构:as/so + *adj.* + as + 主谓结构

这种结构位于句首,表示让步。到目前为止,这种结构尚未在考研真题中出现过,不过同学们最好还是要掌握。

As much as John hates to do it, he must stay at home and study tonight. 尽管约翰不愿意,但他今晚还是得待在家里学习。

As amusing and perceptive as graffiti (涂鸦) may sometimes be, it has by no means won universal approval. 尽管涂鸦有时可以供人消遣并发人深思,但它从未赢得普遍认同。

As important as qualifications are, and you won't get to an interview without the qualifications, the most thing in fact is the character and how a person presents himself at interview. I find it very difficult to define exactly the sort of person I am looking for, but when I meet someone I can tell whether they are the sort of person that I would like to appoint or whether they are not. 在求职过程中,资历固然很重要,因为若没有很好的资历,你是得不到面试机会的。但事实上,最重要的是你的个性以及在面试中你是如何展现自己的。有时很难确切地说我需要何种类型的人才,但是在面试过程中,我能够判断出他们是否是我所需要的人才。

#### 2.3.7.4 让步状语从句中的倒装

1. as 引导的让步状语从句必须倒装,其基本结构为:形容词/副词/名词/动词/过去分词+as/though+主语+谓语的其他部分(在这个句型中,单数可数名词前一般不带冠



### 3.8.4 not so much ... as ...

在考研英语中,not so much ... as ... 这一句型曾多次出现,该句型的用法特点:

1. 从结构上来看,有两种结构:not so much A as B 和 not A so much as B。A 和 B 是两个被比较的平行结构,可以同为词、短语或句子。
2. 从意思上来看,该句型的基本含义为“与其说 A,倒不如说 B”或“是 B,而不是 A”,但在实际语境中其翻译非常灵活。

例如:

A man's worth lies not \_\_\_\_\_ in what he has as in what he is.

A. so much            B. much so            C. too much            D. much too

解析:本题考查 not so much A as B 的用法。not so much A as B 结构否定 as 以前的部分,肯定 as 以后的部分,意为“与其说 A,不如说 B”或“不是 A,而是 B”。

译文:一个人的价值与其说在于他拥有的东西,不如说在于他本身是怎样的人。

He is not so much a journalist as a writer. 与其说他是新闻工作者,不如说他是作家。

The great use of a school education is not so much to teach you things as to teach you the art of learning. 学校的最大作用不在于教你一些知识,而在于教你学习的方法。

The trumpet player was certainly loud, but I was not bothered by his loudness so much as by his lack of talent. 这个吹喇叭的人把声音吹得够大,但让我厌烦的不是他吹的声音大,而是他根本就缺乏演奏天赋。

He isn't so much ill as depressed. (=He's depressed rather than ill.) 他不是生病,而是情绪低落。

The oceans do not so much divide the world as unite it. (=The oceans do not divide the world so much as unite it. =The oceans unite the world rather than divide it.) 与其说是海洋分割这个世界,不如说是统一这个世界。

当连接句子时,not so much ... as ... 连接的往往是 because 或 that 引起的从句,意思是“倒不是因为……而是因为……”。as 后的 that 有时可省去。例如:

You feel lost, sick at heart before such unmasked hatred, not so much because it threatens you as because it shows humans in such an inhuman light. 面对这毫不掩饰的仇恨,你感到不知所措、惶恐不安,这倒不是因为它威胁了你,而是因为它显示了人类居然如此没有人性。

It's not so much that the machine is out of order as (that) I have not learned to operate it. 倒不是机器出了故障,而是我还没有学会操作。

真题再现:1994 年英译汉第 71 题

Science moves forward, they say, not so much through the insights of great men of genius as because of more ordinary things like improved techniques and tools.

解析:本题考查 not so much A as B 这一比较句型。这里的平行结构是两个介词短语,这两个介词短语在句中作状语,修饰谓语 moves forward。

②用在固定搭配中。例如:

I will go to Shanghai tomorrow. Have you anything to be sent to your son? 我明天要去上海,你有什么东西要带给你儿子吗?(send 的动作发出者并非 you,因此不定式用被动语态)

作定语的不定式如果与其前面所修饰的名词有逻辑上的动宾关系,然而动词又为不及物动词,此时动词后要加介词或副词,使其成为及物动词词组。例如:

Will you find me a pen to write with? 你能给我找一支写字的笔吗?

不定式所修饰的词是 time, place, way 时,不定式后面的介词习惯上要省去。例如:

Do you think it is the best way to deal with such a problem? 你认为这是解决问题的最好方式吗?

**注意:**

①不定式作定语时,往往与它所修饰的名词、代词形成逻辑上的动宾关系或主谓关系。例如:

He always has a lot of meetings to attend. 他总是有很多会议要出席。(attend 与 meetings 构成动宾关系)

He is looking for a room to live in. 他在寻找住房。(live in 与 a room 构成动宾关系,介词不能省去)

The next train to arrive was from Lanzhou. 下一趟到站的列车是从兰州开来的。(The next train 与 arrive 构成主谓关系)

②动词不定式语序不同时,语法功能也不同,译文也不同。例如:

I want something to read. 我想要点儿可读的东西。(to read 不定式结构相当于形容词,作后置定语)

I want to read something. 我想读点儿东西。(to read something 相当于名词,作宾语)

③不定式作定语时,用主动形式表被动含义的情形:

a. There is something to do 句型。例如:There is a letter to write. (= There is a letter to be written.) 有封信要写。

b. 当不定式修饰 want, have 等动词的宾语,并且句子的主语是不定式的逻辑主语时,用主动表被动。例如:

We have no homework to do. 我们没有作业。(to do 作定语修饰 have 的宾语 homework,并且 to do 的逻辑主语是 we)

— I am going to the post office, for I have a letter to post. Can I help you? 我要去邮局寄封信。我能帮你干点什么?

— Thank you. But I have no letters to be posted now. 谢谢,我目前没有要寄的信。

(6)作状语,表示目的、原因、结果。例如:

They ran over to welcome the guests. 他们跑过去欢迎客人。(目的)

The child is too young to go to school. 孩子太小不能去上学。(结果)

We were excited to hear the news. 听到这个消息我们非常激动。(原因)

## 2. 动名词的复合结构

### (1) 动名词复合结构的构成

动名词的复合结构指在动名词前加物主代词或名词所有格。物主代词或名词所有格表明动名词动作的发出者。例如:

His coming late made the teacher angry. 他的迟到让老师生气。

动名词的复合结构在句中作宾语时,物主代词或名词所有格可以变为人称代词的宾格或名词的普通格,但复合结构作主语时没有任何变化。

He entered the room without anyone noticing him. 他进入房间,没有人察觉到他。

Li Ming's smoking in the classroom surprised us. 李明在教室里吸烟让我们很吃惊。

(不可用 Li Ming smoking)

#### ☞ 注意:

①若动名词的逻辑主语是无生命的“物”,而不是“人”时,最好用普通格。例如:

I was afraid of the tent falling down during the night. 我怕夜里帐篷倒塌了。

②若动名词的逻辑主语由较长的一组词构成时,最好用普通格。例如:

Do you remember John and his father coming to see us last Christmas? 你还记得约翰和他的父亲去年圣诞节来看我们吗?

③若动名词复合结构作主语时,则最好用所有格或物主代词。例如:

Tom's/His coming home late worries his mother. 汤姆/他的晚归使他妈妈担心。

④当逻辑主语是 this, that, somebody, someone, nobody, none, anybody anyone 等时,一般用其通格形式。例如:

He disapproved of that being said about John. 他不赞同关于约翰的说法。

The teacher dislikes anyone being late. 老师不喜欢迟到者。

He insisted on this being true. 他坚持认为这是真的。

### (2) 动名词复合结构的否定式、被动式和完成式

动名词复合结构的否定式仍然是在动名词前面加 not 等否定词。动名词与其逻辑主语之间构成被动关系时,动名词用被动式。动名词表示的动作发生在句子谓语动词动作之前时,动名词用完成式。例如:

Mary's not passing the exam made her mother very angry. 玛丽考试不及格使她妈妈非常生气。

She didn't mind her books being taken away and used by other students. 她并不介意她的书被别的学生拿去用。

I know nothing about his having gone to Beijing. 我不知道他已经去了北京。

### (3) 动名词复合结构的作用

动名词复合结构在句中主要作主语和宾语。

#### ① 作主语

The students' knowing English well will help them to learn French. 学生学好了英语对学习法语有帮助。

# 第七章 主谓一致

## 7.1 主谓一致遵循的原则

主谓一致是指主语与谓语在数上要一致。主谓一致主要遵循三个原则：语法一致原则、意义一致原则、就近一致原则。在不同情况下需要应用三个原则中的不同原则，很多时候又需要综合利用这三个原则来处理主谓一致。

## 7.2 谓语动词用单数的情况

1. 动名词短语、不定式短语、名词性从句作主语时，谓语用单数。例如：

Buying clothes is often a time-consuming job because those clothes that a person likes are rarely the ones that fit him or her. 买衣服通常是一项很耗时的工作，因为一个人喜欢的衣服很少能适合他或她。

To understand the situation completely requires more thought than has been given thus far. 要想彻底地了解局势需要比目前更多的考虑。

2. 表示时间、距离、金额、重量、面积、体积、容积等度量的名词短语作主语时，谓语用单数。例如：

Two weeks was too long. 两周时间太长了。

Five times five makes twenty five. 5 乘以 5 等于 25。

3. 一般用 and 连接的两个单词或短语作主语的时候，谓语用复数，但是下面用 and 连接的主语表示一个概念，谓语用单数：

law and order 法制

soap and water 肥皂水

a cup and saucer 茶杯碟子

fork and knife 刀叉

the needle and thread 针线

trial and error 反复尝试，不断摸索

horse and carriage 马车

## 7.4 谓语动词用单、复数均可的情况

1. 某些情况下,谓语动词使用单数还是复数取决于最靠近该动词的主语的单、复数。存在这种情况的主要有以下几种可能:

(1)由连词 *either ... or ...*, *neither ... nor ...*, *whether ... or ...*, *not only ... but (also)*, *or* 等连接的并列主语,谓语动词与靠近的那个名词或代词保持一致。例如:

*Neither money nor fame has influence on me.* 金钱和荣誉都不会让我动心。

*Not only you but also he is wrong.* 你和他都错了。

(2)在倒装结构中,谓语动词与后面的第一个主语一致。例如:

*Blocking the open-sided porch, framed by the enveloping fog, stands a tall grave-faced policeman.* 一位身材高大的警察,板着面孔,堵住了敞开的门廊,像被套在镜框里似地站在氤氲大雾之中。

*Just outside the ruins is a magnificent building surrounded by tall trees.* 就在废墟之外有一座被大树环绕的宏伟建筑。

*Although a great number of houses in that area are still in need of repair, there has been improvement in the facilities.* 虽然那个地区有大量的房屋仍需修缮,但设施已有所改善。

2. 主语带有 (*together/along*) *with*, *such as*, *accompanied by*, *as well as*, *no less than*, *except*, *besides*, *with*, *combined with*, *in addition to*, *including*, *together with* 等附加成分,谓语动词的数不受附加成分的影响,仍然与主语保持一致。例如:

*Professor Taylor, with six of his students, is attending a conference in Boston organized to compare current practice in the United States with those of other nations.* 泰勒教授将与他的6名学生一起参加在波士顿举行的一场会议,会议旨在将美国现行的做法与其他国家相比较。

*The president of the college, together with the deans, is planning a conference for the purpose of laying down certain regulations.* 校长与系主任们正计划着召开一次制定某些规则的会议。

3. 关系代词作主语的定语从句中,谓语的数要与先行词一致。当关系词在从句中作主语时,从句谓语动词的单复数应由先行词决定;关系词不在从句中作主语时,从句谓语动词的单复数应由从句的主语决定。例如:

*Mike is one of the brightest students who have graduated from Harvard University.* 麦克是最聪明的哈佛毕业生之一。(从句的先行词是 *students*,而不是 *one*,所以从句的动词采用复数形式)

实际上,一般用“*one of + 复数名词*”时,后面的 *who* 引出的定语从句都是修饰复数名词,但如用“*the only one of + 复数名词*”时, *who* 引出的定语从句中的动词则应用单数形式,因为该从句修饰的是 *one*。例如:

She wasn't in the least angry with me. 她一点儿也不生我的气。

— Are you hungry? 你饿吗?

— Not in the least. 一点儿也不饿。

He was not a bit sleepy somehow that night. 那天晚上他不知为何一点儿也不困。

(5) 用作同位语的反身代词 *itself*, *himself*, *yourself*, *myself* 等。例如:

The story is well written, but he himself didn't tell it well. 故事写得非常精彩,但他自己讲得不好。

The manager himself served them. 经理亲自为他们服务。

You'd better do the work yourself. 你最好亲自干。

6. 用助动词 *do*(*does*), *did*。例如:

Do have a rest at once. 务必立刻休息一下。

He did see the film last night. 他昨晚确实看电影了。

Do be more careful next time. 务必下次小心些。

7. 用 *much*, *still*, *even*, *by far*, *a great/good deal*, *a lot* 等强调形容词和副词的比较级。例如:

The new theatre is *much/still/even/a great deal/a lot* larger than the old one. 新剧院比旧的大得多。

*by far* 还可以强调形容词和副词的最高级。例如:

The Pacific is *by far* the largest ocean in the world. 太平洋是世界上最大的洋。

## 2. 语法手段

语法手段主要指书面语言中通过改变词序(倒装)达到强调的目的。例如:

There goes the bell. 铃响了。

Out rushed the children. 孩子们冲出去了。

Only then did I realize that I was wrong. 直到那时我才意识到我错了。

Not a single mistake did he make. 他一个错误也没犯。

## 3. *it* 强调句型

He teaches us math every Friday morning. 他每周五早上教我们数学。

强调主语: *It is he who* teaches us math every morning.

强调间接宾语: *It is us who* he teaches math every Friday morning.

强调直接宾语: *It is math that* he teaches us every Friday morning.

强调状语: *It is every Friday morning that* he teaches us math.

## 9.2 *it* 强调句型注意事项

1. 强调句型的特殊疑问句形式是“疑问词 + *is/was* + *it* + *that* + 其他部分”。在宾语从句中,其结构为“疑问词 + *it* + *is/was* + *that* + 其他部分”。例如:

What is it that makes man different from other animals? 是什么使人区别于其他动物?

- It's (about/high) time + that 从句 某人该做某事了(从句谓语用过去式)  
 It's first (second) time + that 从句 某人第几次干某事(从句谓语用现在完成时)  
 It's + 时间段 + since 从句 自从……有一段时间了  
 It's + 时间段 + before 从句 过多长的时间才……

### 11.3 作形式主语的 it

#### 1. 基本用法

当不定式、动名词、从句等复杂成分用作句子主语时,为保持句子平衡,通常把真正的主语放在句末,而在句首使用形式主语 it。例如:

It's very important to remember this. 记住这一点很重要。

It's hard work climbing mountains. 爬山是费劲的事。

It's unknown when he will come. 他什么时候来还不知道。

真题再现:2002 年阅读第 1 篇

If you are part of the group which you are addressing, you will be in a position to know the experiences and problems which are common to all of you and it'll be appropriate for you to make a passing remark about the inedible canteen food or the chairman's notorious bad taste in ties.

解析:本句包含由 and 连接两个并列分句。第一个分句主干为 you will be in a position,不定式 to know the experiences and problems 作定语修饰 position,which 引导定语从句修饰 the experiences and problems。第二个分句为 it'll be appropriate for you to...,其中 it 作形式主语,真正的主语为不定式 to make a passing remark about...。

译文:如果你是谈话对象中的一员,你就能够了解你们所共有的经历和问题,而且你也可对餐厅极难吃的食物或者领导在选择领带方面差劲的品位进行评头论足。

真题再现:2007 年阅读第 2 篇

It's not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

解析:本句中 It 为形式主语,真正的主语是其后 how 引导的主语从句,主语从句的主干为 how the capacity suits one to answer questions,两个不定式结构 to... 作 capacity 的后置定语,questions 后面的 that 引导定语从句,关系代词 that 在从句中作主语。

译文:人们非常不清楚的是:(智商考试)这种在心里想象物体的形状或数字模式的能力,怎么能回答一些已经困惑了最优秀的诗人和哲学家多年的问题呢?

真题再现:2005 年阅读第 2 篇

Just as on smoking, voices now come from many quarters insisting that the science about global warming is incomplete, that it's OK to keep pouring fumes into the air until we know for sure.

mental travelers or others who earned a living from the sea, there was little reason to ask many questions about it, let alone \_\_\_\_\_ what lay beneath the surface.

- A. asking      B. ask      C. to ask      D. be asked

9. Even if they are on sale, these refrigerators are equal in price to, if not more expensive than, \_\_\_\_\_ at the other store.

- A. anyone      B. the others      C. that      D. the ones

10. The atmosphere is as much a part of the earth as \_\_\_\_\_ its soil and the water of its lakes, rivers and oceans.

- A. are      B. is      C. do      D. has

11. You \_\_\_\_\_ such a long essay; our teacher only asked for 200 words, and you have written 300!

- A. mustn't have written      B. couldn't have written  
C. needn't have written      D. might not as well have written

12. \_\_\_\_\_ for aches, pains and fever, aspirin is now the subject of multiple investigations of its role in treating many more serious complaints.

- A. Long used      B. Being used long  
C. Having been long used      D. It has long been used

13. In no country \_\_\_\_\_ Britain, it has been said, can one experience four seasons in the course of a single day.

- A. better than      B. more than      C. other than      D. rather than

14. We hope the measures to control prices, \_\_\_\_\_ are taken by the government, will succeed.

- A. when      B. as      C. since      D. after

15. — What do you suggest I write about, then, to stand a chance next year?

— It isn't so much \_\_\_\_\_ you write as the way \_\_\_\_\_ you write it.

- A. what; that      B. what; which  
C. what; how      D. which; that

16. Suppose there were a flood or an earthquake and the people could not be reached by trains or trucks. \_\_\_\_\_ packages of food could be dropped from planes, the people might starve.

- A. Until      B. Before      C. Unless      D. If only

17. Mary has long had the desire \_\_\_\_\_ a famous writer even though the study of writing would require years of sacrifice on her part.

- A. for becoming      B. to become      C. of becoming      D. becoming

18. This is so difficult a problem that the scientist is known to \_\_\_\_\_ on it for about ten years, but hasn't found a solution yet.

- A. have worked      B. have been working  
C. be working      D. work on