

本套丛书之所以受到为考研英语发愁的考生欢迎，是因为首次提出和入木三分地诠释了考研英语的三大“牛顿定律”

英语知识应用和写作

2012

考研英语 80分之路

魏保生 主编

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58种题型及其独特的解题方法为本套丛书的核心



科学出版社

2012 考研英语 80 分之路

· 英语知识应用和写作 ·

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内 容 简 介

《2012 考研英语 80 分之路》丛书是傲视鼎考试与辅导高分研究组成功推出《考研西医综合 240 分之路》、《考研中医综合 240 分之路》、《30 天精通医学英语系列丛书》、《点石成金系列丛书》、《医学考研专业基础课和专业课突破系列》和《医学笔记系列》六大考试和面试系列之后的又一力作,该套丛书首次提出和入木三分地诠释了考研英语的三大“牛顿定律”:第一,90% 的考生只有意识地注重总分,却无意识地忽略了最小得分单位是 0.5 分,因此,引领考生从 0.5 分做起达到 80 分是本套丛书的最高宗旨;第二,出题只有 20% 的规律,答题却有 80% 的规律,所以,58 种题型及其独特的解题方法为本套丛书的核心,也是傲视鼎考试与辅导高分研究组的贡献和独创;第三,考试内容的 70% 考查的是语言,30% 考查的是综合能力,故而,有的放矢的训练是本套丛书的根本。

本书是《2012 考研英语 80 分之路》丛书的一本,包含了 58 种题型中的 26 种(每一章或节的标题就是一种题型),分三篇进行:上篇勇夺英语知识应用(填空)题的 8 分,对各种题型进行分析并提供解题的技巧;中篇勇夺应用文写作的 8 分,揭示各种应用文的写作技巧;下篇勇夺短文写作的 16 分,按照文章的结构对阅卷者所期待的方方面面进行辅导。

每一章(或节)分五个部分进行:①规律透视:对该类型的题进行鞭辟入里的分析;②得分诀窍:提出解决该类型题目独特的解题方法;③真题验证:从历年真题中感受、巩固并记忆该规律;④实战演练:提供有的放矢的练习题和答案以备实战;⑤扫荡词汇:把全部的大纲词汇分到各个章,便于各个击破,尤其是傲视鼎的独特的记忆词汇的方法更使学习变得有趣而简单。

本书适合 2012 考研英语备战之用,也可以作为其他英语考试的参考资料。

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勇夺英语知识应用

(填空) 题的 8 分

第1章 夺取“比较”型题的0.5分

【规律透视】

1. (A) above (B) upon (C) against (D) with (40/2002)
2. (A) slower (B) faster (C) easier (D) tougher (18/2007)

【得分诀窍】

1. 碰到比较型的题目,首先想到“against”,其他的方位用词一般都是干扰项。
2. 几乎每年都有比较型的题目,关键是用词的准确性。

【真题验证】

原文 (7/2011) Ancient Greek philosopher Aristotle viewed laughter as “a bodily exercise precious to health.” But 1 some claims to the contrary, laughing probably has little influence on physical fitness. Laughter does 2 short-term changes in the function of the heart and its blood vessels, 3 heart rate and oxygen consumption. But because hard laughter is difficult to 4, a good laugh is unlikely to have 5 benefits the way, say, walking or jogging does. 6, instead of straining muscles to build them, as exercise does, laughter apparently accomplishes the 7, studies dating back to the 1930’s indicate that laughter 8 muscles, decreasing muscle tone for up to 45 minutes after the laugh dies down.

Such bodily reaction might conceivably help 9 the effects of psychological stress. Anyway, the act of laughing probably does produce other types of 10 feedback, that improve an individual’s emotional state. 11 one classical theory of emotion, our feelings are partially rooted 12 physical reactions. It was argued at the end of the 19th century that humans do not cry 13 they are sad but they become sad when the tears begin to flow.

Although sadness also 14 tears, evidence suggests that emotions can flow 15 muscular responses. In an experiment published in 1988, social psychologist Fritz Strack of the University of Würzburg in Germany asked volunteers to 16 a pen either with their teeth thereby creating an artificial smile—or with their lips, which would produce a(n) 17 expression. Those forced to exercise their smiling muscles 18 more exuberantly to funny cartoons than did those whose mouths were contracted in a frown, 19 that expressions may influence emotions rather than just the other way around. 20, the physical act of laughter could improve mood.

问题 7. (A) opposite (B) impossible (C) average (D) expected

解析 7. 答案:(A) opposite。从前一句的 instead of 得知此处句意发生转折,因而选择 opposite(与 instead of straining muscles to build them 相反的结果)

原文 (3/2009) Research on animal intelligence always makes me wonder just how smart humans are. 1 the fruit-fly experiments described in Carl Zimmer’s piece in the Science Times on Tuesday. Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is an 4 in not being too terrifically bright.

Intelligence, it 5 out, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning 7 instead of instinct. Plenty of other species are able to learn, and one of the things they’ve apparently learned is when to 8.

Is there an adaptive value to 9 intelligence? That’s the question behind this new research. I like it. Instead of casting a wistful glance 10 at all the species we’ve left in the dust I. Q.—wise, it implicitly asks what the real

11 of our own intelligence might be. This is 12 the mind of every animal I've ever met.

Research on animal intelligence also makes me wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning. We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for terrain. They would try to decide what intelligence in humans is really 17, not merely how much of it there is. 18, they would hope to study a 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive.

问题 3. (A) thinner (B) stabler (C) lighter (D) dimmer

解析 3. 答案:(D)。该题考查形容词, lighter (更轻的), thinner (更瘦的), stabler (更稳定的), dimmer (比较暗淡的), 该句是前一句推出的结论, 即由“果蝇越聪明寿命越短”推出“灯泡越暗使用时间越长”。

原文 (40/2002) Comparisons were drawn between the development of television in the 20th century and the diffusion of printing in the 15th and 16th centuries. Yet much had happened 21. As was discussed before, it was not 22 the 19th century that the newspaper became the dominant pre-electronic 23, following in the wake of the pamphlet and the book and in the 24 of the periodical. It was during the same time that the communications revolution 25 up, beginning with transport, the railway, and leading 26 through the telegraph, the telephone, radio, and motion pictures 27 the 20th century world of the motor car and the airplane. Not everyone sees that process in 28. It is important to do so. It is generally recognized, 29, that the introduction of the computer in the early 20th century, 30 by the invention of the integrated circuit during the 1960s, radically changed the process. 31 its impact on the media was not immediately 32. As time went by, computers became smaller and more powerful, and they became “personal” too, as well as 33, with display becoming sharper and storage 34 increasing. They were thought of, like people, 35 generations, with the distance between generations much 36. It was within the computer age that the term “information society” began to be widely used to describe the 37 with which we now live. The communications revolution has 38 both work and leisure and how we think and feel both about place and time, but there have been 39 views about its economic, political, social and cultural implications. “Benefits” have been weighed 40 “harmful” outcomes. And generalizations have proved difficult.

问题 40. (A) above (B) upon (C) against (D) with

解析 40. 答案:(C)。根据题意, 将两个对立性的事物 benefits 和 harmful outcomes 进行权衡比较, 是用固定搭配: weighed sth. against sth.

原文 (18/2007) By 1830 the former Spanish and Portuguese colonies had become independent nations. The roughly 20 million 1 of these nations looked 2 to the future. Born in the crisis of the old regime and Iberian Colonialism, many of the leaders of independence 3 the ideas of representative government, careers 4 to talent, freedom of commerce and trade, the 5 to private property, and a belief in the individual as the basis of society, 6 there was a belief that the new nations should be sovereign and independent states, large enough to be economically viable and integrated by a 7 set of laws.

On the issue of 8 of religion and the position of the church, 9, there was less agreement 10 the leadership. Roman Catholicism had been the state religion and the only one 11 by the Spanish crown, 12 most leaders sought to maintain Catholicism 13 the official religion of the new states, some sought to end the 14 of other faiths. The defense of the Church became a rallying 15 for the conservative forces.

The ideals of the early leaders of independence were often egalitarian, valuing equality of everything. Bolivar had received aid from Haiti and had 16 in return to abolish slavery in the areas he liberated. By 1854 slavery had been abolished everywhere except Spain's 17 colonies. Early promises to end Indian tribute and taxes on people of mixed origin came much 18 because the new nations still needed the revenue such policies 19. Egalitarian sentiments were often tempered by fears that the mass of the population was 20 self-rule and democracy.

问题 18. (A) slower (B) faster (C) easier (D) tougher

解析 18. 答案:(D)。这个题有人可能会误认为填副词修饰一个动词, 其实不然, 问题中的四个选项, 所要修饰的就是前面的 came 这个单词, 这个单词在这里面不是行为动词或者实意动词, 所表达的是系动词, 这个地方就不是“来”的意思, 而是“形成、变得”的意思, 选 tougher。

【扫荡词汇】

- decrease *vi.* de 向下[例,defame 毁誉(de 向下 + fame 名声→把名声向下拉→降低名誉→毁誉)] + crease 衣缝
[例,increase 提高(in 使 + crease 缝→使产生缝→加大缝→提高)]→使缝隙减少→降低
- dedicate *vt.* 奉献;献身; de 动词前缀起加强之意[例,delight 高兴] + dic 说,统治(dictator 统治者) + ate 动词后缀
- deduce *vt.* 演绎,推论,推断
- deduct *vt.* 扣除,演绎
- deed *n.* 行为,事迹
- deepen *vt.* 加深;*vi.* 深化; deep 深的 + en 使动词后缀(tighten 加紧)
- deer *n.* 鹿;〈注〉dear 亲爱的
- defeat *n.* 击败;失败
- defect *n.* 缺点,缺陷,欠缺; de 不 + fect→fact 做[例,manufacture 制造]→没做好→没造好→缺陷
- defence *n.* 防御;防务;辩护; de 动词前缀起加强之意[例,delight 高兴] + fence 栅栏→建立栅栏→防御
- defend *vt.* 保卫,防守
- defense *n.* 防卫; de 动词前缀起加强之意[例,delight 高兴] + fense = fence 栅栏→建立栅栏→防御
- deficiency *n.* 缺乏,不足之数;反义词:sufficiency 足够;〈注〉proficiency 熟练
- define *vt.* 给……下定义,限定; de 下 + fine 界线[例,confine 限制]
- definite *a.* 明确的,肯定的; de 加强前缀 + fin(e) 界线[例,confine 监禁] + ite 的→有界限的→明确的
- definitely *ad.* 一定地,明确地
- definition *n.* 定义,释义;定界; de 强调[例,delimit 划界] + fin 界限[例,define 定义] + ition 名词后缀
- deform *vt.* 损坏……的形状
- deformation *n.* 损坏;变形;畸形
- degree *n.* 程度,度,学位; 同义词:angle 角,角度
- delay *vt.* 推迟;耽搁;延误; de 不 + lay 躺→不躺下睡觉→迟→延迟
- delegate *n.* 代表 *vt.* 委派……为代表
- delegation *n.* 代表团
- deliberate *a.* 深思熟虑的;审慎的
- deliberately *ad.* 审慎地,故意地
- delicate *a.* 纤细的;易碎的
- delicious *a.* 美味的,怡人的
- delight *n.* 快乐
- deliver *vt.* 投递,送交;发表; de 动词前缀起加强之意[例,delight 高兴] + liver 来自 liber 解放→释放东西→分娩→送东西; delivery 名词(输送,分娩); 同义词:transport, transmit
- delivery *n.* 投递;交付;分娩; 同义词:transport 输送
- demand *vt.* de 动词前缀起加强之意[例,delight 高兴] + mand 命令(mandatory 强迫的)
- democracy *n.* 民主,民主制
- democratic *a.* 民主的,民主政体的
- demonstrate *vt.* 说明;论证;表露;〈记〉demon (鬼怪) + strate (走)→鬼怪走出来→展示→显灵→显示
- demonstration *n.* 示范
- denote *vt.* 指示,意味着; de 下 + note 笔记→下面作笔记→表示→意味着
- denounce *vt.* 公开指责,公然抨击,谴责
- dense *a.* 密集的;浓厚的; dens 密[例,density 密度] + e
- density *n.* 密集,稠密;密度; dense 密的,来自拉丁语 densa + ity 名词后缀[例,creativity 创造力];〈注〉tense 紧张的;〈记〉concentration 浓度
- dental *a.* 牙齿的[例,dentist 牙医]
- dentist *n.* 牙科医生

- deny *vt.* 否定;拒绝相信
- depart *vi.* 离开,启程;出发
- department *n.* 部,司,局,处,系;〈注〉deport 驱逐
- departure *n.* 离开,出发,启程
- depend *vi.* 依靠; de 加强词义 + pend 挂[例,pendulum 悬垂,钟摆]→完全挂于某物→依靠
- dependence *n.* 依赖; 反义词:independence 独立
- dependent *a.* 依靠的,依赖的; 反义词:independent 独立的
- deposit *vt.* 使沉淀;存放; de 下 + posit 放→往下放→沉淀
- deposition *n.* 免职,罢免;口供; de 下 + posit 放 + ion 名词后缀→往下放→沉淀
- depress *vt.* 使沮丧;按下; de 低[例,degrade 降级(de 降 + grade 级→降级)] + press 压[例,compress 压(com 共 + press 压)]→向下压→降低,压抑
- depression *n.* 沮丧;不景气,萧条; de 低[例,degrade 降级(de 降 + grade 级→降级)] + press 压[例,compress 压(com 共 + press 压)]→向下压→降低,压抑
- deprive *vt.* 夺去;使(人)失去
- depth *n.* 深度;深厚;深处; deep 的变形(long 可以变为 length)
- deputy *n.* 代理人; *a.* 副的
- derivation *n.* 引出;起源;衍生; de 动词前缀[例,depress 压抑(de + press 压→压抑)] + riv(e) 道路[例,river 河] + ation 名词后缀;〈注〉arrive 到达,deprive 剥夺,drive 驾驶,冲动
- derive *vt.* 取得 *vi.* 起源; de 动词前缀[例,depress 压抑(de + press 压→压抑)] + riv(e) 道路[例,river 河]; 〈注〉arrive 到达,deprive 剥夺,drive 驾驶,冲动
- descend *vi.* 下来,下降;下倾; de 向下[例,decrease 下降] + scend 走[例,ascend 上升,攀登]
- descendant *n.* 子孙,后裔;弟子
- descent *n.* 下降;出身;斜坡; 来自 descend 下降; de 向下[例,decrease 下降] + scend 走[例,ascend 上升,攀登]
- describe *vt.* 形容;描写,描绘; de 加强 + scribe 写[例,prescribe 开处方(提前写)]; description 描述(名词)
- description *n.* 描写,形容;种类; de 加强 + scrip 写[例,prescribe 开处方(提前写)] + tion 名词后缀; describe 描述(动词)
- desert *vt.* 遗弃;擅离(职守);与 dessert(甜点心)相区别
- deserve *vt.* 应受,值得
- design *vt.* 设计; *n.* 设计;图样; de 加强前缀 + sign 签名
- designate *vt.* 指出,指示;指定
- designer *n.* 设计家(师)
- desirable *a.* 值得相望的;可取的; de 加强前缀 + sir 先生 + able 的→像先生般的→合适的,理想的
- desire *vt.* 相望;要求; *n.* 愿望; de 加强前缀 + sir(e) 先生→想成为先生→期望,向往
- despair *n.* 绝望;失望
- desperate *a.* 拼死的;绝望的
- despise *vt.* 鄙视,蔑视
- despite *prep.* 不管,不顾; de 不 + spite 恶意→去掉恶意→转折(词); 同义词:in spite of
- dessert *n.* 甜点心
- destination *n.* 目的地,终点;目标; 同义词:aim, goal, target
- destroy *vt.* 破坏;消灭;打破; 同义词:destruct; 反义词 construct, establish
- destruction *n.* 破坏,毁灭,消灭; de 不[例,defame 毁誉(fame 名声)] + struct 结构[例,construct 建造,构造(con 共 + struct 结构→共结构→建造)] + ion 名词后缀
- destructive *a.* 破坏(性)的,危害的; de 不[例,defame 毁誉(fame 名声)] + struct 结构[例,construct 建造,构造(con 共 + struct 结构→共结构→建造)] + ive 形容词后缀
- detach *vt.* 分开;派遣(军队)
- detail *n.* 细节;枝节;零件; de 强调[例,deligh 高兴] + tail 尾巴→过于强调尾巴→过于细节
- detain *vt.* 耽搁;扣押,拘留
- detect *vt.* 察觉,发觉;侦察; de 去掉[例,delete 删除] + tect 盖[例,protect 保护(提前掩盖→保卫→保护)]→

- 去掉盖→发现→探查;〈注〉defect 缺陷(fect→fact 做[例,manufacture 制造]); detection 名词形式
- detection *n.* 察觉,发觉;侦察
- detective *n.* 侦探,密探
- detector *n.* 发觉者,探测器
- determination *n.* 决心;决定;确定;de 动词前缀[例,defy 公然反抗]+ termination 最终,终点
- determine *vt.* 决定;查明;决心; de 强调词义 + term 期限→规定期限→决定
- develop *vt.* 使(颜色等)显现;〈记〉developing country 发展中国家; developed country 发达国家; underdevelop 发育不足;〈注〉depend 依靠
- development *n.* 发展; deve→de 加强词义 + lop 跑→跑来→发生→发育 + ment 名词后缀; develop 发展,发育;〈记〉developing country 发展中国家; developed country 发达国家; underdevelop 发育不足;〈注〉depend 依靠
- deviate *vt.* (使)背离,偏离
- device *n.* 器械,装置;设计;同义词:equipment, facility
- devil *n.* 魔鬼,恶魔
- devise *vt.* 设计,发明
- devote *vt.* 将……奉献,致力于; de 加强词义 + vote 投票→加强投票→致力于
- devotion *n.* 献身;忠诚;专心
- dew *n.* 露,露水
- diagnose *vt.* 诊断(疾病); dia 对面[例,dialogue 对话(dia 对 + logue 说→站在对面说→对话)] + gno 知道[例,prognostic 预后的]→医生站在病人对面知道→诊断
- diagram *n.* 图解,图表,简图; dia 对面 + gram 图[例,program 项目]→与课文相对的图→图例,图解
- dial *n.* 钟面;拨号盘;*vt.* 拨
- dialect *n.* 方言,土语,地方话
- dialog *n.* 对话,对白
- diameter *n.* 直径; dia 横过[例,dialogue 对话(dia 横过 + logue 说→对着说→对话)] + meter 容器(〈注〉另一词义为“米”)→横过容器→直径
- diamond *n.* 金刚石,钻石;菱形
- diary *n.* 日记,日记簿;di 日[例,diarize 记日记];〈注〉daily 每日的(day→daily),dairy 牛奶制品
- dictate *vt.* dict 说 + ate 动词后缀→说了算→统治[例,dictionary 词典]
- dictation *n.* 口授笔录,听写
- dictator *n.* 独裁者,专政者
- dictionary *n.* 词典,字典; dict 说 + ionary 东西→说的东西总结在一起→字典
- diet *n.* 饮食,食物;〈记〉die 死 + t→为吃而死→饮食;〈注〉on diet 减肥;dietary 饮食的
- differ *vi.* 不同,相异; dif→dis 不[例,disagree 不同意] + fer 携带[例,transfer 转移(trans 横过 + fer 带→带过去→转移)]→携带不同的主见→使不同
- difference *n.* 差别;差;分歧; dif→dis 不[例,disagree 不同意] + fer 携带[例,transfer 转移(trans 横过 + fer 带→带过去→转移)] + ence 名词后缀→携带不同的主见→不同
- different *a.* 差异的;各种的; dif→dis 分开[例,dismiss 解散(dis 分开 + miss→mit 送→分开送→解散)] + fer 带[例,defer 推迟(de 不 + fer 带→不愿带→推迟)]
- differential *a.* 差别的; differ 不同 + ential 的→不同的
- differently *ad.* 不同地; different 不同 + iate 动词后缀→使不同的东西分开→鉴别; differentiation 名词形式
- difficult *a.* 困难的;难对付的;同义词:uneasy; difficulty 名词形式(困难)
- difficulty *a.* 困难;难事;困境;同义词:uneasiness; difficult 形容词形式(困难的)
- dig *vt.* 掘,挖;采掘
- digest *vt.* di-dis 分开 + gest 吞(congest 充血,填塞)→分开吞下→消化,分类
- digital *a.* 数字的,计数的;digit 指(趾); toe 脚趾,finger 手指
- diligent *a.* 勤勉的,勤奋的

- dilute *vt.* 冲淡,变淡,变弱,稀释;di→dis 分开 + lute 流→分开流→稀释;〈注〉dilate 扩张
- dim *a.* 昏暗的;朦胧的
- dimension *n.* 尺寸,尺度;面积
- diminish *vt.* 减少,减小,递减;di→dis 分开 + mini 小[例,minimize 使最小化] + ish 动词后缀[例,abolish 消除]
- dine *vi.* 吃饭 *vt.* 宴请
- dinner *n.* 正餐(午饭或晚饭)
- dip *vt.* 浸;蘸
- direct *vt.* 指导;反义词:indirect 间接的; direction 方向; direct 直接 + ion 名词后缀→直接→直→方向; directive 指导的; direct 指导,直接 + ive 的
- direction *n.* 方向,方位;指导; direct 直接 + ion 名词后缀→直接→直→方向
- directly *ad.* 直接地;立即;反义词:indirectly 间接的; directive 指导的; direct 指导,直接 + ive 的
- director *n.* 指导者;理事;导演
- dirt *n.* 尘,土;污物,污垢
- dirty *a.* 脏的;下流的
- disable *vt.* 使无能,使伤残;dis 不 + able 能……的→使无能→使残疾
- disadvantage *n.* 不利,不利地位;dis 不[例,dismay 沮丧(dis 不 + may 能→使不能做想做的事情→沮丧)] + advantage 利益,优势
- disagreement *n.* 不一致;争论
- disappear *vi.* 消失,消散;dis 不[例,dismay 沮丧(dis 不 + may 能)] + appear 出现→不出现→消失
- disappearance *n.* 消失,消散;失踪
- disappoint *vt.* 使失望,使受挫折;disappointment *n.* 失望;沮丧
- disaster *n.* 灾难,祸害;天灾
- disastrous *a.* 灾难性的;悲惨的
- disc *n.* 圆盘 = disk;〈注〉disco 夜总会
- discard *vt.* 丢弃,抛弃,遗弃
- discern *vt.* 看出,辨出;辨别;〈注〉concern 关心
- discharge *vt.* 释放;排出;*n.* 释放;dis 向外 + charge 装料,电荷→分泌,排出
- discipline *n.* 纪律;训练;*vt.* 训练;dis 分开(display 展示) + cip 落下(precipitate 沉淀) + line 线(borderline 边线)→分开落的线→学科,纪律(一条一条)

第2章 夺取“并列”型题的0.5分

【规律透视】

请仔细给下面历年考研出现的选项进行“相面”。

- | | | | |
|-------------------|----------------|-------------------|----------------------------|
| 1. (A) or | (B) but rather | (C) but | (D) or else (25/2004) |
| 2. (A) group | (B) individual | (C) personnel | (D) corporation (31/2003) |
| 3. (A) instantly | (B) reversely | (C) fundamentally | (D) sufficiently (47/1997) |
| 4. (A) assistance | (B) guidance | (C) confidence | (D) tolerance (25/2003) |
| 5. (A) gifted | (B) skilled | (C) trained | (D) versatile (36/样题) |
| 6. (A) displaying | (B) describing | (C) creating | (D) exchanging (29/2003) |
| 7. (A) expensive | (B) mechanical | (C) flourishing | (D) complicated (35/样题) |

- | | | | |
|-----------------------|----------------------|-----------------|-----------------------------|
| 8. (A) improper | (B) risky | (C) fair | (D) wise (27/2003) |
| 9. (A) similar | (B) long | (C) different | (D) short (34/2003) |
| 10. (A) capabilities | (B) responsibilities | (C) proficiency | (D) efficiency (40/2003) |
| 11. (A) keep | (B) maintain | (C) retain | (D) protect (37/样题) |
| 12. (A) apparent | (B) desirable | (C) negative | (D) plausible (32/2002) |
| 13. (A) but | (B) while | (C) and | (D) whereas (48/1997) |
| 14. (A) care | (B) nutrition | (C) exercise | (D) leisure (23/2003) |
| 15. (A) brought | (B) followed | (C) stimulated | (D) characterized (30/2002) |
| 16. (A) claimed | (B) admired | (C) ignored | (D) surpassed (26/2003) |
| 17. (A) institutional | (B) universal | (C) fundamental | (D) instrumental (33/2002) |
| 18. (A) above | (B) unlike | (C) excluding | (D) besides (2/2005) |
| 19. (A) signs | (B) stimuli | (C) messages | (D) impulse (11/2005) |

【得分诀窍】

并列型题目主要考查一致性的原则,应该掌握下列规则:

(一) 动词时态的一致

时态的一致可以分为下面几种情况:

1. 简单句:当句子中有两个或两个以上的谓语动词共用同一个主语时,一般谓语动词的时态要求保持一致。
2. 并列句:由并列连接词(有时可能省略掉连接词)连接的两个句子也要求时态上的一致,这类连接词有 and, as well as 等。由 but 连接的并列句,后面的句子往往有语气的转折,时态要视情况而定。
3. 主从复合句中主句和从句之间时态的一致关系。
 - (1) 在宾语从句中主句和从句之间的时态的一致关系通常由主句谓语的时态决定从句谓语的时态。
 - 1) 若主句谓语动词是现在时或将来时,如:一般现在时、现在完成时、一般将来时、将来完成时等,从句可以根据需要使用任何时态。
 - 2) 若主句谓语动词是过去时态(一般过去时、过去进行时、过去完成时、过去将来时、过去将来完成时),从句谓语动词也必须是过去时态。
 - A. 如果从句动作与主句动作同时发生,从句用一般过去时或过去进行时。
 - B. 当从句动作发生在主句动作之前,从句要用过去完成时。
 - C. 当从句动作发生在主句动作之后,从句要用过去将来时。
 - 3) 当从句表示客观事物或真理,或人们已经公认的道理时,其时态不受主句谓语动词的时态的影响。即使主句谓语动词使用了过去时的某种时态,从句的时态仍然是现在的某种时态。
 - 4) 当从句表示并未出现或尚未实现的愿望时,必须用过去时态。
 - 5) 有些形容词后面可跟有从句,这种从句一般可看做宾语从句,其谓语也应与主句谓语的时态保持一致。可跟这种宾语从句的形容词有: afraid, glad, sure, confident, sorry, certain, conscious, aware, careful, anxious, doubtful, lucky, delighted, surprised, worried 等。一致的原则与宾语从句相同。如:

I'm confident that I'll pass the exam. 我有信心通过考试。

He was lucky that he wasn't killed. 他很幸运没有被杀死。

(2) 在主语从句,表语从句和同位语从句中,主句和从句之间的时态一致关系所遵守的法则和宾语从句相同。如:

It appears that some little trouble was caused by a woman, whose name has not been ascertained. 看来这件小小的麻烦是由一个至今尚不清楚其姓名的女人所引起的。

It was known long ago that professor Einstein played a key role in the development of the theory of relativity. 人们早已知道,爱因斯坦教授对相对论的发展起了主要作用。

It was proved centuries ago that the speed of light is 186 000 miles a second. 几世纪前就证实了光的速度为每秒 186 000 英里。

The fact that man would soon be able to visit the moon built up new scientific interest in earth's nearest neighbor.

人类不久可以游览月球的事实,引起了对地球近邻的新的科学兴趣。

(3) 定语从句与主句的时态一致关系:

1) 若定语从句的谓语表示的动作和主句谓语表示的动作同时发生,则要求使用同样的时态。如:

The original manuscript of "The Theory of Relativity" was written by Einstein who was then an employee in a patent office. "相对论"的原稿是由当时在一家专利办公室工作的爱因斯坦写的。

Almost every morning I receive invitation cards to visit exhibitions, on which are illustrations of the machines displayed. 几乎每天早晨我都会收到参观展览会的请柬,上面印着展出的机器的插图。

2) 主句与定语从句的谓语表示的动作如果不是同时发生,时态则不要求一致。如:

Have you seen the new golf clubs that Mr. Stevens gave Bill? 你看过史蒂文斯先生给比尔的那些新高尔夫球棒了吗?

I painted several pictures that are now on show in the museums. 我画了几张画,现在正在博物馆里展出。

(4) 状语从句与主句的时态一致关系:

1) 如果状语从句的谓语表示的动作和主句谓语表示的动作同时发生,则要求使用同样的时态。如:

Immanuel Kant was so regular in his habits that until the day he died people were able to set their watches by his actions. 伊曼努尔·康德的习惯那么有规律,以至直到他死以前人们都能按他的行动来对表。

When Abraham Lincoln became president of the United States of America, he was completely involved in the problem of slavery. 当亚伯拉罕·林肯成为美国总统时,他便陷入到奴隶问题的漩涡中去了。

2) 由 when, while, as 引起的进行时,若主句表示的动作比从句表示的动作更引人注目,主句用过去时(或现在时),从句用过去进行时(或现在进行时)。若两个动作同样注目,可以都使用进行时。如:

As I was walking along main street, a car mounted the pavement and crashed into a shop. 当我正沿着大街走时,一辆汽车越过人行道,冲进一家店铺里去了。

While the child was playing with his toys, his parents were reading books. 孩子在玩玩具,他父母在看书。

When I was returning home from school, a parade of demonstrators walked along the streets.

当我从学校回家时,一队游行示威者从街上走过。

3) 如果状语从句的谓语表示的动作和主句谓语表示的动作不是同时发生,则要求使用相应的时态。

注意:使用 after 与 before 连接的状语从句之间的区别在于:

A. 使用 after 时,从句用完成时;使用 before 时,主句用完成时。

B. 因为 after 与 before 两个连词本身已表示动作有先后,所以由这两个连词引起的状语从句也可以使用与主句一样的时态。如:

The director had explained the details many times before the workers took the job. 工头在工人们开始工作前把细节给他们讲了好多遍。

Each of the major glacial stages produces distinctive land forms that remain long after the glacier has disappeared. 每一主要冰河期都会产生特殊的地形,这种地形一直保留到冰川消失之后很久。

He did not know any English before he went to England. 他在去英国以前,他一点儿英语都不懂。

After she finished her work, she hurried to the nursery to pick up her child. 干完工作后,她匆匆赶到托儿所接孩子。

(二) 主语、谓语的一致

主谓一致指的是谓语动词在人称和数上必须与主语保持一致。处理主谓一致问题可依据三项原则:语法上一致、意义上一致和就近一致。

1. 谓语动词用单数。

(1) 以单数名词或代词、动词不定式短语、动名词短语或从句作主语时,谓语动词一般要用单数动词。如:

To work hard is necessary. 努力工作是有必要的。

Reading without comprehension is no good. 只读不理解是不好的。

It pays to work hard. 天道酬勤。

(2) 事件、国家、机构名称、书刊及其他作品的名称(专有名词)用作主语时,谓语动词用单数。如:

The United States was formed in 1776. 美国于 1776 年成立。

The New York Times still has a wide circulation. 纽约时报发行量仍然很大。

Roots is a novel about a black family. 《根》是一部关于(美国)黑人家庭的小说。

(3) 表示时间、距离、重量、度量、价值等的复数形式主语,习惯上用单数谓语动词。如:

Two weeks was too long. 两周太长了。

Ten dollars is a small sum. 十美元是个小数目。

Five times five makes twenty five. 五乘以五是二十五。

One and a half bananas is left on the table. 一只半香蕉留在桌子上。

(4) 表示学科和某些疾病名称的名词是复数形式,作主语时,谓语动词用单数形式。如:

Linguistics is a branch of study on human language. 语言学是人类语言中的一个分支。

(5) 有些名词形式是复数,意义为单数,作主语时,要求单数动词。如:

The chaos was stopped by the police. 混乱被警察阻止了。

The news is a great encouragement to us. 这新闻对我们来说是一个很大的鼓舞。

Her present whereabouts is still unknown. 她目前的行踪仍然不明。

(6) 主语是单数时,尽管后面跟 as well as (以及), no less than (不少于……, 多达), rather than (而不是), more than (不只是, 超过), but (除了), except (除……外), besides (加之, 还有), with (和……一起; 和……一块儿), along with (跟……一起), accompanied by (由……陪同), combined with (加上), in addition to (除……以外), including (包括), together with (与……一起) 等, 谓语动词仍用单数形式。

(7) 某些不定代词, 如: either, neither, each, one, other, another, anybody, anyone, anything, somebody, someone, something, everybody, everyone, everything, nobody, no one, nothing 等, 当它们作主语时, 其谓语动词通常用单数形式。如:

Each of the boys has an apple. 每个孩子都有苹果。

Somebody is using the phone. 有人正在用电话。

Everything around us is matter. 我们周围一切都是物质。

但是口语中当 either 或 neither 后 + of + 复数名词(或代词)作定语时,其谓语动词也可用复数。如:

Is (Are) either of the boys ready? 两个男孩都准备好了吗?

Neither of the novels is (are) interesting. 哪一本小说都没意思。

(8) 集合名词作主语表示整体概念时,动词用单数谓语形式。

如: The government is made up of senior members of the four main rightwing parties. 这届政府由四个主要右翼党的高级官员组成。

His family is not very large. 他的家庭并不太大。

The staff of our school is opposed to the drastic changes in the system of education. 我们学校的教员都反对教育体制的巨大改革。

The crowd was deeply stirred by his speech. 他的演说深深地打动了听众。

(9) 用 and 连接的成分表示单一概念时,动词谓语用单数形式。如:

Bread and butter is our daily food. 黄油面包是我们的日常食品。

Time and tide waits for no man. 时光不等人。

The secretary and principal of the school was present at the meeting. 该校的书记兼校长出席了会议。

(10) 用 and 连接的并列成分前面有 each, every, many, a, no 等词修饰时,意义为单数,动词也相应地用单数形式。如:

In China every boy and girl has the right to compulsory education. 在中国每个儿童都有权利受义务教育。

Each man and woman who takes the TOEFL is supposed to get the score report in five weeks.

参加托福考试的每个人都能在五个星期内收到成绩通知单。

Many a student and teacher has seen the film. 不少老师和学生都看过这部影片。

(11) none (of + 名词或代词) 在正式文体中被看做单数,谓语动词用单数,但非正式文体中也可以用复数。如:

None of us seem to have thought of it. 我们中似乎没有人想到它。

“Is there any letter for me?” “有我的信吗?”

“Sorry, there’s none.” “对不起,没有。”

None of the drivers has (have) turned up. 一个司机都没有来。

2. 谓语动词用复数。

(1) 用 and, both... and 连接的并列主语, 或 both, (a) few, many, several 等修饰语后面谓语动词通常用复数形式。如:

Plastics and rubber never rot. 塑料和橡胶永不生锈。

He and I were classmates when we were at college. 他和我大学时曾是同班同学。

Both of these novels are interesting. 这两部小说都有意思。

Few people know it. 几乎无人知道。

(2) 集体名词如 people, police, public, militia, cattle, class, youth 等, 常用复数形式的谓语动词。如:

The Chinese people are brave and hardworking. 中国人民是勤劳勇敢的。

Most police wear uniforms. 绝大多数警察穿制服。

The cattle are grazing in the sunshine. 一群牛在阳光下吃草。

(3) 当表示民族的词与冠词合用充当主语时, 谓语动词用复数形式。如:

The Japanese were once very aggressive. 日本人曾是很具有侵略性的。

The English are more conservative and less talkative than the Americans. 英国人比美国人保守且不爱说话。

(4) 某些形容词前面加定冠词表示一类人。作主语时, 谓语动词用复数。如:

The rich are not always selfish. 富人不总是自私的。

The wounded are well treated here. 伤员在这儿接受良好治疗。

The aged suffer from various miseries in this country. 老年人在这个国家遭到各种悲惨遭遇。

(5) 不可数名词作主语, 其前有表示数量的复数名词修饰时, 谓语动词用复数。如:

Three million tons of coal were exported that year. 那年出口 300 万吨煤。

Two million square meters of housing were constructed in my hometown last year. 我的家乡去年盖了 200 万 m^2 的住宅。

(三) 谓语动词可用单数, 也可以用复数

1. 就近一致。

有时谓语动词的人称和数与最近的主语保持一致, 主要有以下两种情况:

(1) 用连词 either... or, neither... nor, whether... or, not only... but (also), or 等连接的并列主语, 如果一个单数, 一个是复数, 则谓语动词按就近一致原则, 与最靠近它的主语一致。如:

What he does or what he says does not concern me. 他做什么或是他说什么与我无关。

Either the boy or the girl knows him well. 不是这男孩就是那女孩了解他。

Neither money nor fame has influence on me. 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, 谓语动词往往和后面的第一个主语取得一致。如:

Where is your mother and younger sisters? 你的母亲和妹妹们在哪里?

There is a book, two pencils and some buttons on the table. 在桌子上, 有一本书, 两支铅笔和一些扣子。

2. 一些表示数量的短语与名词连用时, 谓语动词的数取决于名词的数。名词是复数, 谓语动词用复数, 反之就用单数。这些短语有: a lot of (lots of), plenty of, a heap of (heaps of), half of, two-thirds of, ninety percent of, part of, rest of, some of, none of 等。如:

Lots of damage was caused by the fire. 火灾造成了很大的损失。

Two-thirds of people present are women. 在场 $2/3$ 的人是妇女。

40 per cent of the students come from the south of China. 40% 的学生来自中国的南方。

A number of students were late. 许多同学迟到了。

3. 集体名词作主语时, 谓语动词的数取决于主语表示的意义。当表示整体时, 谓语动词用单数; 当主语强调集体中的个体时, 谓语动词用复数 (意义一致原则)。

如: army, audience, band, board, crowd, cattle, class, club, committee, crew, family, crowd, firm, flock, gang, governments, groups, majority, party, police, public, staff, team, troop 等等。

The family is the basic unit of our society. 家庭是社会的基本单元。

The family were watching the TV. 全家人正在看电视。

The committee meets twice a month. 委员会一月开两次会。

The committee are divided in opinion. 委员会意见有分歧。

The audience was enormous. 观众人很多。

The audience were greatly moved at the words. 听了这话听众都很感动。

4. 定语从句中关系代词作主语时,其谓语动词的数必须与其先行词一致。

I who am your friend, will try my best to help you. 我作为你的朋友会尽力帮助你。

Each of us who are his classmates is willing to help him. 我们这些他的同班同学都乐意帮助他。

(四) 代词的一致

代词一致是指句中代词应在数、性、人称等方面彼此保持一致,或者与它所照应的名词词组在某些方面保持一致。如:

He is devoted to his aged mother. 他全心全意地照顾他年迈的母亲。

The city is proud of its parks. 这座城市为它所拥有的公园而自豪。

You will be late for your appointment. 你约会要迟到了。

The old man hurt his foot. 老人伤了他的脚。

(1) 由 and 连接两个先行词时,代词用复数。

如:The tourist and businessmen lost their luggage in the accident. 在事故中旅游者和商人丢失了行李。

(2) 由 either...or, neither...nor, not only...but (also), or 连接先行词,如果两个先行词在数和性上是一致的,就用其相应的一致的人称代词;如果两个先行词在数或性上不一致,人称代词一般与邻近的先行词在数、性上保持一致。如:

Neither Mary nor Alice has her key with her. 玛丽和爱丽丝都没带钥匙。

Neither the package nor the letters have reached their destination. 包裹和信都未到达目的地。

Did Andrew or Alice lose herself confidence? 是安德鲁还是艾丽斯失去了信心?

Not only Tom but I can do my work well. 我和汤姆都能将工作做好。

在正式语体中,如果两个先行词在性或数上不一致,则用两个不同的人称代词。如:

If either David or Janet comes, he or she will want a drink. 如果是大卫或珍妮特来,他或她是会要喝点儿的。

(3) 当 each, everyone, everybody, no one, none, nobody, anyone, anybody, someone, somebody 用作主语或主语的限定词时,其相应的代词一般按照语法一致原则,采取单数形式。

Everybody talked at the top of his voice. 每个人使劲扯着嗓门讲话。

None of the boys can do it, can he? 没人能做这件事,他行吗?

Nobody wants to go there, does he? 没人愿意去那儿,他愿意吗?

在非正式文体中,也可根据意义一致原则用复数代词。如:

Everybody knows what they have to do. 每个人都知道他们必须做什么?

(4) everything, anything, something, nothing 之类的不定代词作主语时,句中相应的代词,一般只按语法一致的原则,用其单数的形式。如:

Everything is ready, isn't it? 一切都准备好了,对吧?

Something strange happened, didn't it? 不是吗? 某种奇怪的事情发生了。

(5) 当主语为复数形式,后跟 each 作同位语时,如果 each 位于动词之前,其后的代词或相应的限定词用复数形式;如果 each 位于动词之后,其后的代词或相应的限定词用单数形式。如:

They each have two coats. 他们每人两件外衣。

We are each responsible for his own family. 我们各自负责自己的家庭。

【真题验证】

原文 (20/2011) Ancient Greek philosopher Aristotle viewed laughter as “a bodily exercise precious to health.” But 1 some claims to the contrary, laughing probably has little influence on physical fitness. Laughter does 2 short-term changes in the function of the heart and its blood vessels, 3 heart rate and oxygen consumption. But because hard laughter is difficult to 4, a good laugh is unlikely to have 5 benefits the way, say,