



新航道—语言教育创新者

新航道考研英语培训教材

考研英语 新题型 速战速决

胡敏 主编

首创英汉题解，加强英语思维

紧跟大纲变化，仿真尽显权威

超强实战练习，点拨准确到位

一册新题在手，考研成功无忧

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阅读选择搭配题

Reading Comprehension: Matching

第一部分 选择搭配题大纲样题剖析

Insight into the Sample Test for Matching

Sample Test (大纲样题)

Directions:

In the following article, some sentences have been removed. For Questions 1-5, choose the most suitable one from the list A-G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps. Mark your answers on answer sheet 1.

Long before Man lived on the Earth, there were fishes, reptiles, birds, insects, and some mammals. Although some of these animals were ancestors of kinds living today, others are now extinct, that is, they have no descendants alive now. (1) _____.

Very occasionally the rocks show impression of skin, so that, apart from color, we can build up a reasonably accurate picture of an animal that died millions of years ago. The kind of rock in which the remains are found tells us much about the nature of the original land, often of the plants that grew on it, and even of its climate.

(2) _____. Nearly all of the fossils that we know were preserved in rocks formed by water action, and most of these are of animals that lived in or near water. Thus it follows that there must be many kinds of mammals, birds, and insects of which we know nothing.

(3) _____. There were also crab-like animals, whose bodies were covered with a horny substance. The body segments each had two pairs of legs, one pair for walking on the sandy bottom, the other for swimming. The head was a kind of shield with a pair of compound eyes, often with thousands of lenses. They were usually an inch or two long but some were 2 feet.

(4) _____. Of these, the ammonites are very interesting and important. They have a shell composed of many chambers, each representing a temporary home of the animal. As the

爬虫类

偶尔 偶然

n 后裔 追随者. adj

fossil. [fɒsəl] 化石 字旧者. adj 化石的 陈旧的

生硬动物 构造物

角状的 角质

部分 各节 节

复眼 复眼 复眼

[lenz] 透镜 镜头 (眼睛) 水晶体

透视镜 镜头 (眼睛) 水晶体

房间 居室

代表

小房间的 暂时的

2 阅读选择搭配题

young grew larger it grew a new chamber and sealed off the previous one. Thousands of these can be seen in the rocks on the Dorset Coast.

(5) _____.

About 75 million years ago the Age of Reptiles was over and most of the groups died out. The mammals quickly developed, and we can trace the evolution of many familiar animals such as the elephant and horse. Many of the later mammals, though now extinct, were known to primitive man and were featured by him in cave paintings and on bone carvings.

Family

Word count: 331

(A) The shellfish have a long history in the rock and many different kinds are known.

(B) Nevertheless, we know a great deal about many of them because their bones and shells have been preserved in the rocks as fossils. From them we can tell their size and shape, how they walked, the kind of food they ate.

(C) The first animals with true backbones were the fishes, first known in the rocks of 375 million years ago. About 300 million years ago the amphibians, the animals able to live both on land and in water, appeared. They were giant, sometimes 8 feet long, and many of them lived in the swampy pools in which our coal seam, or layer, or formed. The amphibians gave rise to the reptiles and for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air.

★ 是脊椎动物的，
principle 原则、原理

(D) The best index fossils tend to be marine creatures. These animals evolved rapidly and spread over large areas of the world.

(E) The earliest animals whose remains have been found were all very simple kinds and lived in the sea. Later forms are more complex, and among these are the sea-lilies, relations of the star-fishes, which had long arms and were attached by a long stalk to the sea bed, or to rocks.

(F) When an animal dies, the body, its bones, or shell, may often be carried away by streams into lakes or the sea and there get covered up by mud. If the animal lived in the sea its body would probably sink and be covered with mud. More and more mud would fall upon it until the bones or shell become embedded and reserved.

(G) Many factors can influence how fossils are preserved in rocks. Remains of an organism may be replaced by minerals, dissolved by an acidic solution to leave only their impression, or simply reduced to a more stable form.

Word count: 320

Summary of the Text (文章概要)

This article is about fossils and the development of early life. It starts with an introduction to what we know of history plant and animal life through the fossil record. Then it talks about what fossils are and how they are made. Then it talks about the types of life preserved in fossils and their reflection of how life developed; first came simple life forms, then shellfish, then animals with backbones such as amphibians and mammals. After the age of the reptiles was done, mammals became dominant, of which man is a member.

本文的主题是化石和早期生物的进化。文章开始介绍了我们透过化石记录可以了解到古代动植物的知识,接下来谈论了化石是什么以及化石是如何形成的。文章又谈论了化石中保存的生物种类,以及这些生物是如何进化的:首先是简单的生命形式,如贝类动物,然后是脊椎动物,如两栖动物与哺乳动物。爬行动物的时代结束后,包括人类在内的哺乳动物占据了统治地位。

Answer Key (正确答案)

1. B 2. F 3. E 4. A 5. C

Explanation of Answers (答案详解)

Question 1: With a dismal ending to the sentences preceding the blank, the connector word in B, 'Nevertheless', gives hope and turns the topic from what was lost to what we still know about the time 'long before man lived on the earth.' The use of 'them' in the first sentence of B also connects to the ancestors that are now extinct.

第一题:空白前面的句子结尾给人凄凉的感觉,选项B中的衔接词“Nevertheless”(但是)给了读者一线希望,将话题从失去的东西转移到我们仍然知道的在人类出现之前的一些情况。选项B第一个句子中的“them”联系到现在已经灭绝的动物的祖先。

Question 2: Having just read that fossils are on rocks, it only makes sense that we should now have a description of how fossils are formed. This is found in F. It begins with the connector, when, and tells how mud forms fossils on rocks, exactly what was described in the previous paragraph. F also connects to the following sentences because they continue to talk about fossils and how they were formed. The connectors 'more and more' at the end of F is also completed by 'nearly all' right after the blank.

第二题:文章在介绍了化石存在于岩石之中之后,应该描述一下化石的形成过程才显得合乎逻辑。选项F是正确答案。文章的开头是衔接词“when”,介绍了泥土如何在岩石上形成化石,即前一段所描述的内容。选项F与下面的句子连接起来:后面的句子谈论的仍然是化石与化石的形成过程。选项F末尾的衔接成分“more and more”(越来越多的)与空白之后的“nearly all”(几乎所有的)相互呼应。

4 阅读选择搭配题

Question 3: It is best for this answer to look ahead and see that the discussion has shifted to describing complex crab-like creatures. What preceded these creatures? Only E answers this by talking about the earliest animals as being very simple. Only later did they become more complex.

第三题:要选出本题的正确答案必须明确讨论的重心已经转移到了对螃蟹般的复杂动物的描述上。这些生物之前又是什么呢?只有选项 E 回答了这个问题:早期的动物非常简单,后来才逐渐进化为复杂的动物。

Question 4: Again the student needs to look ahead to see that the discussion is about creatures with shells. A fits perfectly here with its introduction to shellfish and their many kinds. 'Of these' in the first paragraph after the blank, is the connector from many to the example, the ammonites.

第四题:这里学生仍然需要继续阅读,然后才能明确这里讨论的仍然是贝类生物。A 是正确选项:A 谈到了贝类动物及其种类。空白之后的第一个段落里的“Of these”(其中)连接起了贝类与菊石(ammonites)。

Question 5: Now looking for a complete paragraph describing creatures after the shellfish, C is the best choice because it moves to the first animals with backbones, fish, a logical next step up from shellfish. C also concludes with amphibians, the precursors to reptiles which are mentioned in the first sentence of the last paragraph.

第五题:现在寻找的段落应该对贝类动物之后的生物进行描述。选项 C 是(正确答案)该选项谈到了第一批脊椎动物——鱼类,贝类动物出现后的追随者。选项 C 结尾也提到了两栖动物——爬行动物的“前辈”,最后一段的第一个句子提到了爬行动物。

Non-applicable Answers (多余选项)

(D) Students may be tempted to choose D for (2), but it talks about the quick development and large distribution of marine creatures, which does not fit with the following sentences. 学生可能认为选项 D 是第二题的答案,但是选项 D 谈论的是海洋生物的迅速进化以及大范围的扩展,这与后面的句子无法顺利衔接起来。

(G) Students may also be tempted to choose G for (2), but the place for G is more suited for the second paragraph, which discusses how fossils are formed. So it is thematically just a little too late. And it is too similar in content to the second paragraph. 学生也可能认为选项 G 是第二题的答案,但是更适合 G 的地方是文章的第二段,即化石是如何形成的。因此,G 选项主题出现的过晚,与第二段的内容过于相似。

第二部分 选择搭配题解题技巧与点拨

Tips and Hints for Matching

The purpose of “matching” is to test your knowledge of your familiarity with paragraph structure and your comprehension of unity, cohesions, coherence and logic within an article. You will be tested on your ability to review an article, understand its organization and understand its flow on both the macro and micro levels. This section can be broken down into discussions of coherence, cohesion, unity and logic or the organization of the text at the paragraph level.

选择搭配题的目的是为了检验考生对文章的段落结构的把握、对文章的整体性、连贯性、衔接与逻辑的理解。这种考题考核考生以下几个方面的能力：阅读、理解文章的组织结构并且从宏观和微观两个角度对文章的行文思路加以把握。这一部分将分别讨论文章的连贯、衔接、整体逻辑或者说文章的段落安排。

The best way to prepare for matching is to practice scanning large articles to pick out the themes and progression of average articles. Look for words that repeat themselves, key words at beginnings of each sentence and how the topic of the article progresses from the beginning to the end. Are there examples? How do these fit into the context of the whole article? These are the kinds of things that you will need to be able to see quickly and understand when you are practicing these exercises.

准备选择搭配题的最佳途径是练习浏览篇幅长的文章，找出文章的主题以及文章的行文思路。注意寻找那些重复出现的词语、每个句子开头的关键词汇，并且注意观察每篇文章的主题是如何从开头贯穿到结尾的。文章中是否有例证？这些论据是如何融入到整篇文章中去的？这些问题是我们在做练习时应该迅速了解并掌握的。

Structure (文章结构)

Because the style of the matching texts is always academic, the typical essay format is employed. This means that when you look at articles of any length you'll see the following standard format:

选择搭配题所用的文章都是学术性风格的文章，所以文章的格式具有典型的代表性。在阅读此类文章时，可以看到文章大都采用如下的标准格式：

Introductory Paragraph 导论(介绍性段落)

Body of article with facts and information 正文(给出事实、信息)

Conclusion 结论

Let's talk about each independently.

下面我们来具体探讨文章每一部分结构。

Introductory Paragraph(文章导论)

This paragraph typically begins with the large view of an issue. It may start with questions or a series of questions that lead to the main topic of the article. The sample test begins, "Long before Man lived on the Earth", a broad statement that can take the reader anywhere in time before man lived. Several sentences may then help draw down the scale of the topic, but the most important part of the introductory paragraph is the final sentence. The final sentence is usually the topic sentence for the article. It will state the thesis of the article and say, in brief, how the article will flow, sometimes almost in outline form.

导论段落的典型格式是对某个问题泛泛而谈。文章开头可能会采用提问题的方式来引出全文的主题。大纲样题的开头如是写道：“在人类出现以前……”如此宽泛的句子可以引出“人类出现以前”的任何话题。下面的几个句子可能会逐渐将主题的范围缩小，但是导论段落最为重要的是最后一句话。通常情况下，导论段落的末句是全文的主题所在，说明本文将探讨什么，并简要指出文章的行文思路，有时甚至会以提纲的形式给出。

- ✓ **TIP:** Find main topic sentence and follow its structure
- ✓ **点拨:** 找出主题句，抓住其结构

Identifying this last sentence is very crucial in performing this task. If it is given, and it is a true topic sentence, you will be able to quickly see how the article will flow. If it is not a true topic sentence, look at the next paragraph, which is the next place to look for a topic sentence, especially when the introduction to a topic is long. An example of a topic sentence can be seen in the end of the first paragraph in the sample test where it says.

对此末句进行确认具有重要意义，会直接影响到该考题成绩。如果文章给出的末句是主题句，就可以迅速明确文章下面将如何进行下去。如果末句不是主题句，就应该在下面的一段中寻找。第二段是主题句的另一个藏身之处，因为有时候作者会花较多的笔墨为主题做铺垫。样题就是一个典型的例子，主题句在段落的末尾出现，文章这样写道：

Long before Man lived on the Earth, there were fishes, reptiles, birds, insects, and some mammals. Although some of these animals were ancestors of kinds living today, others are now extinct, that is, they have no descendants alive now. (1) Nevertheless, we know a great deal about many of them because their bones and shells have been preserved in the rocks as fossils. From them we can tell their size and shape, how they walked, the kind of food they ate.

“然而，我们对它们的了解还是很多的，原因就是它们的骨头和贝壳在岩石中以化石的形式保存了下来。我们从化石中就可以推测出它们的形状、大小，它们行走的方式以及它们的食物。”

While these are actually two sentences, the first sentence indicates that some sort of description of fossils is in order before we can discuss what we can tell from fossils, namely the types

of animals that evolved. This last sentence, in particular, outlines the article and how it will progress.

上面的段落只有两个句子,第一个句子暗示首先描述了某种化石,然后才能讨论从化石中推断出的信息,即进化后生物的种类。值得注意的是,最后一句话对文章进行了大概的安排,确定文章的行文方式。

Body of Article (文章正文)

This section is usually at least 3 to as many as 6 paragraphs long according to the sample test. It is where the details are found, hard facts are given and/or different types of a topic are described. These paragraphs usually follow the flow set in the introductory paragraph.

根据大纲样题,文章正文部分的长度通常是三至六段。正文会给出一些细节及事实,还会对文章主体的不同方面进行描述。本部分的段落通常会沿袭导论段落里的行文思路。

- ✓ **TIP:** Using the topic sentence, map out the flow of the body
- ✓ **点拨:** 把握主题句,明确正文的行文思路

The flow in the body of the sample test is as follows:
大纲样题正文的行文如下:

Very occasionally the rocks show impression of skin, so that, apart from color, we can build up a reasonably accurate picture of an animal that died millions of years ago. The kind of rock in which the remains are found tells us much about the nature of the original land, often of the plants that grew on it, and even of its climate.

(2) When an animal dies, the body, its bones, or shell, may often be carried away by streams into lakes or the sea and there get covered up by mud. If the animal lived in the sea its body would probably sink and be covered with mud. More and more mud would fall upon it until the bones or shell become embedded and reserved. Nearly all of the fossils that we know were preserved in rocks formed by water action, and most of these are of animals that lived in or near water. Thus it follows that there must be many kinds of mammals, birds, and insects of which we know nothing.

(3) The earliest animals whose remains have been found were all very simple kinds and lived in the sea. Later forms are more complex, and among these are the sea-lilies, relations of the star-fishes, which had long arms and were attached by a long stalk to the sea bed, or to rocks. There were also crab-like creatures, whose bodies were covered with a horny substance. The body segments each had two pairs of legs, one pair for walking on the sandy bottom, the other for swimming. The head was a kind of shield with a pair of compound eyes, often with thousands of lenses. They were usually an inch or two long but some were 2 feet.

(4) The shellfish have a long history in the rock and many different kinds are known. Of

these, the ammonites are very interesting and important. They have a shell composed of many chambers, each representing a temporary home of the animal. As the young grew larger it grew a new chamber and sealed off the previous one. Thousands of these can be seen in the rocks on the Dorset Coast.

(5) The first animals with true backbones were the fishes, first known in the rocks of 375 million years ago. About 300 million years ago the amphibians, the animals able to live both on land and in water, appeared. They were giant, sometimes 8 feet long, and many of them lived in the swampy pools in which our coal seam, or layer, or formed. The amphibians gave rise to the reptiles and for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air.

About 75 million years ago the Age of Reptiles was over and most of the groups died out. The mammals quickly developed, and we can trace the evolution of many familiar animals such as the elephant and horse. Many of the later mammals, though now extinct, were known to primitive man and were featured by him in cave paintings and on bone carvings.

Paragraph 2: What fossils show in rocks 第二段: 岩石中发现了什么样的化石

Paragraph 3: How the fossil is formed 第三段: 化石是如何形成的

Paragraph 4: The earliest types of life forms revealed 第四段: 最早的生命形态

Paragraph 5: More complicated life forms 第五段: 更加复杂的生命形态

Paragraph 6: Most complicated life forms, starting with a backbone

第六段: 最为复杂的生命形态, 脊椎动物

Paragraph 7: Death of reptiles and evolution of mammals

第七段: 爬行动物的死亡以及哺乳动物的进化

This flow requires a certain logic, which is made up of two concepts; coherence or cohesion. 行文需要一定的逻辑, 逻辑包含两个概念: 连贯与衔接。

Coherence refers to a certain characteristic or aspect of writing which means, "to stick together." This can be accomplished through using lexical items such as the repetition of the same word or subcategory words, the occurrence of synonymous expressions, using the general to indicate the specific or vice versa, the use of pronouns to avoid repetition, etc. These items all help the ideas in a paragraph flow smoothly from one sentence to the next.

连贯是文章的一个特征, 即“粘连在一起”。实现文章的连贯可以利用的手段有: 重复使用某一词语或子范畴的词语, 使用同义语表达, 用总称指代具体事物或者用具体事物指代整体, 使用代词避免重复等等。上述方法都有助于段落的思路平稳在句子之间过渡。

✓ **TIP:** Maintain coherence

✓ **点拨:** 保持连贯

Coherence is a product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in

writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned. Coherence itself is the product of two factors - paragraph unity and sentence cohesion.

连贯是多个因素共同作用的结果。在这些因素的合力作用下,文章的每个段落、每个句子甚至每个短语都为整篇文章的主题添砖加瓦。文章的连贯比起演讲中的连贯更加难以实现,原因就是作者没有非语言线索的反馈,从而无法确定自己的信息是否传达清楚。因此,作者必须使自己的连贯模式更加显而易见并且对之加以详细地规划。连贯是两个因素的作用结果:段落一致与句子衔接。

Sentence Cohesion(句子衔接)

To recognize cohesion, the link of one sentence to the next, students must watch in the text for the following techniques:

要识别句子之间的衔接,学生必须注意文章中使用的如下技巧:

Repetition. In sentence B (the second of any two sentences), repeat a word from sentence A.

Example: Sample test, second paragraph, 'rocks' is repeated in 1st and 2nd sentence

重复。在句子 B(两个句子中的后一句)中,重复使用句子 A 中的某个词语。例如:大纲样题第二段,“rocks”重复出现在第一句与第二句中。

Synonymy. If direct repetition is too obvious, use a synonym of the word you wish to repeat. This strategy is called 'elegant variation.'

Example: Sample Test, 1st paragraph, 1st and 2nd sentences, 'fishes, reptiles, birds, insects and some mammals' is repeated not in its entirety, but as 'these animals'
同义语。如果直接重复过于明显,就使用你希望进行重复的词语的同义语。该策略可以称之为“优雅变换”。例如:大纲样题第一段第一句与第二句, 'fishes, reptiles, birds, insects and some mammals' 没有进行完全的重复,只是说 'these animals'。

Antonymy. Using the 'opposite' word, an antonym, can also create sentence cohesion, since in language antonyms actually share more elements of meaning than you might imagine.

反义语。使用反义语也可以实现句子衔接。事实上,语言中的反义语更能够表达意思。

Pro-forms. Use a pronoun, or another pro-form to make explicit reference back to a form mentioned earlier.

Example: See the use of 'these'.

指代。使用代词等手段来指代前面提到过的内容。例如:“these”的使用。

Enumeration. Use overt markers of sequence to highlight the connection between ideas. This system has many advantages; (a) it can link ideas that are otherwise completely un-

connected, (b) it looks formal and distinctive, and (c) it promotes a second method of sentence cohesion, discussed in (7) below.

Example: First, second, third

列举。使用明显的顺序标记来彰显各个意思之间的联系。此方法优点很多:(1)可以连接起本来毫不相关的句子,(2)形式正式,一目了然,(3)能够促进第二种实现句子衔接的方法。例如:First, Second, Third.

Parallelism. Repeat a sentence structure. This technique is the oldest, most overlooked, but probably the most elegant method of creating cohesion.

平行。重复某一句子的句子结构。该方法最为古老,常常为人忽视,但或许是实现衔接最优雅的方法。

Transitions. Use a conjunction or conjunctive adverb to link sentences with particular logical relationships.

Example: See discussion of connectors below

过渡。使用连词或者连接副词来连接具有特殊逻辑关系的句子。关于例证,请参见下面衔接词的论述。

Identity. Indicates sameness.

Examples: that is, that is to say, in other words, ...

同一。表明一致性、同一性。例如:that is, that is to say, in other words.....

Opposition. Indicates a contrast.

Examples: but, yet, however, nevertheless, still, though, although, whereas, in contrast, rather, ...

对立。表示对比关系。例如:but, yet, however, nevertheless, still, though, although, whereas, in contrast, rather, ...

Addition. Indicates continuation.

Examples: and, too, also, furthermore, moreover, in addition, besides, in the same way, again, another, similarly, a similar, the same, ...

追加。表示连续性。例如:and, too, also, furthermore, moreover, in addition, besides, in the same way, again, another, similarly, a similar, the same, ...

Cause and effect.

Examples: therefore, so, consequently, as a consequence, thus, as a result, hence, it follows that, because, since, for, ...

因果关系。例如:therefore, so, consequently, as a consequence, thus, as a result, hence, it follows that, because, since, for, ...

Indefinites. Indicates a logical connection of an unspecified type.

Examples: in fact, indeed, now, ...

事实表述。表达未说明事项的逻辑联系。例如:in fact, indeed, now, ...

Concession. Indicates a willingness to consider the other side.

Examples: admittedly, I admit, true, I grant, of course, naturally, some believe, some people believe, it has been claimed that, once it was believed, there are those who would say, ...

让步。表明作者愿意考虑问题的另一面。例如:admittedly, I admit, true, I grant, of course, naturally, some believe, some people believe, it has been claimed that, once it was believed, there are those who would say, ...

Exemplification. Indicates a shift from a more general or abstract idea to a more specific or concrete idea.

Examples: for example, for instance, after all, an illustration of, even, indeed, in fact, it is true, of course, specifically, to be specific, that is, to illustrate, truly, ...

例证。表示从一般到特殊。例如:for example, for instance, after all, an illustration of, even, indeed, in fact, it is true, of course, specifically, to be specific, that is, to illustrate, truly, ...

- ✓ **TIP:** Maintain cohesion
- ✓ **点拨:**保持衔接

Another way of explaining the logic maintained in using cohesion involves using connectors or signposts. Within each matching exercise you will need to look for answers that fill the blanks to maintain the cohesion of a text. This is best accomplished by looking for major and minor connectors. Major connectors help organize the main parts of a paragraph. This might include the words *First, Second, and Third, or Then, Also, and Finally* or *For Example, Another Example, and Finally*. Another way of saying this is that this paragraph has three main points that are indicated by the major connectors. Using such major connectors is an important way of providing cohesion in a paragraph. Watch the text to see which of these are missing, before and after each blank, and then look at the answers to see which one best maintains cohesion.

表达使用衔接手段来实现的逻辑的另外一种方法是使用衔接成分。在每一套选择搭配练习中,都要求寻找答案填补文章的空白,确保文章的衔接一致。最佳的解决途径是找出大衔接词与小衔接词。大衔接词可以帮助组织起段落的主要组成部分,例如 *First, Second, and Third, or Then, Also, and Finally* 或 *For Example, Another Example, and Finally* 等词。也就是说,如果文章有三个要点,那么它就会有衔接词来连接这三个要点。使用大衔接词是实现段落内部衔接的重要手段。注意文章中缺了哪些衔接词,并在选项中寻找答案,确保实现文章的衔接。

- ✓ **TIP:** Watch for major and minor connectors
- ✓ **点拨:**注意大衔接词与小衔接词

Minor connectors are also important in keeping the flow, or cohesion of the article. Whereas major connectors help organize the main parts of your paragraph, minor connectors provide cohesion to a paragraph by connecting sentences *within* each of the main parts of your paragraph. That is, when you write about your main points, you can use minor connectors to link your details to each main point. These usually provide cohesion by using such terms as *In Ad-*