

21世纪

大学英语 丛书

周文瑛 主编

阅

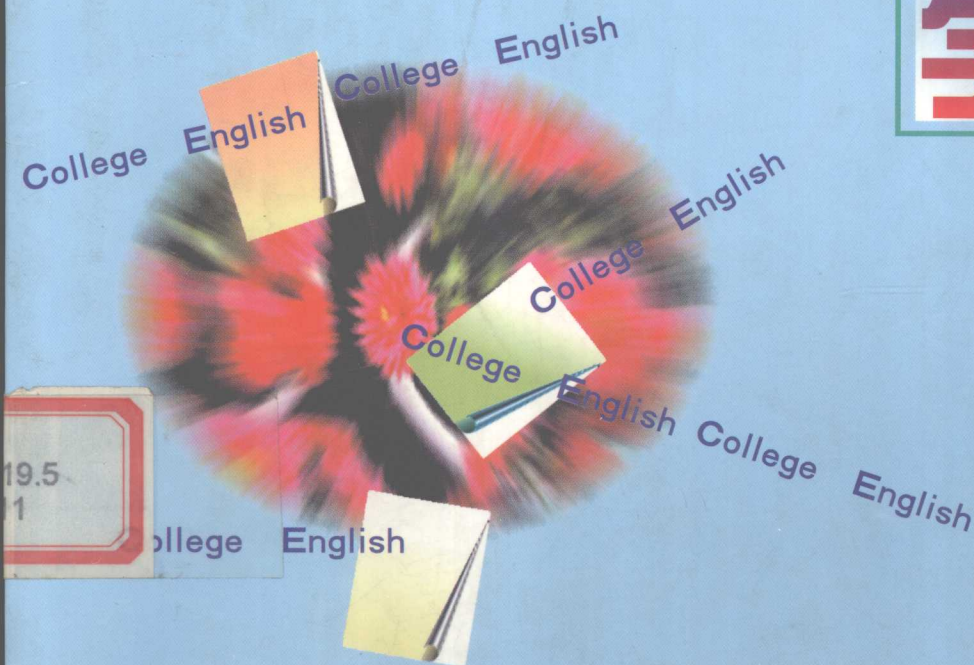
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21 世纪大学英语丛书

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前言

如何抓好学生阅读能力的训练是大学英语教学中迫切需要解决的问题。从教学实践中我们体会到:提高学生的阅读能力,除了必须学好基础阅读课,打好扎实的语言基础以外,还必须有针对性地培养学生的基本阅读技能,进行必要的阅读能力强化训练。本书编著目的正是基于此。

本书编者均为有丰富大学英语教学经验的老师。根据自身的教学经历和感受,他们希望能尽自己的绵薄之力帮助学生达到新大纲规定的四级“读”和“译”的要求。

本书的特点是:

1. 由浅入深 循序渐进。本书从确立基本概念着手,以练为主,讲练结合。对基本阅读技能和方法作了简要讲述,通过从易到难,由浅入深的练习来提高学生的阅读能力。

2. 题型全面 结构合理。本书由3方面内容组成。一是简明扼要地介绍了阅读理解技能,英译汉技巧,简答题解题要领。二是收集了供阅读理解、英译汉、简答题练习的短文共75篇。三是提供了参考答案,并作了必要的评述,供学习者研究和推敲。

3. 内容新颖 语言规范。本书素材绝大部分选自近年出版的报刊书籍。题材广泛,兼及各种内容;语言规范,有助于提高学生阅读和应试能力。

尽管我们从对读者负责出发,层层把关,仔细审校,但由于水平有限,又加上时间仓促,书中难免有疏漏之处,恳请读者及同行专家不吝指正。

如果本书能为您提高阅读能力起点儿作用,我们将感到十分欣慰。

编者

1999年9月

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第一部分 阅读理解

(Part I Reading Comprehension)

一、概 述

阅读是获取科技发展最新信息的重要途径,是英语学习中的重要环节。

阅读是一种视觉活动,同时,又是一种复杂的心理语言活动和思维活动。提高阅读能力,不仅需要语言知识,文化背景知识和推理能力,而且也需要想象力和感情。阅读不是被动的“接受”,而是主动的创造性的活动。

1999 年国家教育部颁布的大学英语教学大纲(修订本)提出:大学英语教学的目的是,培养学生具有较强的阅读能力,和一定的听、说、写、译能力,使他们能用英语交流信息。大学英语教学应帮助学生掌握良好的语言学习方法,打下扎实的语言基础,提高文化素养,以适应社会发展和经济建设的需要。大纲把对阅读能力的要求置于要求之首,可见,阅读能力的培养在大学英语基础阶段的教学占有十分重要的地位。

阅读能力,包括阅读速度和阅读理解两个方面。阅读的目的是理解材料并获取信息。没有理解,速度再快也毫无意义。但没有速度,阅读就缺乏效率。因此,大纲对阅读速度和阅读理解有明确要求。

1. 阅读速度 在阅读速度方面,大纲规定四级要求每分钟达到 70 个英语词。

2. 阅读理解 大学英语考试中的阅读理解部分主要测试以下能力:

- (1)掌握所读材料的主旨和大意;
- (2)了解说明主旨和大意的事实和细节;
- (3)既理解字面的意思,又能根据所读材料进行一定的分析、推理和判断;
- (4)既理解个别句子的意义,又理解上下文的逻辑关系。

二、提高阅读能力的因素

提高阅读理解能力取决于多种因素,主要有以下几点:

1. 掌握基本的语言知识。基本语言知识包括词汇量和基础语法两个方面,这是各项语言能力的基础,对于提高阅读能力来说更是如此。大纲要求四级词汇量为 4 000 单词,加上一定数量的短语。不达到此要求,就难以顺利进行阅读。语法知识及习惯用法同样也是阅读理解的要素。只有了解结构关系,在遇到长句和难句时,才能通过分析,捕捉到正确的信息,理解其意义。可见,重视抓好语言基本功是提高阅读能力的关键。

2. 学会正确的阅读方法。正确的阅读方法对阅读速度的提高和阅读技能的培养起着至关重要的作用。很多学生之所以读不快,理解不好是因为没有掌握正确的阅读方法。学

生中常见的不良阅读习惯有“指读”、“诵读”、“默读”、“复读”和“译读”等等。这样,要以较快的速度从大量的材料中捕捉信息,的确十分困难。

因此,我们必须养成良好的阅读习惯,不是逐句阅读,而是按意群扫视,连贯阅读;不是拘泥于个别词句的理解,而是力求融会贯通、掌握整篇的中心思想;不是通过翻译来理解,而是使英语的文字在大脑里直接产生语意。只有这样,阅读速度才能加快,理解的准确率才会提高。

一般来说,阅读方法有3种:略读(又称为快读 skimming),查读(scanning)和研读(reading for full understanding)。根据不同的阅读目的,不同的阅读材料,采用不同的阅读方法。如果要了解文章的主题和大意,采用略读:以最快速度通读全文,略过细节和生词,以了解全文的总体意思。如果要寻找某一具体事实或某些特定信息时,采用查读:即带着问题去寻找答案。如果要了解字里行间的潜在意思,必须采用研读:仔细推敲琢磨关键字句,运用推理和判断,深刻、正确地理解文章的内在含义。

当然,在实际阅读过程中,不可能只通过某一种方式来完成阅读任务,往往要根据题目要求,确定采用的方法。

3. 采用有效的解题步骤与技巧。

(1) 首先看文章后的5个问题,带着问题进行阅读,但千万别看A、B、C、D 4个选项。以免错误信息的干扰。

(2) 细读第一段,它可能是文章的主题,从中可以猜测全文要讲述的内容,有助于对文章的全面理解。

(3) 每段阅读时,要看懂此段的第一句话,以此推断下面要发展的内容,即该段所含的主要事实。例如:

Surviving in the jungle is a science. The jungle peoples have become perfect in this science, and you can too. Learn as much as you can about what to expect in the jungle. Make sure you have the right equipment, then no part of the jungle will seem completely unfriendly or frightening. In fact, you will be able to “live off” it for a long time.

The main idea of this passage is that _____.

- A. all jungles are friendly to visitors
- B. if one has the right equipment, one can surely survive in the jungle
- C. living in a jungle requires knowledge and skills
- D. there is much to expect in a jungle

先找出段落的主题句,是本段第一句话,然后将主题句与4个答案加以分析,就可以选出正确答案C。

(4) 如遇到不认识的字,可采取以下方法进行猜测:

a. 根据构词法和学过的词汇网络联系起来进行分析。

例如: Don't overestimate the interviewee's ability.

对学生来说,overestimate, interviewee 可能是生词,但我们可以从词的构成及其网络联系起来猜测它们的意思。

estimate 是一个常用词,学生都知道其意思为“估计”,“over-”是前缀,意为“过度”、“过

高”、“过分”，所以 overestimate 为“过高估计”。同样，interview 为“采访”之意，“-ee”是后缀，意为“受事者”，一般加于动词之后，所以 interviewee 的意思为“被采访者”。

b. 根据生词所在句子的大致内容，或上下两句甚至整段的内容进行联想猜测词义。例如：

While computers offer these conveniences of hand-issued credit cards to consumers, they have many advantages for sellers too. Electronic cash registers can do much more than simply ring up sales. They can keep a wide range of records, including who sold what, when, and to whom. This information allows businessmen to keep track of their list of goods by showing which items are being sold and how fast they are moving.

The phrase “ring up sales” in this paragraph most probably means _____.

- A. make an order of goods
- B. call the sales manager
- C. keep track of the goods in stock
- D. record sales on a cash register

D 是正确答案。读完此段，就会很自然地排除 A、B、C。“ring up”意思是把(款项)打在现金收入记录机上。

c. 根据段落落后所给的 A、B、C、D 4 个选项，进行分析，排除 3 个错误的选项，得出正确的答案。例如：

Etching is a little like skating, some artists say. The needle glides across the ground, sometimes wobbling a little, but also moving gracefully. It is not easy. But a good etcher can capture not only the line but the light as well. At the end of the High Renaissance in Italy, etching allowed artists to throw fresh light on old images such as paintings of Raphael or Michelangelo. First used around 1510, etching became a medium favored for recording and copying designs used in paintings, to try out ideas, and to advertise concepts. The early master combined the effects of painting and drawing in the style of etchings. During the 17th century etching came into its own as an art style.

In the paragraph, the author uses the word “throw” to mean which of the following?

- A. hurl
- B. discard
- C. put
- D. shape

C 是正确答案。“throw fresh light”意指重新理解(某事物)。根据排除错误选择项的观点，A 根据上下文不对。hurl 常常是 throw 的同义词，意指把什么东西用力投到空中。B 不对。本文没有提及把什么东西丢弃，throw away 的意思才是 discard。D 也不对。shape 是造型的意思。所以答案只能是 C。

d. 留心标点符号(破折号、括号、逗号等)给予的“暗示”或根据同位结构(从句等)来猜测词义。例如：

The type of meter is called multimeter, which is used to measure electricity.
此句从定语从句的说明部分可以推断出“multimeter”是“万能表”。

The harbor is protected by a jetty — a wall built out into the water.

此句的同位语告诉我们“jetty”是“堤坝”的意思。

此外,有些生词不影响对内容的理解,或在应试时与题目(选项)无关,便可以忽略不计。

(5)如遇到不懂的语法结构,采用以下方法进行分析:

a. 根据语法现象进行“联想”,即透过表层结构,掌握意念关系。例如:

In formulating hypotheses(假设), a common error is the uncritical acceptance of apparently common-sense, but untested assumptions.

这里“the uncritical acceptance of ... assumptions”表面上是一个名词短语,但从意念上看 acceptance 和 assumptions 是动宾关系,所以这个名词短语如果改成“to accept uncritically assumptions which are apparently common-sense but untested”,其意义大体不变,但更容易理解。

b. 排除语法的干扰,只根据句子词汇的意思进行简单的排列组合,大致了解其内容,只要逻辑意义合理即可。

c. 如遇长、难句,则采用断句方法。将长、难句分解成短句、小句,弄清各部分的意思以及它们之间的关系,最后作整体考虑。例如:

The man, as is seen in the picture, who is going up a high mountain is using a supply of oxygen
① ②
which is stored in those device he is carrying on his back.
③ ④

在这长句中,只要把4个从句的修饰作用确定,就不难理解。在断句时,宜特别注意那些作启、承、转、合的词或短语。

4. 了解主要题型及解题方法。阅读理解部分的题型大致分为5类:主旨题、语义题、是非题、推断题、情境题。其特点及解题技巧如下:

(1)主旨题。常常在文章后出现下列类似题目:

- The main idea of the passage is that _____.
- Which sentence best expresses the main idea of the passage?
- This passage is primarily about _____.
- The passage could be entitled _____.
- Which of the following best summarizes this passage?

这类题目要问的是文章的中心思想或段落大意,即主旨。当涉及此类问题时,文章或段落的主题句即为题解。当然,主题句不总是在段落的开头,也可能在段落的中间或段尾。例如:

Doctors are of the opinion that most people cannot live beyond 100 years, but a growing number of scientists believe that the aging process can be controlled. There are more than 12 000 Americans over 100 years old who receive Social Security benefits, and their numbers are increasing each year. Dr. James Langley of Chicago claims that, theoretically and under ideal conditions, animals, including man, can live six times longer than their normal period of growth. A person's period of growth lasts approximately twenty-five years. If Dr. Langley's theory is accurate, future generations can expect a life

span of 150 years.

Which sentence best expresses the main idea of this passage?

- A. Within a few generations, most people will probably live for 150 years.
- B. Physicians and scientists disagree regarding man's possible life span.
- C. Man's normal period of growth compares with that of animals.
- D. Social Security pensioners are steadily increasing in number.

B 是正确答案。第一句话就说明主题。

(2) 语义题。语义题通常以下列形式出现:

• The word “~~” can be replaced by _____ without changing the meaning of the sentence.

• The word (phrase) “~~” refers to _____.

• In the 3rd paragraph, the sentence “~~” means _____.

• The phrase “~~” might refer to _____.

• Which of the following is closest in meaning to the word “~~” in the last sentence?

解题方法具体见“培养猜词能力”部分。

(3) 是非题。是非题要求学生回答 4 个选项中情节的真实性与非真实性、提到与未提到。对此类题型,在解题时要逐一查阅 4 个选项中所提供的信息。一般可放在完成情景题、语义题之后再作,因为在解这类题目的过程中,会涉及到是非题中的某些内容,从而缩小查阅范围,节省时间。有时,这类题目根据日常知识即可判断。

是非题的基本题型如下:

• Which of the following statement is true? / not true?

• Which of the following is not mentioned?

• Which of the following is supported by the author?

• All of the following statements are true except _____.

(4) 推断题。这类题目要求学生通过文章的表面意义,推出内含语义(implied meaning)。选择项中的意思往往不可能直接从短文中找到,文中仅仅作出一些暗示(hints)。此类题型的题目虽然难度较大,但只要仔细推敲、分析、归纳,不难完成。学生不妨按先易后难的原则,将这类题目留到后面去做。一方面是为了合理安排时间,另一方面在解其他题目时可积累信息,有助于推断。推断题的基本题型如下:

• The author implies that _____.

• It can be inferred from the passage that _____.

• The passage is meant to illustrate that _____.

• The passage is intended to _____.

• What does the passage (the sentence) imply (suggest or indicate)?

• Implied but not stated _____.

例如:

An industry that is protected by the government is in a dangerous position, for the ability to improve manufacturing techniques cannot be developed under the soft blanket of protection.

This sentence implies that _____.

- A. an industry is most apt to improve its manufacturing techniques if it enjoys freedom from fear of competition
- B. the blanket of governmental protection puts the industry in a competitive position
- C. a business granted protection is not apt to take full advantage of its position to improve its manufacturing technique.
- D. an industry makes most progress when it is under pressure from the government

此句话的意思是,受政府保护的工业难以改进其生产技术,因此在竞争中所处的地位极其危险。根据这一意思,可以看出 A 和 B 都是错的,因为其意思正好与本句相反。答案 D 也是错的,因为本句并无此内容。正确的答案应该是 C,因为根据本句的内容可以推论出“受保护的工业不大会充分利用其有利地位去改进生产技术”。

(5)情景题。情景题材主要是对文章所述事实的发生时间、地点、原因、结果等提出询问。解题时可采用查读方法。阅读时,目光迅速由上而下,进行扫描,找到所需信息词就停下来,对照 4 个选项,确定最佳答案。因为读者所选择的答案在短文中是有根据的,也就是说,读者不能依靠常识或有关的背景知识作为选择答案的依据,而必须在短文中找到可以证实所选择答案的词语或句子。这类题型在阅读理解能力的测试中所占据的比例最多,且题型不尽相同,因为内容、情景不同,所给的题目也就各不相同。例如:

The reasons for the do - it - yourself movement are apparent. An ever - reduced work week means more and more leisure time, and we have to fill waking hours that might otherwise go empty. Now automation threatens us with an even greater number of idle hours. Then, the rapid growth of postwar housing, which for the first time in our history has made us really a nation of homeowners, makes us home - conscious. It is one thing to let someone else's garden go bad, another when you yourself are the owner and the weeds are no one's but your own. There's another reason too, like that of the fellow who explained there were a hundred reasons why he didn't want to build a tennis court: "The first is that a court costs \$ 100 000...the other ninety - nine don't matter." So it is with do-it-yourself—the best answer to rising costs of labor in a number of trades.

① According to the author, many members of the do - it - yourself group _____.

- A. have developed a new interest in community affairs
- B. find it hard to pay for home repairs and renovations
- C. are scientific gardeners
- D. new favor automation

② The do-it-yourself movement can best be explained as being the result of _____.

- A. a variety of postwar economic factors
- B. increased use of power tools
- C. a trend toward a lower standard of living
- D. increased employment in specialized trades

③ According to the passage, which statement is true?

A. More homes than apartment houses are being erected.

B. Homeowners are now building squash courts.

C. Automation will decrease the number of homeowners.

D. Homeowners may have more leisure time in the future.

分析:在回答第一题时,读者会发现,答案 A、C、D 都是错的,因为文中没有谈及这些问题。但在短文的最后一句却指出,“自己动手”是对付物价上涨的最好办法,因此可作为选择 B 的依据。

第二题的 4 个答案中 B、C 和 D 是错的,因为短文内容与这几个答案无关。但作者在文中提及了“a reduced work week, automation, postwar housing boom”,因此, A 才是正确的答案。

在第三题中, A 和 C 因与短文内容无关,因而是错的。B 也是错的,因为短文中的第六句的内容与之正好相反。答案 D 才正确,因为本文的第二、三句已说明,所有的人(包括自己拥有房子的人)由于种种原因,每周的工作时间将会缩短。

5. 进行必要的阅读实践

阅读能力的提高离不开必要的阅读实践。有了一定的语言基础,掌握了某些阅读技巧之后,还必须有足够的阅读实践。只有在大量的阅读实践中,我们才能建立语感,掌握正确的阅读方法,提高阅读技能。同时,在阅读中,还要有意识地看一些有关其他国家社会文化背景的材料和科普读物,不断扩大自己的知识面。只要我们方法得当,持之以恒,我们的阅读理解就一定能顺利过关。

第二部分 英译汉

(Part II Translation from English into Chinese)

四级考试中,英译汉安排在阅读理解部分之后,是从阅读理解部分的 4 篇文章中选择出 5 个句子,要求学生翻译成汉语,共 10 分。这一题型能有效地测试考生对书面材料的确切理解能力。

英译汉实质上是一个用英语获取信息,再用汉语表达这一信息的过程。因此它既考查了学生的英语阅读理解能力,又考查了学生的翻译能力。

英译汉中应注意的问题是:

1. 深刻理解词义。文章的句子是由词汇通过一定的结构组成的。因此,词义理解错误就不可能有正确的译文。

例如:

(1) The difference lies in the power of the human brain not only to perceive the outside world, but also to conceive of what it might be.

(其区别在于人脑不仅仅能够感知外部世界,而且能思考它可能发生的变化。)

(2) He has the power of life and death over millions.

(他手中掌握着千百万人的生死大权。)

(3) The shortage of power dims the streets.

(电力不足使街道昏暗。)

这3个句子用了同一词 power,但词义各不相同。如果对 power 这个词的多种词义缺乏全面了解,就可能导致误译。

词义的判断要依据上下文,切忌望文生义。

2. 正确把握结构。要求译成汉语的句子一般都是长句或难句,因此动笔翻译前,要分清主次,理清主干,对全句的框架有清晰的了解:是主动结构还是被动结构;是简单句还是复合句;从句有几个,是什么从句,从句之间有什么关系等等。例如:

She simply listed her reasons for wanting to live: her three children, who would be on their own in three or four more years; her little girl dream of traveling and seeing the world.

(她只列出了她想活下去的理由:她的3个孩子要三、四年后才能自立;她从小就有周游世界,见世面的梦想。)

很多学生由于没有仔细分析整个句子,忽略了并列关系,把“her little girl dream”错翻译成“她的小女儿梦想”。

在翻译过程中应特别注意下面一些常见句型的翻译方法。

(1) 被动句的译法。

英语中被动句使用范围广。只要动作发出者不具体或不必要,不愿意说明时,都用被动形式表达。而汉语中被动形式则相对用得较少。因此在翻译时要注重汉语的习惯,有时译成主动句更为合适。例如:

The boys are seen playing football there.

译成“有人看见孩子们在那里踢足球。”

(2) 否定句的译法。

有时用反正法,即将英语否定句译成汉语肯定句更符合汉语表达习惯。例如:

There is nothing like mineral water to quench one's thirst.

(矿泉水是解渴的最好饮料。)

Not until midnight did stop raining.

(直到午夜雨才停止。)

(3) 比较从句的译法。

有时,同一比较结构在不同的场合,有不同的译法。例如:

Some of the stories were really more than could be believed.

(有些故事实在不能相信。)

The child was more frightened than hurt.

(这孩子的伤倒不算什么,只是受了惊吓。)

如果在上述两句中把 more than 按书面意思(多过,比…更)翻译,就很难通顺。类似的结构很多: no more than, less than, no less than 等等,需加以注意。

(4) 定语从句的译法。

译成汉语时,定语从句并不一定译成前置定语结构“…的”,而可以根据汉语表达习惯及句子内容译成并列句,名词从句,状语从句或非定语的词组或短语。

例如:

I hope you will be good pupils who learn, and then apply their lessons to their own situation.

(我希望你们会成为好学生,能够先学,而后把学到的东西按照自己的情况加以运用。)

In this cause, the third world, where the largest part of world population live and where abundant natural resources still lie hidden, must play its due role.

(在这一运动中,第三世界应当发挥自己应有的作用。因为这里集中了世界最大多数人口并蕴藏着丰富的资源。)

That leads us to the second lesson, which is a lesson of socialism.

(由此,我们就来谈谈第二个教导,关于社会主义的教导。)

We live in a world where relations between states are relations of forces.

(在我们所处的世界上,国家之间的关系是力量对比的关系。)

3. 力戒“英式汉语”。英译汉测试时间有限,而且其目的主要是测试学生对书面材料的确切理解能力,因此不必要,也不可能过分注重翻译技巧或文字修饰。但译文必须通顺、达意,易于理解,切忌逐字硬译的“英式汉语”,也不可随意增译或漏译。例如:

I am writing to you regarding the Epson laser printers your company delivered here last month, and also ask for your advice on being connected to the Internet.

有的学生译成:我正在写信给你关于你公司上个月发来的打印机在这里,同时要求你建议被连接在互联网上。

这里,至少有4处不妥:

a. I am writing to 是书写体固定表达法,不宜译为进行时。

b. here 译成“在这里”不符合汉语表达习惯。

c. ask for your advice 意为“向你请教”,因词义不明确而错译。

d. 全句按英文顺序,逐字死译,因此译文别扭,洋味浓重。

参考译文:兹告知有关贵公司上月发货的 Epson 激光打印机事宜,并就上互联网一事向你请教。

又如: I would appreciate the opportunity to discuss with you my qualification in industrial graphics.

学生译成:“我感谢有机会与你讨论我在绘画方面的资格。”

从译文中看出,对句子的内容是理解的,但由于逐字的硬译,译文既拗口又费劲。参考译文就非常出色:“如能提供机会让我与你们就工业绘画方面的资格进行面谈,我将不胜荣幸。”

可见,要使译文达意,正确理解原文固然重要,正确表达也同样不可忽视。而表达的好坏则在很大程度上取决于汉语的修养。

4. 注意内容一致。一般来说,要求翻译的句子往往是所在的段落的主旨句或结论句,因此在翻译时要结合段落或全文内容来理解原句,译文内容需与短文中心思想一致,如果出现不一致或者表达上前后矛盾,说明自己的理解有误,必须重新考虑。

第三部分 简答题

(Part III Short Answer Questions)

四级考试中,“简短回答题”安排在阅读理解部分之后,在一篇文章后有5个问题或不完整的句子,共10分。要求用简短的英语(可以是句子,也可以是单词或短语)回答问题或补足不完整句子。

“简短回答题”主要也是考核对英语书面材料的确切理解能力。其测试检查之重点在篇章,答题正确与否取决于对短文的理解。因此,在这一点上的要求与阅读理解选择题是一致的。但由于不提供选择答案,学生既不能作正误判断,又不能进行猜测,而要根据自己的理解程度写出自己的答案。这就要求考生不但要有较强的理解能力,而且要有较好的书面表达能力和概括能力。书面表达能力是指运用正确的拼写,句法结构,词语搭配,标点符号和书写方式组织答案的能力;概括能力则是阅读能力和书面表达能力的综合体现,即在表达正确的基础上尽可能做到言简意赅。简答题提问的内容既可能涉及主题思想,段落主旨,也可能涉及文章细节。做“简短回答题”时应注意下面几点:

1. 快读全文,抓住主题,带着问题研读有关内容,以便透彻了解关键字句。必要时,可划出关键字句,作为答题的依据。

2. 答案一定要简单明了,有针对性。切忌抄段落。(按评分标准,原封不动照搬一句扣0.5分,照搬两句或两句以上扣2分。)尽量用短句,也可用短语,只要切题就行。

3. 如果要求补充不完整的句子,要先确定补充部分的内容和在句子的作用:作谓语、作宾语或作状语,避免时态、语态、语气、人称、数、格等方面的错误。

4. 避免使用不熟悉的句型、短语或词汇,就词汇而言尽可能使用原文词汇,除非有确定把握的替换词。

5. 全部问题回答完后,再快读全文,检查答案内容是否符合文章精神,答案形式是否符合语法要求,书写方式及标点符号是否正确。特别要注意:如果是回答问题,即使用短语回答,要视其为句子的省略形式,开首字母应大写,结尾加句号。

实例分析:

1999年1月四级考试简答题分析:

Would-be language teachers everywhere have one thing in common: they all want some recognition of their professional status and skills and a job. The former requirement is obviously important on a personal level, but it is vital if you are to have any chance of finding work.

Ten years ago, the situation was very different. In virtually every developing country, and in many developed countries as well, being a native English speaker was enough to get you employed as an English teacher.

Now employers will only look at teachers who have the knowledge, the skills and attitudes to teach English effectively. The result of this has been to raise non-native English teachers to the same status

as their native counterparts (相对应的人)——something they have always deserved but seldom enjoyed. Non-natives are now happy——linguistic discrimination (语言上的歧视) is a thing of the past.

An ongoing research project, funded by the University of Cambridge, asked a sample of teachers, teacher educators and employers in more than 40 countries whether they regard the native/non-native speakers distinction as being at all important. “NO” was the answer. As long as candidates could teach and had the required level of English, it didn’t matter who they were and where they came from. Thus, a new form of discrimination——this time justified because it singled out the unqualified-liberated the linguistically oppressed (受压迫的). But the Cambridge project did more than just that: it confirmed that the needs of native and non-native teachers are extremely similar.

Questions:

1. The selection of English teachers used to be mainly based on _____.
2. What did non-native English teachers deserve but seldom enjoys?
3. What kind of people can now find a job as an English teacher?
4. What is the result of the “new form of discrimination” (Line 6, Para. 4)?
5. The phrase “the linguistically oppressed” (Line 7, Para. 4) refers to those who were _____.

1. 此题内容在第二段第二句。由于问句中主语、谓语均已有了,所缺部分为介词宾语,因此答案为:the teachers’ nationality 或 whether they are native English speakers (or not)。

2. 此题内容在第三段第三句,答案应为:(They deserved but seldom enjoyed) The same status as their native counterparts. (括号中内容常省略。)

3. 此题内容在第四段前三句提到:40多个国家抽样调查结果表明凡是有一定英语水准并能胜任工作的,不管是否“native speaker”都能成为英语教师,因此答案为:Those who are qualified. 或 Those who can teach English effectively.

4. 本题内容非常明确,应为:Unqualified English teachers are singled out.

5. 概括全文内容分析,对英语教师的要求 10 年前和现在有很大区别,过去认为只要是英语国家的人就行,而非英语国家的教师即使英语相当棒也会受到语言上的歧视。显然,这里所指的过去语言上的受压迫者就是后者。本句主谓语已有,应补充表语。答案为:qualified non-native teachers of English.

第一部分 阅读理解和翻译

(Part I Reading Comprehension and Translation)

Passage 1

Most students think and study and write in the way they have been trained at school and university. Each country has its own traditions not only about what students must learn but also how they should learn. In some countries students are not encouraged to ask questions; in other countries they are expected to question both their teachers and the materials they are learning. In some countries the teacher or lecturer provides all the information which the students must learn; in others students are expected to find most of their material independently, by reading or by their own experiments and research. When a student trained in one cultural tradition moves, as you are planning to move, to study in another country, a different style of learning is often necessary.

All of the characteristics of different attitudes to knowledge and learning can be found in all education systems and in all cultures. Some learning strategies, however, are given more importance than others according to the context in which they occur. It is the context that determines which learning strategy is preferred. We can see, for example, how this applies to different levels of schooling in the Australian education system. In primary and secondary school, to a large extent, students learn by memorizing information, solving problems and following procedures set by the teacher. We have called this the reproductive approach to learning. The move to tertiary education, in particular to university education, involves an important shift to a new approach to learning—the analytical approach. In this context students are required not simply to memorize but to question and think critically about the knowledge that is presented to them. And, gradually, university students are encouraged to move on to the third approach: to speculate and to develop independent research, which is the purpose of post-graduate and advanced studies.

Of course these learning styles are never totally separate at any stage: in school the more senior students will probably be asked to think critically as well as to memorize, to do some independent reading as well as copy teachers' notes from the board. And at university, particularly in science and mathematics, there will be times when students must learn facts and formulae by heart, as well as developing their critical judgment by analyzing, questioning and evaluating the information and results they are working on.

1. The two aspects of learning that differ between countries are _____.