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高分突破

大学英语三级测试 阅读、翻译与简答

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前 言

《大学英语三级测试》是根据教育部所颁布的《大学英语教学大纲》，参考四川省《大学英语三级考试大纲》以及《普通高等专科学校英语课程基本要求》中的三级词汇表等精心编写的一套丛书。旨在指导和辅助准备参加三级考试的考生掌握三级题型、应试技巧和三级语言技能与知识。本《丛书》有四本书：

第一本《听力与写作》；第二本《词汇与结构》；第三本《阅读、翻译与简答》；第四本《模拟试题》，每本书包括两个以上的题型或技能，具体内容有：题型介绍，应试技巧，技能或知识训练，测试题，答案及注释（作文部分附范文）。

本套训练丛书专门为高校本科一、二年级学生、各类专科生应考而编写，针对性强，内容充实。

在编写中承蒙西南交通大学有关专家、外籍教师和成都大学同行的指导，在此表示诚挚谢意，并欢迎读者批评指正。

编 者

2000 年7 月

目 录

第一部分 三级阅读理解与翻译

一、三级阅读理解综述	1
(一)《大纲》对三级阅读技能的总体要求	1
(二)阅读理解题型分析及应试策略	1
(三)阅读技能训练	21
二、三级翻译综述	32
(一)翻译题简介	32
(二)翻译技巧	33
三、阅读理解与翻译训练套题	54
Test One	54
Test Two	63
Test Three	73
Test Four	83
Test Five	93
Test Six	103
Test Seven	111
Test Eight	119
Test Nine	128
Test Ten	136
Test Eleven	145
Test Twelve	153

Test Thirteen	162
Test Fourteen	171
Test Fifteen	180
Test Sixteen	189
Test Seventeen	199

第二部分 简答题

一、三级简答题综述	208
二、简答题训练套题	209
Passage 1	209
Passage 2	211
Passage 3	212
Passage 4	213
Passage 5	215
Passage 6	216
Passage 7	218
Passage 8	219
Passage 9	221
Passage 10	222
Passage 11	224
Passage 12	225
Passage 13	227
Passage 14	228
Passage 15	230
Passage 16	231
Passage 17	232

Passage 18	234
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第三部分 参考答案

一、阅读理解与翻译训练套题答案	236
-----------------------	-----

二、简答题训练套题答案	264
-------------------	-----

附录 主要参考书目	270
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第一部分 三级阅读理解与翻译

一、三级阅读理解综述

(一)《大纲》对三级阅读技能的总体要求

《大学英语教学大纲》对三级阅读技能的总体要求是：能读懂语言难度中等的一般性题材的文章；学会基本的阅读技能；一般阅读速度为每分钟 70 个单词，快速阅读为每分钟 100 个单词。

大学英语三级考试阅读理解部分的目的是测试学生通过阅读获取信息的能力，既要求学生理解准确，同时也要求有一定的阅读速度。

阅读理解部分主要测试学生下述能力：

△ 掌握所读材料的主旨和大意；

△ 了解说明主旨和大意的事实和细节；

△ 既理解字面的意思，也能根据所读材料进行一定的判断和推论；

△ 既理解各个句子的意义，也理解上下文的逻辑关系。

为了达到上述要求，考生除了在平时应加大阅读训练量外，还应掌握必要的阅读技能，了解三级阅读理解试题的类型及其相应的应试策略，以便做到在考试过程中能从容应对。

(二) 阅读理解题型分析及应试策略

大学英语三级考试阅读理解部分试题共 20 题，考试时间为 35 分钟。要求考生在阅读完若干篇短文（通常为四篇，每篇约 200

字)后, 能根据短文内容从每题的四个选择项中选出一个最佳答案。短文的选材原则是:

△ 题材广泛, 可以包括人物传记、社会、文化、日常知识、科普常识等, 但是所涉及的背景知识应能为学生理解。

△ 体裁多样, 可以包括叙述文、说明文、议论文等;

△ 文章的语言难度中等; 无法猜测而又影响理解的关键词, 如超出大纲所附词汇的范围, 则用汉语注明词义。

根据《大学英语教学大纲》对三级阅读的总体要求, 在对过去的三级考试阅读理解部分作出大量分析的基础上, 我们将该部分试题分为四大类, 现逐一进行分析并提出一些相应的应试策略。

1. 主旨题

此类试题目的在于考查学生把握文章大意的能力, 其内容涉及文章中某一段落或整篇文章的大意, 给文章确定一个恰当的标题、作者的写作意图等方面。常见的提问方式有:

△ This passage mainly deals with _____.

△ The passage is mainly about _____.

△ The main idea of the passage is _____.

△ The passage mainly tells us _____.

△ The best title for this passage is _____.

△ What does the passage mainly tell us?

△ Which of the following best summarizes the main idea of the passage?

在解答这类试题时, 最直接有效的办法就是找出文章或段落的主题句, 因为主题句概括了文章或段落的主题思想, 是贯穿全文或全段的最基本的主线。应当指出的是, 主题句的位置比较灵活, 一般位于文章或段落的开头, 但有时也位于段中或段尾。

例1

Shopping for clothes is not the same experience for a man as

it is for a woman. A man goes shopping because he needs something. His purpose is settled and decided in advance. He knows what he wants, and his aim is to find it and buy it; the price is a secondary consideration. All men simply walk into a shop and ask the assistant for what they want. The job can be and often is completed in less than five minutes, with hardly any small talk to everyone's satisfaction.

Now how does a woman go about buying clothes? In almost every respect she does so in the opposite way. Her shopping is not often based on need. She has never fully made up her mind what she wants, and she is only "having a look round". She will try on any number of thing. The most important thing in her mind is the thought of finding something that everyone thinks suits her. Most women have an excellent sense of value when they buy clothes. They are always ready for the unexpected bargain. Faced with a roomful of dresses, a woman may easily spend an hour going from one shelf to another, before selecting the dresses she wants to try on. It is a long and hard job, but obviously one to be enjoyed. Most dress shops provide chairs for the waiting husbands.

本文主要论及男性与女性之间在购物时的不同点 (Difference between male and female shoppers)。第一句即引出了文章的主题，文中的其余部分都是进一步展开叙述和说明，用来支持这一主题的。全文始终围绕这一主题展开，形成了一个统一、和谐的整体。

需要指出的是，并非所有的文章都有一个明显的主题句。对于此类文章主题思想的概括，需要读者在通读全文的基础上，根据文中提供的事实或细节进行归纳和总结。

例2

It's no wonder that we have so many rejections for physical reasons in our Selective Service. Since October of 1948, some million young men have been examined for military duty. Of these, more than a million were rejected as physically unfit for military service. To get two men today, the United States Army must call seven men. Of the five rejected three are turned down for physical reasons and two for mental problems. To get the 196 thousand additional men we needed for Berlin, the government had to call up 750 thousand men. And the rejection rate is increasing each year. The reason for this problem is that we are underexercised as a nation. We look, instead of play. We ride, instead of walk. The way we live prevents us from being healthy.

本文首先谈及一个事实，即：许多美国人由于体检不合格而不能应征入伍。接着，作者引用数据对这一情况进行了进一步说明，并阐明体检不合格的比例还在逐年递增。最后，作者阐明了造成这一情况的最根本的原因——美国国民缺乏身体锻炼。全文并无一个明显的主题句，需要读者在通读全段后对其主旨进行归纳和总结，即：The rejection rate for physical reason is increasing because this nation's lack of exercise is leading to poor health.

综上所述，对于主旨类试题的回答，一般应采取以下策略：

△ 用略读法迅速浏览全文，寻找能概括全文内容的主题句。

△ 有的文章有两个主题句，归纳主旨时必须将两句的内容都考虑在内。

△ 除了主题句外，有些文章还有主题段，其位置常常出现在文章的首段或末段。因此，对一篇文章的首尾两处，读者必须十分留意。

△ 对于无主题句的文章，读者应首先略读全文并总结出文章各部分的主要内容或要点，然后将这些内容和要点放在一起进行归纳总结。需要注意的是，所归纳的主题应恰如其分地概述文章的内容，既不能太大，太空泛，也不能太小，只反应文章内容的一个侧面。

2. 细节题

把握文章的主旨是理解文章的关键，但仅此还不足以全面、透彻地掌握全文的内容。《大纲》对考生阅读能力的第二条要求是：了解说明主旨的事实和细节。也就是说，我们进行阅读时，除了抓住文章的主旨和大意外，还必须弄清楚文中的一些重要事实和细节。

事实与细节题在阅读理解试题中所占的比例相当大，涉及的内容也相当广泛。此外，这类题目的提问方式也千差万别，但多以 when, who, what, why, how 等疑问词开头，例如：

△ What causes ...?

△ Sb. does sth. because ...?

△ Why does sb. do sth?

△ Which of the following best summarizes the main feature of ...?

△ Where in the passage does the author describe ...?

△ According to the passage, which of the following statements is true?

△ All of the following is true EXCEPT _____.

△ Which of the following is mentioned/not mentioned?

△ Which of the following is not a result of ...?

尽管此类问题提问方式各异，但有一点却是共同的，即：所问内容都很具体，且答案一般均可在文章中直接找到。

要正确回答这一类题目，考生应在通读全文、掌握文章各部

分大体内容的基础上，首先仔细读懂问题，明确所问问题的实质，然后以此为线索，运用快速扫描法在文章中寻找相关的事实与细节，并将该部分内容仔细阅读一遍，从而保证对该事实或细节的正确理解，最后确定正确答案。

例3

Some Japanese still get married by parents' arrangement. Yoshio and Hiromi Tanaka, a young Japanese couple living in the United States, told the story of their arranged marriage. "We didn't marry for love in the Western sense. We got married in the traditional Japanese way. Our parents arranged our marriage through a matchmaker (媒人). In Japan we believe that marriage is something affecting the whole family rather than a matter concerning only the young couple. So we think it is very important to match people according to their social background, education and so on. When our parents thought it was time for us to get married, they went to a local matchmaker and asked her for some suggestions. We discussed the details and looked at the photos she sent, and then our parents asked her to arrange a 'marriage interview' for the two of us".

A Japanese marriage interview is held in a public place, such as a hotel or a restaurant, and is attended by the boy and the girl, their parents and the matchmaker. Information about the couple and their families is exchanged over a cup of tea or a meal. Then the boy and the girl are left alone for a short time to get to know each other. When they return home they have to tell the matchmaker whether they want to meet again or not.

Yoshio continued, "When our parents realized we were serious about each other, they started to make arrangements for

our wedding. My family paid the marriage money to Hiromi's. This is money to help pay for the wedding ceremony and for setting up the house afterwards. We also gave her family a beautiful ornament (装饰品) to put in the best room of their house, so everyone knew that Hiromi was going to marry".

1. According to the passage, some Japanese parents think of their children's marriage as _____.
 - A. a private affair of their children.
 - B. an important matter having influence on the whole family.
 - C. an opportunity to show their wealth and social positions.
 - D. an opportunity to show their love for children.
2. Which of the following is not a role played by the matchmaker?
 - A. Providing the information the families need.
 - B. Arranging the marriage interview.
 - C. Attending the marriage interview.
 - D. Making arrangements for the wedding.
3. Which of the following statements is true?
 - A. Most Japanese still get married by parents' arrangement.
 - B. Parents' attitude plays the most important role in the traditional Japanese way of marriage.
 - C. Wedding is arranged when the young couple are sincere about their relation.
 - D. The matchmaker is usually paid in traditional Japanese marriages.

本文共三段。第一段谈及传统的日本家庭看待婚姻的态度——婚姻不仅是年轻夫妇之间的私事，它对男女双方的家庭都会产生影响。第二段进一步谈及男女双方在父母及媒人的安排下如

何相亲。第三段则涉及到父母为了子女准备婚事的具体事宜。在通读全文、了解整篇文章的篇章结构后，以上三个事实与细节题便能迎刃而解了。

答案：

1. B。参考第一段第六句话日本人认为结婚是整个家族而不是两个年轻人的事情。

2. D。第一段提到媒人提供男女双方家庭所需信息并为男女双方安排相亲，第二段第一句提到媒人参与相亲之事，第三段则提到父母为子女准备婚事。显而易见，媒人的角色并不包括准备婚事一项。

3. C。见第三段第一句话。A 与文中第一句不符，B 与第二段不符，D 在文中未提到。

事实与细节题的答题依据必须是所读短文本身提供的信息，考生绝不能根据自己的主观假设及推测或是仅凭自己的观点、常识来决定取舍。

例4

Suppose you work in a library, checking people's books as they leave, and a friend asks you to let him steal a hard-to-find reference book that he wants to own.

You might hesitate to agree for various reasons. You might be afraid that he'll be caught, and that both you and he will then get into trouble. You might want the book to stay in the library so that you can read it yourself.

But you may also think that what he proposes is wrong—that he shouldn't do it and you shouldn't help him. If you think that, what does it mean, and what, if anything, makes it true?

To say it's wrong is not just to say it's against the rules. There can be bad rules which stop what isn't wrong—like a

company rule against criticizing the boss. A rule can also be bad because it requires something that is wrong—like a law that looks down upon black people in hotels and restaurants. The ideas of wrong and right are different from the ideas of what is and what is not against the rules.

If you think it would be wrong to help your friend steal the book, then you will feel uncomfortable about doing it; in some way you won't want to do it, even if you are also unwilling to refuse to help a friend. Where does the desire not to do it come from? What is its motive behind it?

There are various ways in which something can be wrong, but in this case, if you had to explain it, you'd probably say that it would be unfair to other users of the library. They may be just as interested in the book as your friend is, but read it in the reference room, where anyone who needs it can find it.

These thoughts have to do with effects on others—not necessarily effects on their feelings, since they may never find out about it, but some kind of damage. In general, the thought that something is wrong depends on its impact not just on the person who does it but on other people.

1. Which of the following is not a reason why the librarian does not want to help his friend?
 - A. He is afraid that he himself might get into trouble.
 - B. He is afraid that his friend might get into trouble.
 - C. He believes it is wrong to help his friend.
 - D. He might want to read the book himself.
2. Why does the author give some examples of bad rules?
 - A. Because he wants to support the argument that stealing a

book is not a crime.

- B. Because he wants to show how bad some rules are.
 - C. Because those rules are made in order to stop what is right.
 - D. Because he wants to show rules are not the criteria for judging right or wrong.
3. According to the passage, the author would judge what is wrong _____.
- A. by what is or is not against the rules.
 - B. by the kind of damage it does to others.
 - C. by his thoughts and feelings.
 - D. by the attitude of the people around him.

答案:

- 1. C. 答案在第二段中可以找到。
- 2. D. 答案信息在第四段。
- 3. B. 见短文最后一句。

3. 判断推论题

《大纲》要求学生在阅读时不仅要能理解所读文章的字面意思，还要能根据所读材料进行一定的判断和推论，进而理解文章隐含的意义和深层的含义。

判断推论题旨在考察学生对文章的理解深度，是目前阅读理解试题中大部分学生的弱项。这类试题常用的问题形式有：

- △ It can be inferred from the passage that _____.
- △ We can infer from the passage that _____.
- △ Which of the following can be inferred from the passage?
- △ It can be concluded from passage that _____.
- △ The passage implies/suggests that _____.
- △ This passage is most probably taken from _____.