

应学  
试英  
指语  
导学  
丛习  
书与

# 阅读与翻译

## Reading & Translation

梁为祥 李炯英 蔡蓓 编著

**阅** Reading & Translation



**读**

**与** Reading & Translation

Reading & Translation  
Reading & Translation  
Reading & Translation



**翻** Reading & Translation



**译** Reading & Translation

安徽科学技术出版社

大学英语学习与应试指导丛书之二

# 阅读与翻译

梁为祥 李炯英 蔡 蓓 编著

安徽科学技术出版社

**图书在版编目(CIP)数据**

阅读与翻译/梁为祥等编著. —合肥:安徽科学技术出版社,1999.11

(大学英语学习与应试指导丛书)

ISBN 7-5337-1901-8

I. 阅… II. 梁… III. ①英语-阅读教学-高等学校-教学参考资料②英语-翻译-高等学校-教学参考资料  
N. H31

中国版本图书馆 CIP 数据核字(1999)第 50397 号

\*

安徽科学技术出版社出版

(合肥市跃进路 1 号新闻出版大厦)

邮政编码:230063

电话号码:2825119

新华书店经销 合肥东方红印刷厂印刷

\*

开本:850×1168 1/32 印张:10.375 字数:260 千

2001 年 1 月第 2 次印刷

印数:5 000

ISBN 7-5337-1901-8/H·289 定价:13.00 元

(本书如有倒装、缺页等问题请向本社发行科调换)

# 前 言

阅读与翻译是大学英语教学的主要内容之一，也是大学英语四、六级考试的重点，更是广大考生普遍感到难度较大的题型。针对上述情况，梁为祥等教授特地编撰了此书，以满足大学生及英语爱好者提高阅读与翻译能力的要求。

此书是我们根据“大学英语教学大纲”、“大学英语四、六级考试大纲及样题”以及国家教委考试中心最近下发的新题型编撰而成的。全书共分三个部分：第一部分为阅读，着重探讨大学英语阅读理解考试现状与要求、大学英语快速阅读技巧及大学英语正常阅读方法，并结合范例加以说明与详解。第二部分为翻译，着重讲述翻译标准、直译和意译、CET4 翻译新题型练习；另外还针对考生的实际水平和四、六级测试要求进行了详细的论述，并列举一些实例对理论部分加以说明，旨在加深学生的理解，帮助他们更好地掌握一些翻译知识和技巧；与此同时，还讲述了CET4 新题型翻译测试目的、命题原则以及如何完成翻译测试题等问题，从而既帮助学生掌握好理论，又指导了他们的翻译测试实践。第三部分是阅读与翻译测试的综合练习，旨在帮助学生复习、巩固所学到的知识和技能，提高语言综合运用能力。

本书突出了阅读与翻译的重难点，具有针对性强的特点，突出了理论与实践相结合的基本原则，是大学生必备的学习参考资料，同时也适于报考研究生的考生及英语爱好者学习使用。

**编著者**

# 目 录

第一部分 阅读 .....	1
第一章 大学英语阅读理解考试概况 .....	1
第一节 测试要求 .....	1
第二节 测试范围 .....	2
第三节 题型分析 .....	3
第四节 新题型介绍——简短回答题 .....	7
第二章 大学英语快速阅读技能 .....	12
第一节 查阅 .....	13
第二节 略读 .....	25
第三节 猜测生词词义 .....	32
一、利用上下文线索 .....	33
二、利用构词知识 .....	38
第四节 阅读过程中利用语言信号进行预测 .....	46
一、预示同类或相近信息的信号词 .....	48
二、改变观点或议题的信号词 .....	49
三、表示事件顺序的信号词 .....	49
四、预示将要进行总结或概括的信号词 .....	50
五、表示因果关系的信号词 .....	50
练习一 .....	51
第三章 大学英语阅读理解技能 .....	72
第一节 确定中心思想 .....	72
一、主题和主题思想 .....	73
二、找出主题句 .....	75

三、归纳隐含的中心思想 .....	77
四、确定合适的标题 .....	79
练习二 .....	81
第二节 辨认重要事实 .....	95
一、wh-question .....	96
二、数字问题 .....	98
三、正误判断题 .....	99
四、指代词的理解问题 .....	101
练习三 .....	103
第三节 得出合乎逻辑的结论 .....	120
练习四 .....	122
第四节 作出合理的判断 .....	132
练习五 .....	136
第五节 进行正确的推理 .....	146
练习六 .....	150
第二部分 翻译 .....	163
第一章 “翻译的三条标准”简述 .....	163
第二章 直译和意译 .....	165
第一节 直译和意译的含义 .....	165
第二节 应以直译为主 .....	166
第三节 直截了当, 清楚流畅 .....	169
第四节 理解是翻译的前提 .....	170
第五节 常见句子的翻译技巧 .....	173
一、祈使句的译法 .....	173
二、被动句的译法 .....	174
三、复合句的译法 .....	177
第六节 CET4 新题型翻译 .....	179
一、新题型翻译测试的目的 .....	179

二、新题型翻译的命题原则 .....	179
三、如何做好测试中的翻译题 .....	180
<b>第三部分 练习</b> .....	184
一、新题型阅读与翻译解析 .....	184
二、翻译新题型练习 .....	208
三、综合练习 .....	289
<b>附录</b> .....	311
一、阅读练习参考答案 .....	311
二、第三部分练习参考答案 .....	315
三、参考书目 .....	324

# 第一部分 阅 读

## 第一章 大学英语阅读理解考试概况

### 第一节 测试要求

1986 年国家教委颁布实施了《大学英语教学大纲(文理科)》，该大纲从三个不同层次对各种语言技能提出了明确的要求，即较强的阅读能力、一定的听的能力、初步的写和说的能力。把阅读能力放在英语各项基本技能的首位，可见阅读技能对大学英语教学和文理科学学生的重要性。大纲还具体规定了学生经过大学英语教学基础阶段的学习，在阅读能力方面要达到的基本要求（四级）和较高要求（六级）。阅读能力的基本要求是：掌握基本阅读技能，能顺利阅读并正确理解一般题材、语言难度中等的文章，速度达到每分钟 50 词。阅读难度略低、生词不超过总词数 2% 的阅读材料时，速度达到每分钟 90 词，阅读理解的准确率不低于 70%。阅读能力的较高要求是：掌握较高的阅读技能，能顺利阅读并正确理解一般题材、语言难度较高的文章，阅读速度达到每分钟 70 词。阅读难度略低、生词不超过总词数 3% 的材料时，速度达到每分钟 120 词，阅读理解的准确率不低于 70%。

同样，阅读能力的重要性在大学英语四、六级考试中也充分体现出来。阅读理解部分只有 20 道题，却占总分的 40%，考试时间为 35 分钟。要求考生阅读若干篇短文，总阅读量四级不超过 1 000 词，六级不超过 1 400 词。每篇短文后有若干个问题。考生应根据文章内容从每题四个选择项中选出一个最佳答案。值得注



意的是,最近,国家教委考试中心对全国大学英语四、六级考试的阅读部分又增添了新的题型,即简短回答题(参见新题型介绍)。这部分主要考核学生通过阅读获取信息的能力和较强的书面表达能力,提高学生语言的实际运用能力,从而提高了试卷的效度。

总之,这部分的考试既要求答题准确,又要求有一定的阅读速度。对学生来说,要顺利地完大学英语学习,达到大纲的要求,特别是把英语作为获取信息的工具,增强语言的交际功能,加强阅读训练是十分重要的。

## 第二节 测试范围

根据大学英语四、六级考试大纲以及新题型样题,我们发现,阅读理解部分的文章题材很广,包括人物传记、日常知识、科普常识、社会、文化、科技等方面,文章所涉及的背景知识一般能为学生所理解。文章体裁多为叙述文、说明文、议论文等。文章的语言难度以教学大纲中的规定为准,无法猜测而又影响理解的关键词,如超出教学大纲词汇表四、六级的范围,用汉语或英语注明词义。

大学英语四级考试阅读理解部分主要测试下述能力:

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理;

既理解个别句子的意义,也理解上下文的逻辑关系。

大学英语六级考试阅读理解部分主要测试下述能力:

既能理解个别句子的意义,也能理解上下文的逻辑关系;

既能理解字面的意思,也能理解隐含的意思;

既能理解事实和细节,也能理解所读材料的主旨和大意;

能就文章的内容进行判断、推理和信息转换。

在大学英语四、六级考试阅读部分的测试中，上述各种阅读能力具体体现在以下六个方面：

- 确定主题思想 (Determining the Main Idea);
- 辨认重要事实 (Recognizing Important Facts);
- 得出合乎逻辑的结论 (Drawing Logical Conclusions);
- 作出合理的判断 (Making Sound Judgments);
- 进行正确的推理 (Making Accurate Inferences);
- 进行综合概括 (Making Generalizations)。

### 第三节 题型分析

阅读理解包括客观性试题和主观性试题两部分。客观性试题采用多项选择题形式，按照以上六种阅读技能，可以归纳为以下几种常见的题型：

#### 1) 确定主题思想的题型

- ① The main (central) idea of this passage is \_\_\_\_\_.
- ② On the whole, this passage is about \_\_\_\_\_.
- ③ The best (most appropriate) title for this passage is \_\_\_\_\_.
- ④ The principal idea of this article is \_\_\_\_\_.
- ⑤ This passage is mainly about \_\_\_\_\_.
- ⑥ The main idea of this passage may be best expressed as \_\_\_\_\_.
- ⑦ The topic (main theme) of the passage is \_\_\_\_\_.
- ⑧ The main purpose of the article (passage) is \_\_\_\_\_.
- ⑨ This passage deals mainly with \_\_\_\_\_.

- ⑩ This passage centers on \_\_\_\_\_.
- ⑪ The author's purpose in writing this passage is \_\_\_\_\_.
- ⑫ What is the main topic (subject) of this passage?
- ⑬ What would be the most appropriate title for this article?
- ⑭ What does the passage mainly discuss?
- ⑮ With what topic is the passage primarily concerned?
- ⑯ Which of following is the best title for the passage?

## 2) 辨认重要事实的题型

- ① Which of the following statements is (seems) true according to the passage?
- ② Which of the following statements is not mentioned in the article (passage, text, the first paragraph)?
- ③ Which of the following is NOT true?
- ④ All of the following are mentioned (true) except \_\_\_\_\_.
- ⑤ The passage states that \_\_\_\_\_.
- ⑥ According to the passage, when (why, how, where, what, which, who, etc.) ...?
- ⑦ Which statement does the article lead you to believe ...?

## 3) 得出合乎逻辑结论的题型

- ① One could conclude from reading this article (passage) that \_\_\_\_\_.
- ② We can conclude from this passage that \_\_\_\_\_.
- ③ What does the author conclude about ...?
- ④ The reader can conclude that \_\_\_\_\_.
- ⑤ Which of the following conclusions does the passage sup-

port?

- ⑥ We may conclude from reading the passage that \_\_\_\_\_.
- ⑦ It can be concluded from the passage that \_\_\_\_\_.
- ⑧ It is supported in the passage that \_\_\_\_\_.
- ⑨ Which of the following conclusions can be drawn from the passage (article, paragraph, text)?
- ⑩ The passage supports which of the following conclusions?

#### 4) 进行判断和推理的题型

- ① The author implies that \_\_\_\_\_.
- ② It is implied but not directly stated in the passage that \_\_\_\_\_.
- ③ It can be inferred from the passage that \_\_\_\_\_.
- ④ Which statement best reflects the judgement of the writer?
- ⑤ The passage (author, writer) suggests (indicates) that \_\_\_\_\_.
- ⑥ An inference which may be made from this passage is \_\_\_\_\_.
- ⑦ We can infer from the first (last) sentence (paragraph) that \_\_\_\_\_.
- ⑧ Which of the following can be readily inferred from this passage (article)?
- ⑨ Which of the following judgements can be justified by the passage (the first paragraph)?
- ⑩ The passage is intended to \_\_\_\_\_.
- ⑪ This passage is probably taken from \_\_\_\_\_.

⑫Where would this paragraph most probably appear?

⑬The careful reader should be aware that \_\_\_\_\_.

⑭Apparently, the narrator (author) feels \_\_\_\_\_.

### 5) 进行综合概括的题型

① The main idea of this passage can be retained that \_\_\_\_\_.

②The author gives the impression that \_\_\_\_\_.

③The author's main thought is that \_\_\_\_\_.

④What is the tone of this passage?

⑤The best title for this passage can be \_\_\_\_\_.

⑥ The tone of the passage can be best described as \_\_\_\_\_.

⑦According to the author (passage) \_\_\_\_\_.

⑧his passage supports the belief that \_\_\_\_\_.

主观性试题以“简短回答题 (Short Answer Questions)”的形式出现, 通常安排在客观性阅读理解部分之后。每次考试为一篇文章, 文章后有 5 个问题或不完整的句子。要求在阅读文章之后用尽可能简短的英语 (可以是句子, 也可以是单词或短语) 回答所提的问题或补足不完整的句子。

通过对样题的分析, 我们发现, 简短回答题的文章, 其内容、题材和难易程度均与客观性阅读理解部分的文章相接近。在 CET4 测试中, 文章后既有问题也有不完整的句子, 而且通常用短语来回答所提的问题或补足不完整的句子。文章后所提的问题或不完整的句子相对来说比较简单, 答案往往在文章中能直接找到。在 CET6 测试中, 文章后一般只提问题, 大部分也是用短语来回答所提的问题。所提的问题往往需要考生对文章有确切的理解, 并在此基础上, 理解上下文逻辑关系、隐含意义、主题思想, 通过

对文章的判断、推理、结论以及综合概括等，方能正确回答。

就阅读技能而言，CET4 重点考查学生前两项的阅读技能，即确定主题思想，辨认重要事实或细节。CET6 则侧重于考查学生后四项的阅读技能。

需要强调的是，无论是四级考试还是六级考试，这部分的答案均须尽量简短，要言简意赅，切忌冗长、啰嗦，也就是通常所说的要“Brief but to the point”。

## 第四节 新题型介绍——简短回答题

为了使广大学生深入了解最新题型，我们把国家教委考试中心采用的新题型——简短回答题样题提供给大家。

### 简短回答题 (Short Answer Questions)

“简短回答题”安排在“阅读理解”部分之后。每次考试为一篇文章，文章后有 5 个问题或不完整的句子。要求在阅读文章之后用简短的英语（可以是句子，也可以是单词或短语）回答所提的问题或补足不完整的句子。考试时间为 15 分钟。

“简短回答题”主要考核考生对英语书面材料的确切理解能力。

“简短回答题”样题及参考答案见后。

### Short Answer Questions (CET4)

**Directions:** *In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words.*

In many business, computers have largely replaced paper-work, because they are fast, flexible, and do not make mistakes. As one banker said, "Unlike humans, computers never have a bad day." And they are honest. Many banks advertise that their transactions are "untouched by human hands" and therefore safe from human temptation. Obviously, computers have no reason to steal money. But they also have no conscience, and the growing number of computer crimes show they can be used to steal.

Computer criminals don't use guns. And even if they are caught, it is hard to punish them because there are no witness and often no evidence. A computer cannot remember who used it, it simply does what it is told. The head teller at a New York City bank used a computer to steal more than one and a half billion dollars in just four years. No one noticed this theft because he moved the money from one account to another. Each time a customer he had robbed questioned the balance in his account, the teller claimed a computer error, then replaced the missing money from someone else's account. This man was caught only because he was a gambler. When the police broke up an illegal gambling operation, his name was in the records.

Some employees use the computer's power to get revenge on employers they consider unfair. Recently, a large insurance company fired its computer-tape librarian for reasons that involved her personal rather than her professional life. She was given thirty days notice. In those thirty days, she erased all the company's computerized records.

Most computer criminals have been minor employees. Now police wonder if this is "the tip of the iceberg". As one official

says. "I have the feeling that there is more crime out there than we are catching. What we are seeing now is all so poorly done." I wonder what the real experts are doing — the ones who really know how a computer works. "

**Questions :**

1. What is the passage mainly about?
2. Transactions in many banks are claimed to be safe because they \_\_\_\_\_.
3. The bank teller covered up his crime by \_\_\_\_\_.
4. What must the librarian do thirty days after she received the notice?
5. According to the last paragraph, what kind of criminal are the police unable to catch?

**参考答案**

1. Computer crimes. / Computer criminals.
2. are untouched by human hands/are handled by computers
3. claiming a computer error / moving money from one account to another
4. Leave her job. / Quit her work.
5. Computer experts.

**Short Answer Questions (CET6)**

**Directions:** *In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words.*

The process of entering the confines of political and economic power can be pictured as a system in which persons are



chosen from a potential elite pool. In this reservoir of possible leaders are the individuals with the skills, education, and other qualifications needed to fill elite positions. It is here that competition does exist, that the highest achievers do display their abilities, and that the best qualified do generally succeed. Hence, what is most important is entering this reservoir of qualified people.

Many in the masses may have leadership abilities, but unless they can gain entrance into the elite pool, their abilities will go unnoticed. Those of higher class and status rank enter more easily into this competition since they have been afforded greater opportunities to acquire the needed qualifications.

In addition to formal qualifications, there are less obvious social-psychological factors which tend to narrow the potential elite pool further. "Self-assertion" and "self-elimination" are processes by which those of higher social status assert themselves and those of lower social status eliminate themselves from competition for elite positions. A young man whose family has been active in politics, who has attended Harvard, and who has established a network of connections to the economic and political power establishments would not be unrealistic in his aspiring to a high position in the business or political world. On the other hand, a young man with less prestigious family background, no connections, and only a high school education or even a college degree from a state university would not likely expect a future place for himself at the top. As Prewitt and Stone explain, such an individual "has few models to follow, no contacts to put him into the right channels, and little reason to think of himself as potentially wealthy or powerful." Thus, self-selection aids in fil-