

河南省高等教育自学考试

英语综合技能 自学考试指导

英语综合技能编委会

一九九九年五月

编写说明

众所周知,英语难学。但综合技能更难学。考试成绩不随人愿,便在情理之中了。

考生通过率低的主要原因是词汇量小,缺乏技能训练。许多考生一看到教材,便没了参加考试的勇气。夏克志教授主编的《英语综合技能》是本难得的好书。但广大考生一直为没有相应的辅导书而苦恼。

《英语综合技能自学考试指导》就是应广大考生的要求,按照考试大纲的要求编写的。本书作者结合长期讲授这门课程的经验 and 批改自考试卷的体会,依照考试的实战题型,精心编写了这本指导书。该书内容丰富,重点突出,针对性、权威性强,对广大考生顺利过关大有裨益。

本书按原教材的顺序分部分编写。

第一部分为阅读理解。包括解题技巧、模拟试题及指定教材中阅读部分的练习题答案。

第二部分为写作。包括应试技巧和五十篇优秀范文。主要范文还配有汉语译文。

第三部分为翻译。包括应试技巧、题型示例及自测题等。

第四部分为自学考试英语综合技能考试样题。

由于编者水平所限,书中若有不妥之处,恳请广大读者批评指正。

编者

一九九九年五月

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第一部分

阅读部分解题技巧及模拟试题

自学考试英语专业专科及本科的综合技能考试题中, 阅读占 35%—40%。题型大致分为两种类型: 即阅读理解多项选择题和短文完型填空题。现就这两种常考题型分述如下:

I. 阅读理解多项选择题:

一、试题简介

阅读理解部分内容包括人物传记、社会文化、日常知识和科普知识等。阅读理解部分主要测试学生以下能力:

1. 掌握所读材料的中心思想。
2. 了解说明中心思想的事实与细节。
3. 理解文章的字面意思, 并能够根据所读材料进行一定的推理和判断。
4. 既要理解句子的意思, 又要领会上下文之间的逻辑关系。

阅读理解部分的主要目的是测试学生通过阅读获取知识的能力, 既要有一定的速度, 又要求对文章中心思想的理解准确无误。

二、应试技巧

1. 确定答题步骤

首先要略读短文, 迅速了解文章大意及中心思想。

第二步是阅读考题, 明确考题所提要求。

第三步要根据提问查阅或细读文章, 抓住有关信息, 边读

边做题。一般情况下,考题的先后次序与短文叙述的情节是一致的,答题时应按照考题的顺序逐个解答,遇到难题,最后解决。

最后是解答难题。疑难题往往是一些推理判断题,所涉及的问题不是某个词语、句子或段落,而是某几段或整篇文章。解题时需要再次阅读文章,利用直接或间接的语言线索,推理归纳出正确的答案。

2. 选择正确的解题方法

解题方法一般分为四种,即:对应法、排除法、推测法和归纳法。

对应法:即“对号入座”选择答案,先看四个选择项,再从短文中找到其中一项的相应情节或词语,来证明选择的正确与否。

排除法:即逐个排除不正确的选择项,选出正确项。

推测法:即利用语言信号,情节线索,词义联系和上下文关系等进行推敲,从而获取正确的答案。

归纳法:即利用诸多细节归纳段落中心思想或综合各段中心思想,归纳短文主题或标题的方法。

在应试过程中,考生要根据考题要求,选择适当的解题方法。

3. 巧用阅读法

在应试过程中常用的阅读法有三种:即:略读法、跳读法和细读法

1). 略读法

这种方法的目的是通过略读,了解文章的大意和主旨,对所读材料的体裁,结构和逻辑关系有一定的了解,并弄清楚问

题的要求和方式,从而判断并确定问题类型。在阅读过程中,应注意以下几点:

a. 注意提高阅读速度,防止时断时续;精力高度集中,避免心不在焉。略读的目的和回答对象是文章的主旨思想,所以注意力不应过多地用在某些细节问题上。如:数据、人名、地名等,要抓住关键词语快速扫阅全文,不能逐词理解分析。关键词语主要有三种:一是文章中的标题、引号部分、粗体字、黑体字、斜体字和划线部分;二是一些承上启下、表示原因结果的过渡词语;三是句子中的名词、动词和形容词。

b. 略读的要点是关键词语,对于关键词,应按词语、意群去阅读。如果以单个词为单位,势必会改变略读的特点,特别是遇到词组时,更是如此。

c. 抓住题首句,辨明结论句。这两类句子基本概括了文章的大意,略读时把握住它们,便可成功地回答有关中心思想的提问。

d. 不为生词所阻,根据上下文的联系及整体结构判断词义。

2). 跳读法

跳读的目的在于辨认文章的重要事实,就问题所涉及的内容有针对性地进行阅读,以便尽快找到正确答案。跳读时,注意力应集中在与问题相关的词语上,而不是所有的关键词语。跳读时应注意以下几点。

a. 必须先看后面的问题,有针对性地带着问题去读,才能在略读的基础上确定跳读范围。

b. 跳读应快速进行,遇到与问题有关的内容时再仔细阅读分析,当顺利选出正确答案后,即停止阅读。

3). 细读法

细读的目的在于领会文章的细节,判断和推敲文章的言外之意,以作出合理的推测与判断。细读时要注意以下几点:

- a. 首先略读全文和问题,把握文章结构,确定提问区域。
- b. 仔细推敲每个选择项,选出正确答案。
- c. 正确领会言外之意,做出合理的联想与判断。

4). 对考题的应变处理

- a. 首先回答针对主旨大意的题目;别的题目就更容易些。
- b. 直接选定事实细节答案

这类考题的答案大多数可以在原文中直接找到。解题时,一旦在原文中找到与多项选择相应的信息,便可果断地选出答案,但要注意的是,如果在原文中找不到相应的信息,则必须用推理法来处理。

c. 采用排除法

有些题目的正确答案十分隐蔽,文章本身并不难,但加上似是而非的干扰项以后就觉得错综复杂。遇到此尖情况,考生不妨避实就虚,即不是集中精力去硬攻正确答案,而是把干扰项逐一分辨排除。只要能证明其中三个答案不能成立,另外一个便是正确答案无疑。

请考生应用上面所述的技巧解答下面的阅读理解题:

1

Up to about 1915, movies were short and programs were made up of several works. Then, D. W. Griffith and others began to make longer films which provided the same powerful e-

motional appeal as did melodrama and presented spectacles far beyond what the theater could offer. Consequently, after World War I increasing numbers of spectators deserted the theater for the movies. This trend was accelerated in the late 1920's as a result of two new elements. In 1927 sound was added to the previously silent film, and thus one of the theater's principal claims to superiority vanished. In 1929 a serious economic depression began. Since audiences could go to the movies for a fraction of what it cost to see a play, theatergoing became a luxury which few could afford, especially as the depression deepened.

By the end of World War II, the American theater had been reduced to about thirty theaters in New York City and a small number of touring companies originating there.

1. One thing that movies could do better than the theater was to
 - (A) provide longer programs.
 - (B) Provide emotional appeal.
 - (C) Provide more melodrama.
 - (D) provide greater spectacle.
2. Up to the 1920's one objection to films was that
 - (A) they were too silent.
 - (B) they were silent.
 - (C) they were too expensive.
 - (D) they did not tell a complete story.
3. One thing that made people choose the movies over the theater was

- (A) World War I.
 - (B) the fact that films were less expensive.
 - (C) the fact that films were silent.
 - (D) the fact that films were shorter.
4. By the end of World War II,
- (A) theater had become entertainment for the masses.
 - (B) the theater was no longer considered a luxury.
 - (C) professional theatrical performances were confined mainly to New York City.
 - (D) there were no theatrical performances outside of New York City.
5. When the author of this passage say "this trend was accelerated in the late 1920's", he means that.
- (A) many more people went to the theater than to movies.
 - (B) the shift away from the movies to the theater was slowed down.
 - (C) the popularity of the theater was gradually increasing.
 - (D) the shift away from the theater to the movies was speeded up.

There were many reasons why the whole character of the twentieth century should be very different from that of the nineteenth. The great wave of vitality and national expansion, which, during the Victorian Period, swept both England and

America to a high water mark of national prosperity, left in its ebb a highly developed industrial civilization and a clear path for all the currents of scientific and mechanistic thought which were to flood the new century. By Literature, which had been nourished by the the general vigor of the time, and not at all by the practical interests of the period, declined as the spirit itself dispersed.

The great age of groups and "movements" began. The eighteenth century poets did not call themselves classicists; nor the nineteenth was simply the quality of their whole response to the whole of life. But the literary history of the late nine - tenth and early twentieth centuries is full of theories and "isms" which provided artistic creeds for artist groups, and set the individual artist apart from the community in the popular opinion.

1. What did the great wave of national expansion leave?

- (A) An unexpected civilization.
- (B) A highly developed industrial civilization.
- (C) A retarded civilization.
- (D) A fast progressive civilization.

2. What is the character of the literary history of the 19th and the 20th centuries?

- (A) It is full of literary personnel.
- (B) It is full of theories and "isms."
- (C) It is full of "isms."
- (D) It has neither theories nor "isms."

3. What was the poetic coloring of the poets of 19th and the

games of friendship, and any wars in progress were halted to allow the games to take place.

The Greeks attached so much importance to these games that they calculated time in four - year cycles called "Olympiads" dating from 776 B. C.

1. Which of the following is NOT true?

- (A) Winners placed olive wreaths on their own heads.
- (B) The games were held in Greece every four years.
- (C) Battles were interrupted to participate in the games.
- (D) Poems glorified winners in song.

2. Why were the Olympic Games held?

- (A) to stop wars
- (B) to honor Zeus
- (C) to crown the best athletes
- (D) to sing songs about the athletes

3. Approximately how many years ago did these games originate?

- (A) 776 years (B) 1 205 years
- (C) 2 277 years (D) 2 760 years

4. Which of the following contests was NOT mentioned?

- (A) discus throwing (B) boxing
- (C) skating (D) running

5. What conclusion can we draw about the ancient Greeks?

- (A) They liked to fight.
- (B) They were very athletic.
- (C) They liked a lot of ceremony.

(D) They couldn't count, so they used "Olympiads" for dates.

4

The traditional American Thanksgiving Day celebration goes back to 1621. In that year a special feast was prepared in Plymouth, Massachusetts. The colonists who had settled there had left England because they felt denied of religious freedom. They came to the new land and faced difficulties in coming across the ocean. The ship which carried them was called the Mayflower. The North Atlantic was difficult to travel. There were bad storms. They were assisted in learning to live in the new land by the Indians who inhabited the region. The Puritans, as they were called, had much to be thankful for. Their religious practices were no longer a source of criticism by the government. They learned to adjust their farming habits to the climate and soil. When they selected the fourth Thursday of November for their Thanksgiving celebration, they invited their neighbors, the Indians, to join them in dinner and a prayer of gratitude for the new life. They recalled the group of 102 men, women, and children who left England. They remembered their dead who did not live to see the shores of Massachusetts. They reflected on the 65 days' journey which tested their strength.

1. Why had the colonists left England?

(A) Because of religious problems.

(B) To establish a new religion.

(C) To learn farming.

(D) Because of the Indians.

2. The Indians had

(A) made life difficult for them.

(B) helped them to adjust.

(C) taken their land.

(D) been too afraid to talk to them.

3. The climate and soil in Massachusetts are

(A) similar to those of England.

(B) different from those of England.

(C) similar to those of Plymouth.

(D) different from those of Plymouth

4. They gave thanks while remembering

(A) the new society of Indians.

(B) their friends who did not live to see the new land.

(C) their former religion.

(D) to invite the Indians.

5. They invited the Indians to dinner

(A) to show their gratitude.

(B) to teach them how to cook.

(C) to feed the hungry Indians.

(D) to avoid war.

Washington Irving was America's first man of letters to be known internationally. His works were received enthusiastically both in England and in the United States. He was, in fact, one of the most successful writers of his time in either country, delighting a large general public and at the same time winning the admiration of fellow writers like Scott in Britain and Poe and Hawthorne in the United States. The respect in which he was held partly owing to the man himself, with his warm friendliness, his good sense, his urbanity, his gay spirits, his artistic integrity, his love of both the Old World and the New. Thackeray described Irving as "a gentleman, who, though himself born in no very high sphere, was most finished, polished, witty; socially the equal of the most refined Europeans." In England he was granted an honorary degree from Oxford – an unusual honor for a citizen of a young, uncultured nation and he received the medal of the Royal Society of Literature; America made him ambassador to Spain.

Irving's background provides little to explain his literary achievements. A gifted but delicate child, he had little schooling. He studied law, but without zeal, and never did practice seriously. He was immune to his strict Presbyterian home environment, frequenting both social gatherings and the theater.

1. The main point of the first paragraph is that Washington Irving was

(A) America's first man of letters.

(B) a writer who had great success both in his own country and outside it.

(C) a man who was able to move from literature to politics.

(D) a man whose personal charm enabled him to get by with basically inferior work.

2. Thackeray considered Irving

(A) the most refined European of his time.

(B) one of the most refined Europeans.

(C) refined, like most Europeans.

(D) not inferior to Europeans of the highest refinement.

3. What is implied by the comment about Scott, Foe, and Hawthorne?

(A) Irving enjoyed great popular admiration.

(B) Scott, Poe, and Hawthorne were primarily responsible for Irving's success.

(C) Irving's work was not only popular, but also of high literary quality.

(D) More Americans than Britons admired Irving.

4. Which of the following best describes the effect of Irving's personal qualities on his literary success?

(A) His personal qualities were entirely responsible for his literary success.

(B) His personal qualities were primarily responsible for his literary success.