

R 阅读与翻译
READING COMPREHENSION
AND TRANSLATION

An EASY APPROACH
TO COLLEGE ENGLISH BAND
FOUR • SIX (NEW TYPE)

大学英语四、六级 (新题型) 过关捷径

杨清明 主编
李石基 肖立明 主审

湖南科学技术出版社

大学英语四、六级(新题型)过关捷径

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内 容 提 要

本书为大学英语阅读与翻译教学而撰写。该书特点为：阅读与翻译并举，理论与实践相融。

全书四章。第一章和第二章，作者安排了10个专题讲座，既有理论，又有实例，针对性强；第三章和第四章里，作者参阅了大量国内外新出版的书刊杂志及一些考试试题，拟了14套模拟测试题，体裁和题型分布合理恰当，既可用于课堂教学，也可用于自测。

本书可作为大学英语教学配套教材或供研究生的阅读与翻译教学使用，也可作为报考研究生，EPT、TOEFL 等各类考试人员的强化训练教材，本书同样适应于所有立志提高英语阅读与翻译能力的各类自学者。

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第一章 阅读理解技巧

第一节 综述 (Summary)

自国门启开,西方发达的科学技术向我们提出了严峻的挑战,更为我国的改革开放提供了大量有益的经验,因此,吸取外国科技、文化、经济、管理等诸多方面的精华、为我国的腾飞服务,已成为国人的共识。在这样一个信息时代,阅读是获取最新信息,吸收他人经验的有效途径。每天要从浩如烟海的外文资料中猎取所需信息,这就要求我们有较强的阅读能力。因此,《大学英语教学大纲》开宗明义:大学英语教学的目的,是培养学生具有较强的阅读能力,一定的听的能力,初步的写和说的能力……(笔者认为,“译的能力”似应为不可缺少的一项要求,建议大纲修订时明文加上。)大纲把阅读能力放在各项技能之首,足见其重要。

1.1 《大学英语教学大纲》对阅读能力的要求

1.1.1 基本要求

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 单词。在阅读难度略低,生词不

超过总词数 2% 的材料时,速度达到每分钟 90 词,阅读理解的准确率不低于 70%。

1.1.2 较高要求

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,速度达到每分钟 70 词。在阅读难度略低,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%。

1.2 《大学英语考试大纲》对阅读能力的要求

1.2.1 阅读理解测试要求

共 20 题,考试时间 35 分钟。要求考生阅读若干篇短文,总阅读量不超过 1000 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。

1.2.2 阅读理解测试选材原则

①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所理解;

②体裁多样,可以包括叙述文、说明文、议论文等;

③文章的语言难度中等,无法猜测而又影响理解的关键词,如超出教学大纲词汇表四级的范围,用汉语注明词义。

1.2.3 阅读理解部分主要测试下列能力:

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既理解多面的意思,也能根据所读材料进行一定的判断和推论;

④既理解个别句子的意义,也理解上下文的逻辑关系。

1.2.4 阅读理解部分的测试目的

测试学生通过阅读获取信息的能力,既要求准确,也要求有一

定速度。同不兼要，同不容内，同不兼补，择其要而怡同不

不一限个普孝里亥，兼融融普其音融融建同丑丑。昆而“林”因而出

1.3 扫读、略读、细读

1.3.1 扫读(Scanning)

查找文中事实和特定信息时，通常不必全文详阅。目光只需自上而下，一目数行查找与答题内容相关的词句，无关内容则可很快掠过。这要求我们：在阅读一篇文章前，头脑中对寻找的内容要有明确的目标，然后有目的地去搜索这个目标——去发现文章中某一个具体细节。这一方法最适用于回答有关 who, when, where 等有关细节的问题。不过，有些如 why, how 等细节问题难以“一扫即中”，这就需要先用扫读方法，找到与内容相关的出处，然后再用细读方法，才能准确“击中靶子”。

1.3.2 细读(Reading in detail)

找到答题的有关出处后，对这些有关部分要逐词逐句进行阅读，仔细琢磨句子内容甚至结构，亦全面、深刻、准确地理解其意义，即不仅要理解其字面意义，而且要能够透过字里行间，弄清其潜在的意义。在细读过程中，对生词和长句，要借助自己的词汇知识，文化背景知识以及语法手段，以达到透彻理解的目的。

1.3.3 快读(Skimming)

快读是所有阅读技巧中最基本的。要以较快的速度获取文章信息，则须采用此法。此法目的不是帮助寻找细节，而是帮助找出文章的主题、中心思想，一般组织等宏观信息。快读时，要注意：(1)速度快；(2)留心文中反复出现的词，这往往与文章主题有关；(3)重视文章的开头段和结尾段以及段首句和末尾句，这对了解文章大意往往很有启示。

1.4 阅读理解答题步骤

不同的阅读材料,体裁不同、内容不同、要求不同,故阅读方法也应因“材”而异。但任何事物都有其普遍规律,这里笔者介绍一下答题大致步骤:

1.4.1 快读法速览全文,以求了解中心大意;

1.4.2 确定答案

- ①用扫读法查找目标,确定一些一目了然的细节题的答案;
- ②用细读法对一些稍微复杂的问题稍作推断,再作出准确的判断。
- ③若时间允许,用快读法检查核实。

阅读能力的提高,有诸多方面的因素,但阅读技能的掌握是至关重要的。下面几节中,我们将根据考纲要求,逐一介绍几种基本阅读技能。

第二节 猜测词义

(Guessing The Meaning Of An Unfamiliar Word)

2.1 解题分析

如果我们把阅读比作大厦,那么词汇则是砖瓦。没有词汇量这些“砖瓦”,纵使动用全部的阅读技巧,也建不成一座阅读“大厦”。可见词汇在阅读中的重要。然而,无论一个人词汇有多大,都难以保证在阅读中没有词汇障碍。主要表现在两个方面:(1)生词生义,从未见过面的“生面孔”;(2)熟词生义,单词(或词组)很常见,但赋予了新内容。因此,猜测词义在阅读中成了我们不能不面对的问题。

如何迅捷地猜测词义,仁者智者,颇多高见,A式B式,方法繁多,为弥补笔者文笔不精的缺陷,只好堂而皇之地冠之以“……型”予以推介。

2.1.1 定义型(Definition)

文章作者有时觉得某词或词组有可能难以被读者理解,于是就在这一词或词组后面作一定义,这一定义用词一般较易理解接受。这样的定义可用“——”、“()”、定语从句等引出。

[Example 1] A cardiologist is a doctor who specializes in heart disease.

根据定语从句可以猜出,cardiologist 意为“心脏病医师”。

[Example 2] His answer to the simple question was ambiguous — not clear.

据“——”后的解释可知,ambiguous 意为“含糊的”。

2.1.2 重述型(Restatement)

说明解释生词的部分通常采用句子形式。

[Example 3] He had a wan look. He was so pale and weak that we thought he was ill.

从后文的重述可知,wan 意为“苍白的”。

[Example 4] I'm a resolute man. Once I set up a goal. I won't give it up easily.

从后文线索可猜出,resolute 之义似为“坚定的”。

2.1.3 常识型(Common Sense)

“常识”在推测词义的过程中起着不可忽视的作用,有助于我们在阅读中对生词的理解。

[Example 5] Peter jumped onto the motobike and his girl friend sat behind him on the pillion, roared off into the darkness.

根据常识可知,此句中“pillion”为“摩托车后座”。

[Example 6] The door was so low that I hit my head on the
lintel.

常识告诉我们,“lintel”意为“楣”、“过梁”。

2.1.4 相关信息型(Related Information)

把文章中的某一生词或词组周围的信息放在一起综合考虑,并由此得出此词意义。

[Example 7] “She went to school for 12 years and she can't write a sentence.” Timken said. “They made
an illiterate out of my daughter!”

从 illiterate 周围信息可推,其义为“文盲”。

[Example 8] Just before the exam Carl's hands shook and sweated so much that he could not hold a pen. His heart beat fast and his stomach ached, even though he knew the subject very well. He really had a strange phobia about taking tests.

句中 hands shook and sweated, heart beat fast 以及 stomach ached 都属相关信息,体现了一种紧张、恐慌的心态。这样 phobia 的意思则不言自明了。

2.1.5 例证型(Examples)

一个生词或词组的意义往往可以从举例中得到启示。

[Example 9] Available on the shelf are all kinds of periodicals: Time Magazine, News Week, Reader's Digest, and The New Yorker, etc.

句中 Time Magazine, News Week, Reader's Digest 等均为美国著名期刊,于是 periodicals 则其义自见了。

[Example 10] Today young couples who are just starting their households often spend lots of their money on appliances, for instance, washing machines, refrigerators and color televisions.

从文中举例可知,appliance 之义为“家用电器”。

2.1.6 明喻型(Simile)

所谓明喻,就是指通过使用 as...as..., like 等,对两个或两个以上或物之间特性的比较。这种比较有助于推测词义。

[Example 11] Mother was tall, fat and middle-aged. The head of the school was an old woman, almost as plump as Mother, but much shorter.

母亲特征 tall, fat, 故从此明喻可推出:plump 为“肥胖”之意,不过这个推测还可以重述型中得到启发。

[Example 12] The hot air balloon took off. It was as buoyant in the air as a cork in water.

句中把热气球在空中的行为和水上软木塞的行为相比较。说明其中存在共性,即“漂浮”。

2.1.7 对照型(Contrast)

对照在某种程度上正好与明喻相反;明喻是由 A 的特性联想到 B 的特性;而对照则是由 A 的特性联想起与 A 特性相反的 B 的特性。

[Example 13] Many women in their fifties begin to show signs of senescence while many men of the same age still look quite young.

句中 senescence 对许多人来说是一个生词,但通过 while 的转折,与 young 形成对比,可推出 senescence 之义为“显老”。

[Example 14] Unlike her gregarious sister, Jane is a shy

person, who does not like to go to parties, or to make new friends.

文中 gregarious 与 shy 两相对照, 不难看出 gregarious 表“好交际的”。

2.1.8 构词型(Word Formation)

很多英语单词是由古英语, 希腊语或拉丁语的词根和词缀构成的。如果我们掌握了一些最常用的词根和词缀, 就能猜出大量的单词词义, 以迅速扩大词汇量。

[Example 15] They overestimate the interviewee's ability and asked him many difficult questions.

知道前缀 over- 为“过分……”, overestimate 的词义就不言而喻了。

以上所述均为词义猜测方式。至于句义猜测, 除了注意词义猜测之外, 另应注意把握两点, 一是注意语法结构, 二是注意结合上下文理解。

2.2 命题模式

2.2.1 In Paragraph. 4, the word “insomnia” refers to _____.

2.2.2 As used in line. 8, the word “vampire” could best be replaced by _____.

2.2.3 By “snorkel” (line. 18) the author means _____.

2.2.4 “Appliance” (next to last sentence of the passage) most likely means _____.

2.2.5 “Night shift” (line 4, as used by the writer) means _____.

2.3 检测练习

2.3.1 The car was making a funny noise, so I got out, opened the bonnet, and took out the dipstick to check the oil level.

- (1) "Dipstick" here means more.
- (A) walking stick
(B) chopsticks
(C) tool for measuring the amount of oil
(D) stick for opening the bonnet.

2.3.2 He laughed and shrugged, "I have no choice," he said. "I must bow to the ineluctable."

- (2) The word "ineluctable" is closest to down.
- (A) impermissible
(B) unavoidable
(C) unknown
(D) terror

2.3.3 The layer upward of about 50 miles is the most fascinating but the least known of the three strata. It is called the ionosphere because it consists of electrically charged particles called ions, thrown from the sun.

- (3) "Ionosphere" probably means on.
- (A) part of the atmosphere directing radio waves around the earth
(B) electricity
(C) particle
(D) sunlight which can produce electricity

2. 3. 4 Mining is a difficult business because it is very expensive to find ore and build the necessary plant, to get into production on a regular basis. Mining companies have to hope to recover their investment and make profits by mining for as long as the ores last. This might be more than 20 years. During this time the selling price, and so profits, will go up and down depending on world demand. For countries like Zaire, which depends on exporting copper to pay for imports, it is very difficult to cope with the way sales fluctuate.

(4) The word "fluctuate" in the last sentence could best be replaced by which of the following?

A) are not good B) are quick

C) go up and down D) go down

2. 3. 5 Eye contact is a nonverbal technique that helps the speaker "sell" his or her ideas to an audience. Besides its persuasive powers, eye contact helps hold listener interest. A successful speaker must maintain eye contact with an audience. To have good rapport (关系) with listeners, a speaker should maintain direct eye contact for at least 75 percent of the time. Some speakers focus exclusively on their notes. Others gaze over the heads of their listeners. Both are likely to lose audience interest and esteem. People who maintain eye contact while speaking, whether from a podium (演讲台) or from across the table, are "regarded not only as exceptionally well-disposed by their target but also as more believable and earnest."

To show the potency of eye contact in daily life, we have

only to consider how passers-by behave when their glances happen to meet on the street. At one extreme are those people who feel obliged to smile when they make eye contact. At the other extreme are those who feel awkward and immediately look away. To make eye contact, it seems, is to make a certain link with someone.

Eye contact with an audience also lets a speaker know and monitor the listeners. It is, in fact, essential for analyzing an audience during a speech. Visual cues (暗示) from audience members can indicate that speech is dragging, that the speaker is dwelling on a particular point for too long, or that a particular point requires further explanation. As we have pointed out, visual feedback from listeners should play an important role in shaping a speech as it is delivered.

(5) In the last sentence of the first paragraph, the word "target" refers to .

- A) destination B) goal
C) audience D) followers

2.3.6 There are various ways in which individual economic units can interact with one another. Three basic ways may be described as the market system, the administered system, and the traditional system.

In a market system individual economic units are free to interact each other in the marketplace. It is possible to buy commodities from other economic units or sell commodities to them. In a market, transactions may take place via barter or money ex-