

大学英语 阅读与翻译指南

(新题型CET4)

**A Guide To College English
Reading Comprehension And Translation**

(New Type Band 4)



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天津大学出版社

内 容 简 介

本书详细介绍了大学英语四级阅读理解、英译汉和简答题的有关目的、要求、评分、题型设计、答题与翻译的步骤方法和实例分析,主要侧重“新题型”部分。

本书精选了内容新颖、题材广泛、难易适度的 100 篇强化训练短文,其中,第一部分:常规阅读理解 10 个单元 40 篇;第二部分:新题型阅读理解与英译汉 10 个单元 40 篇;第三部分:新题型阅读理解简短问答题 20 篇。书后还附有参考译文和答案。本书具有针对性强,实用性广的特点。

本书不仅适合大学生英语过级需要,而且对准备参加托福和 EPT 考试的读者也有很大的参考价值。

本书可作为第四学期的大学英语阅读与翻译课教材使用。

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前 言

本书是专为学习大学英语,准备参加大学英语四级考试的学生而撰写的。目的在于引导学生按照《大学英语教学大纲》的要求和大学英语四、六级考试委员会最新公布的大学英语四级考试《新题型》的通知精神,在学好课程内容的基础上,帮助学生有计划、有步骤、有针对性地进行阅读强化训练,在较短的时间内提高阅读理解与翻译能力。

大学英语教学大纲明确指出:“大学英语的教学目的是培养学生具有较强的阅读能力,一定的听的能力,以及初步的写和说的能力,使学生能以英语为工具,获取所需的信息,并为进一步提高英语水平打下较好的基础。”可见,阅读理解既是大学英语课程的主要培养目标,又是获取所需信息的主要手段。在大学英语考试的五项内容中,各项内容的得分经过加权处理,阅读理解的得分权重最大,占全部考试总分的40%。因此,学生的阅读理解能力如何,就成了能否达到《教学大纲》的培养目标和通过四级考试的关键。基于上述考虑,本书的编写宗旨主要侧重两个方面的能力培养和提高:侧重培养大学生的英语阅读理解能力;侧重培养大学生对阅读短文中“英译汉”和“简短回答题”的语言理解能力和表述能力。本书的编写特点是:①对阅读理解的出题内容及题型设计进行归类,并给出提问句型、答题步骤和方法。②对新题型部分的阅读与翻译和简短回答题分别加以介绍,并配有阅读短文实例分析。③精编阅读短文100篇,题材广泛、题型多样、信息量大、内容新;每个单元的阅读短文和试题完全按照最新大学英语四级考试模式编排。因此,本书具有针对性强,实用性广的特点。相信学生经过本书的强化训练,能在阅读理解与翻译的能力方面有显著的提高。

本书由林学明执笔编写和统稿。程展功、李红梅、江滨和何文

友等人参加了部分章节的编写。韩红参加了部分校对。本书的文字录入工作由牛敬党、孙有纯、林秀华担任。

在编写过程中曾参阅了国内外有关英文专著及试题集,对有关作者特表示感谢,此处未一一列举。

由于编者水平有限,时间仓促,书中缺点、错误在所难免,欢迎读者不吝赐教。

编 者

1998年元旦

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第一章 大学英语阅读理解与翻译概述

第一节 大学英语阅读理解与翻译的重要性

《大学英语教学大纲》和《大学英语四级考试大纲》都把培养和检查学生英语阅读理解能力放在大学英语四级考试的五项测试内容的首位。阅读理解能力测试在四级考试中占整个考试时间的29%左右,占总分数的40%,远远高于其它四项。因此,无论是对于大学英语教学的培养目标还是大学英语四级考试,学生是否具有较强的阅读理解能力就成了检验英语教学质量 and 四级考试通过率的关键所在。从我国历次大学英语考试的情况来看,没有经过基本阅读训练的学生,一般不容易具备《大纲》中规定的阅读速度。因此,往往来不及在规定的时间内读完全部阅读材料,直接影响了阅读理解能力的提高和该部分试题的得分。

最近,在大学英语四级考试中阅读理解部分又增添了英译汉(Translation from English into Chinese)和简短回答题(Short Answer Questions)两种新题型,其目的在于强化英语阅读理解能力的培养,朝着社会主义市场经济条件下对实用型人材需求的目标努力,强调了阅读理解中的动手翻译能力和语言表述能力。新增加的这两种阅读理解新题型,在我国目前的大学英语教学中还是一个比较薄弱的环节,加强这方面的培养训练十分必要。当前的大学英语四级考试改革必将对我国的大学英语教学改革产生积极的影响,进而推动我国的大学英语教学改革,从应试教育向素质教育转变。

第二节 教学大纲和考试大纲对阅读理解能力的要求

一、阅读理解教学大纲的要求

阅读理解教学大纲中规定,大学英语的教学目的是培养学生具有较强的阅读能力...。其具体阅读能力要求为:(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,速度达每分钟 50 词。在阅读难度略低、生词不超过总词数 2% 的材料时,速度达每分钟 90 词,阅读理解的准确率不低于 70%。”(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。在难度略低、生词不超过 3% 的材料时,速度达每分钟 120 词,阅读理解的准确率不低于 70%。”(注:选自英语教学大纲)

二、阅读理解考试大纲的要求

阅读理解考试大纲中规定:“阅读理解(Part II: Reading Comprehension): 共 20 题,考试时间为 35 分钟。要求考生阅读若干篇短文,总阅读量不超过 1 000 词。每篇短文后有若干问题。考生应根据文章内容从每题四个选项中选出一个最佳答案。选材原则是:

- (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。”

阅读理解部分主要测试下述能力:

- (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,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思,也理解上下文的逻辑关系。阅读理解部分的目的是测试学生通常阅读获取信息的能力,既要求准确,也要求有一定的速度。(注:选自英语考试大纲)

第三节 阅读理解及新题型“英译汉”模拟样题

●试卷一 阅读理解模拟样题

Part II Reading Comprehension

(35 minutes)

Directions: *There are four passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the center.*

Passage 1

Questions 21 to 25 are based on the following passage:

The beaver (海狸) is North America's largest rodent (small plant-eating animal). As such, it is a close relative of two creatures that are not held in particularly high regard by most experts of wildlife, the porcupine (豪猪) and the rat. Even so, the beaver has several qualities that endear it to people: it is monogamous (having only one wife or husband at time) and lives in a family unit; it is gentle and clean; it is absolutely industrious.

The beaver's legendary capacity for hard work has produced some astonishing results. In British Columbia, for example, one ambitious creature cut down a cottonwood tree that was 110 feet tall

and more than five feet thick. In New Hampshire, beavers constructed a dam that was three-fourths of a mile long and the body of water it created contained no fewer than 40 lodges. In Colorado, beavers were responsible for the appearance of a canal that was a yard deep and ran for 750 feet. Each adult beaver in Massachusetts, according to one researcher's calculations, cuts down more than a ton of wood every year.

Beavers appear to lead exemplary (praise-worthy) lives. But the beaver's strong liking for building dams, lodge, and canals has got it into a lot of hot water lately. People who fish in the Midwest and New England are complaining about beaver dams that spoil streams for trout, a kind of fish, and, in the Southeast, loggers object whenever the animals flood out valuable stands of commercial wood. But some beaver experts fight for a more generous view. Historically, they say, this creature's impact on the environment has been tremendously significant, and its potential as a practical conservation resource is receiving more and more attention.

21. What does the passage mainly discuss?

- A) Characteristics and habits of the beaver.
- B) Forest animals as conservation resources.
- C) Rodents of North America.
- D) The beaver's role in building canals.

22. In the first paragraph, the author implies that the porcupine and the rat are _____.

- A) gentle and clean
- B) not found in North America
- C) disliked by experts of wildlife
- D) monogamous and live in a family unit

23. According to the passage, a beaver in British Columbia was responsible for _____.
A) cutting down a ton of wood
B) constructing a 750-foot canal
C) building a dam almost a mile long
D) cutting a 110-foot cottonwood tree down
24. According to the passage, beavers have been the subject of complaining because they _____.
A) contribute to soil erosion by cutting down so many trees
B) build dams that ruin popular fishing area
C) attack people who are close to them
D) destroy log cabins
25. The paragraph following the passage probably discuss _____.
A) examples of destructive forest-dwelling rodents
B) favorite fish streams in New England
C) reasons for the beaver's popularity among loggers
D) ways in which the beaver acts as a conservation resource

Passage 2

Questions 26 to 30 are based on the following passage:

Scientists estimate that about 35,000 other objects, too small to detect with radar but detectable with powerful Earthbased telescopes, are also circling the earth at an altitude of 200 to 700 miles. This debris (remains) poses little danger to us on the earth, but since it is traveling at average relative speeds of six miles per second, it can severely damage expensive equipment in a collision. this threat was dramatized by a hole one-eighth of an inch in diameter

created in a window of a United States space shuttle in 1983. The hole was determined to have been caused by a collision with a speck (spot) of paint traveling at a speed of about two to four miles per second. The window had to be replaced.

As more and more nations put satellites into space, the risk of collision can only increase. Measures are already being taken to control the growth of orbital debris. The United States has always required its astronauts to bag their wastes and return *them* to earth. The United States Air Force has agreed to conduct low-altitude rather than high-altitude tests of objects it puts into space so debris from tests will reenter the Earth's atmosphere and burn up. Extra shielding will also reduce the risk of damage. For example, 2,000 pounds of additional shielding is being considered for each of six space-station crew modules (a part of a spacecraft which can do certain things independently, often away from the main part of the spacecraft). Further, the European Space Agency, an international organization, is also looking into preventive measures.

26. Which of the following would be the best title for the passage?
- A) The Problem of Space Debris.
 - B) The Space Shuttle of 1983.
 - C) The work of the European Space Agency.
 - D) A Collision in Space.
27. It can be inferred from the passage that debris was harmful to one of the space shuttles because the debris was _____.
- A) large
 - B) moving very fast
 - C) very hot
 - D) burning uncontrollably
28. What effect did orbital debris have on one of the space shuttles?

- A) It removed some of the paint.
 - B) It damaged one of the windows.
 - C) It caused a loss of altitude.
 - D) It led to a collision with a space station.
29. The word "*them*" in line 15 refers to which of the following?
- A) Astronauts B) Wastes C) Tests D) Crew modules
30. Which of the following questions is NOT answered by the information in the passage?
- A) How can small objects traveling around the Earth be seen?
 - B) What is being done to prevent orbital debris from increasing?
 - C) Why is the risk of damage to space equipment likely to increase?
 - D) When did the United States Air Force begin making tests in space?

Passage 3

Questions 31 to 35 are based on the following passage:

In the past oysters(牡蛎) were raised in much the same way as dirt farmers raised tomatoes-by transplanting them. First, farmers selected the oyster bed, cleared the bottom of old shells and other debris, then scattered clean shells about. Next, they "planted" fertilized oyster eggs, which within two or three weeks broke through eggs and became larvae. The larvae drifted until they attached themselves to the clean shells on the bottom. There they remained and in time grew into baby oysters called seed or spat. The spat grew larger by drawing in seawater from which they derived microscopic particles of food. Before long, farmers gathered the baby

oysters, transplanted them in other waters to speed up their growth, then transplanted them once more into another body of water to fatten them up.

Until recently the supply of wild oysters and those crudely farmed were more than enough to satisfy people's needs. But today the delicious seafood is no longer available in abundance. The problem has become so serious that some oyster beds have vanished entirely.

Fortunately, as far back as the early 1900's marine biologists realized that if new measures were not taken, oysters would become extinct or at best a luxury food. So they set up well-equipped machines and went to work. But they did not have the proper equipment or the skill to handle the eggs. They did not know when, what, and how to feed the larvae. And they knew little about the predators that attack and eat baby oysters by the millions. They failed, but they doggedly kept at it. Finally, in the 1940's a significant breakthrough was made.

The marine biologists discovered that by raising the temperature of the water, they could induce oysters to lay eggs not only in the summer but also in the fall, winter, and spring. Later they developed a technique for feeding the larvae and raising them to spat.

Going still further, they succeeded in breeding new strains that were resistant to diseases, grew faster and larger, and flourished in water of different salinities(盐浓度)and temperatures. In addition, the cultivated oysters tasted better!

31. Which of the following would be the best title for the passage?

A) The Threatened Extinction of Marine Life.

- B) The Cultivation of Oysters.
 - C) The Discoveries Made by Marine.
 - D) The Varieties of Wild Oysters.
32. In the first paragraph, the production of oysters is compared to what other industry?
- A) Mining. B) Fishing. C) Banking. D) Farming.
33. When did scientists discover that oysters were in danger?
- A) In the early part of the nineteenth century.
 - B) At the beginning of this century.
 - C) In the 1940's.
 - D) Just recently.
34. In what paragraph does the author describe successful methods for increasing the oyster population?
- A) First. B) Second. C) Third. D) Fourth.
35. Which of the following best describes the organization of the passage?
- A) Step by step description of the evolution of marine biology.
 - B) Discussion of events concerning oyster production according to the order of time.
 - C) Random presentation of facts about oysters.
 - D) Description of oyster production at different geographic locations.

Passage 4

Questions 36 to 40 are based on the following passage:

Dry regions in the south western United States have become increasingly inviting playgrounds for the growing number of recreation seekers who own vehicles such as motorcycles or powered trail