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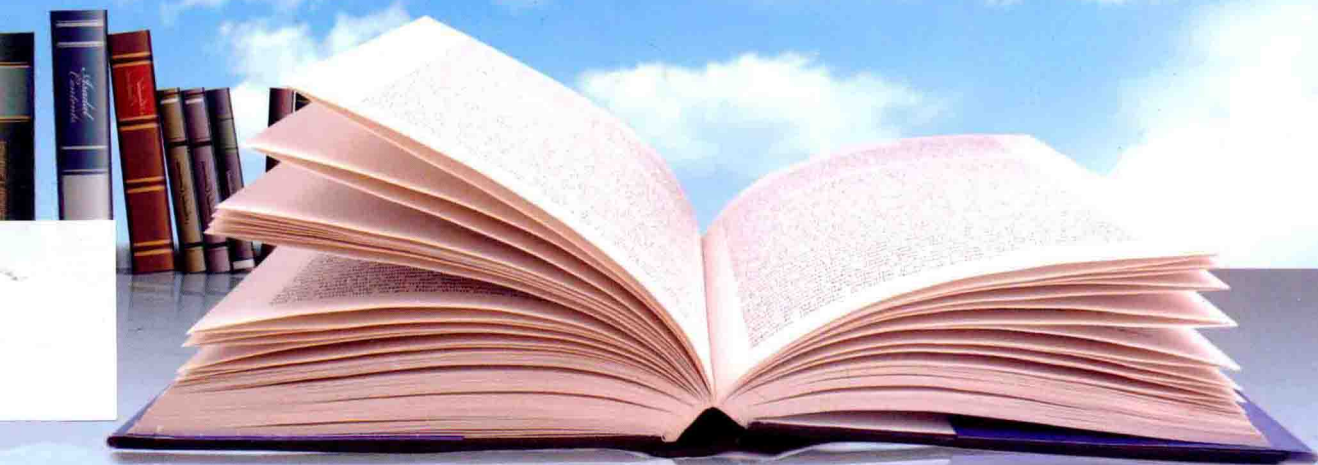
大学英语

阅读与翻译实用教程

(上册)

College English
Reading and Translation

◎主 编 邵钦瑜 ◎副主编 姜玉珍



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· 北京 ·

内 容 简 介

《大学英语阅读与翻译实用教程》是以《大学英语课程教学要求》为指导,以相关现代教学理论为依据,参照全国四、六级考试新题型编写的。题材以大学生的认知能力为基准,以他们的学习和生活为轴心,以i时代网络多元信息为资源,涉及教育、科学、社会、文化、财经、体育、政治等各领域的知识,融科学性、知识性和趣味性于一体,体现i时代大信息量、高速度、高效率、多媒体的特征。

教材侧重强化阅读的“效率意识”,训练学生高效地进行有针对性、系统的快读阅读,以及翻译的“实用能力”,使学生熟悉中国社会文化及其英文表达,帮助他们更好地掌握跨文化沟通技能,有助于学生在国际交流中学以致用。

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前言

《大学英语阅读与翻译实用教程》是以《大学英语课程教学要求》为指导,以相关现代教学理论为依据,参照全国四、六级考试新题型编写的,旨在提高学生阅读与翻译的实用能力,以满足大学英语教学和学生参加四、六级考试的需求。

本套教材的全体编写人员来自教育部首批大学英语教学改革示范点项目学校,大多是国家级《大学英语》精品课程、国家级《大学英语》教学团队的专家和骨干教师。

大学英语长篇阅读与仔细阅读在学生能力培养、教学方法和考试题型等方面均不同。我们发现细读题型文章短(通常300个词左右),难度大,题目复杂;长读题型文章长(通常1200个词左右),难度低,题目直接。应当说在未来实际工作中,学生较少碰到仔细阅读理解题型中那样晦涩难懂的文章,多数情况是要求他们查阅大量的英文资料,在一定时间里从浩如烟海的资料中找到自己所需要的内容。完成这种任务是具有挑战性的,需要具备快速阅读能力及技巧,既要懂得如何浏览和略读,也要懂得如何查读和跳读。这种能力和技巧需要从学生时代开始培养,因此长篇阅读训练是大学英语教学中必不可少的一种训练。为此,2006年全国大学英语四、六级考委会以培养学生语言实际应用能力、训练其具备未来工作所必备的语言技能为目标,开始实行新考试题型,首次增加快速阅读题型,并且是全部考试题型中唯一需要计时(15分钟)完成的部分。

2013年12月的四、六级新题型与“国际接轨”,从“应试”变“应用”,把原来的快速阅读题改为长篇阅读理解题。长篇阅读理解的信息匹配题,加大了对考生把握总体段落布局、速度和归纳总结能力的考核,评价考生能否在极短时间内定位关键信息并进行匹配,对语句的逻辑分析和推理能力、开拓能力有了新的要求。

翻译题型的变化更为引人注目。不仅题型由句子汉译英改为段落汉译英,考试时间由5分钟延长至30分钟,分值比例也由5%大幅度提升至15%。不仅如此,翻译题的内容结合“中国风”,涉及中国历史、文化、经济、社会发展等方方面面,极具中国特色。四级翻译长度为140~160个汉字;六级翻译长度为180~200个汉字。翻译综合考核考生对中国文化的了解和用英语正确表达中国文化的方式。翻译考试的侧重点从考查字、词、句到考查段落,发生了根本性的变化,更加侧重逻辑组合能力和实用语义翻译能力。四、六级考试翻译要求的提高,能在一定程度上督促学生掌握实用翻译技巧,熟悉中国社会文化的英文表达,有助于学生在国际交流中学以致用。

本套教材主要特点如下:

1. 长度难度循序渐进

根据《大学英语课程教学要求》,达到大学英语一般要求的快速阅读速度,在阅读生词不超过总数3%的材料时,应为每分钟100个词。本套教材编写时考虑到大学英语一至四级学生语言能力

的差别,每册在文章长度上有一个渐变的过程,使学生对每册的各篇文章阅读加答题均能在15分钟左右完成。这样做既统一了编写体例,也符合四级考试中长篇阅读题型的阅读要求。文章长度具体为:上册900~1000个词;下册1000~1200个词。除此之外,各册在选材时难度也做到由易到难,循序渐进。

2. 题材体裁各册迥异

本套教材每册题材按主题(theme-related)分类。上册题材是大学生耳熟能详的校园生活,包括新生入学、大学生活、校园活动、学习策略等话题。下册题材是大学生喜闻乐见的社会生活,包括旅游、音乐、艺术、时尚、环境保护等话题。各册按难易程度呈现体裁差别。上册文章以记人叙事的记叙文为主,下册文章以科普类的说明文和议论文为主。

3. 题型题量安排合理

教材每个单元阅读部分包括3篇围绕单元主题的文章,前两篇文章后各有3个练习,题量适中,难易适度。文章题型在设计上考虑了统一性和多样性。每篇文章后的第一个练习题型都与四级考试长篇阅读题型一致,目的在于训练学生适应四级考试新题型,使他们对这种题型能够应付自如。第二个和第三个练习为拓展性练习,设计的目的是为了加深学生对文章主题的理解,并且对文章细节有进一步的把握;此练习形式丰富多样,既有考查学生全文理解的文章结构类题目、时间线索类题目和文章大意总结填空类题目,也有考查学生细节理解的问答题、词语填空题和排序题。

教材每个单元翻译部分的练习都涉及中国文化内容,包括中秋节、少林功夫、长城、中国书法、中国旗袍、京剧、儒家思想、中国年画、道教、中国四大名著、中国茶文化、中华美食、中国园林、故宫和中国古代四大发明等内容。大学里的英语学习,尤其是翻译学习,能帮助学生更好地掌握跨文化沟通技能,获得知识积淀,为后续学习和发展打下良好基础。另外,作为未来世界的领导者,大学生们应该有强烈的社会责任感和历史使命感。提前深入了解中国历史、文化、经济和社会发展各方面内容,能帮助学生更深刻地理解中国社会的发展和变化,对未来充满希望,为未来做好准备。

4. 指导篇——快速阅读策略、汉译英翻译法、写作必备经典句型

“工欲善其事,必先利其器”。为了帮助学生达到迅速获取有效信息、提高学习效能、正确流利进行交流的目的,教材第二部分提供了系统详细的“大学英语学习策略指导”,主要包括:快速阅读策略指导篇、汉译英翻译法指导篇和写作必备经典句型指导篇。

本套教材共有2册,每册8单元,共计16单元。

本套教材既适用于高等学校大学英语基础阶段的学生学习,也适用于各类英语爱好者作为学习材料。

由于编写时间较仓促,编者能力有限,纰漏之处在所难免,请读者不吝赐教。

《大学英语阅读与翻译实用教程》总主编

2014年7月

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Unit 1

Freshman Orientation

Part I Reading

Passage 1



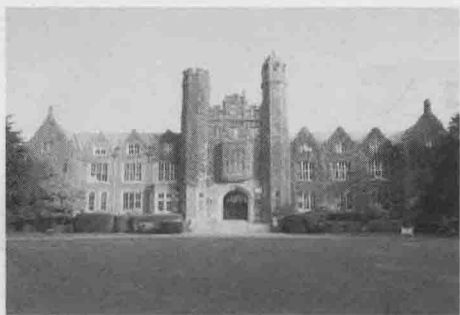
Things for Freshmen to Remember

- A) To attend a university is the beginning of what we know will be an extremely rewarding experience. While this is no doubt an exciting time, the **transition** (过渡) into a university community can also be challenging for both students and their parents. Here are things for freshmen to remember, which apply in general to freshmen at any college or university.
- B) The university is very different in **philosophy** (宗旨) from high school. High school is very **democratic** (民主的): everyone in our society is given access to a high school education. But a university is an essentially **elitist** (精英的) institution. You are only there because you met a demanding set of **criteria** (标准), and you will only remain there if you work hard and continue to meet an increasingly demanding set of criteria.
- C) You must abandon the idea that you're "entitled" to a certain grade in a course because of the amount of work that you put in (many students bring this idea with them from high school). Just like in the real world, what matters at the university is not effort but results. If it takes you twenty hours to perform a certain task, and someone else does the same task with the same results in five hours, you will both receive the same grade. Plan on spending twenty hours per



week or more on each of your major classes. (It may take you less time than this, but you are advised to be prepared!)

- D) Many students arrive at a university with the idea that “I’ll just take some **miscellaneous** (各种各样的) classes my first year until I figure out what I want to major in.” These are the students who take five years to graduate! The reason is that almost all majors involve a sequence of courses that takes most of four years to complete. So if you wait until your second year to start on your major, you’ll need a grand total of five years to get your degree.



- E) If you have any idea of what you might like to major in, start in with that major now. If you find that major to be just what you want, that’s great. If you find you don’t like it, that’s great too because you will have made that discovery early in your career and will have plenty of time to move into a different major.

- F) Be absolutely certain that the major you’ve chosen is really what you want to study! In particular, don’t choose a major because it’s what you think your parents want you to do — it’s your life, after all. Make sure you do a “reality check” as you begin taking classes for your major. If you don’t enjoy the subject matter, and/or you’re not doing well, think seriously about doing something else. If you don’t enjoy your major now, you probably won’t like working in it for the next forty years either!

- G) No matter what your major, never forget that your “general education” courses are an essential part of your education. No matter how good your high school teachers were, they only had time to give you a very superficial introduction to the basic notions of science, history, literature, and art that are essential to becoming an educated member of our society. If you fail to become educated in all of these subjects, you frankly will not be worthy of a university degree. Don’t try to “get the general education courses out of the way” during the first year — spread them out over your four years. Having one general education course per quarter will give you more variety in your studies.



- H) Remember that a **vast array** (大量) of help is available to you. A very important form of individual assistance that students frequently fail to use is the professor’s office hours. It’s a

chance to interact one-on-one with your professor who is likely to be a world expert in the subject.

- I) Another kind of help is tutoring. If you think a tutor is necessary, get one early in the quarter. Getting a tutor late in the quarter, in the belief that you'll be able to catch up with what you missed earlier on, is a pointless exercise. But if you find yourself depending excessively upon tutors, it's a sign that you're probably in the wrong major.
- J) The university quarter is usually ten weeks long and it goes by very fast. Many courses give two midterm exams as well as a final exam, which means that your first exams may be in the third or fourth week of the term. If you allow yourself to fall behind, you simply may never catch up. Time management is a crucial skill for success at college!
- K) Just as it's important not to fall behind during the quarter, it's important not to fall behind in taking the courses required for your major. Many courses at college are part of a sequence that must be taken in order, and that are offered only once a year, which means that if you fail to take them, you're automatically a year behind and may have to stay another year to get your degree.
- L) To avoid this, make sure you get an advisor in your major department and check with him or her every quarter before signing up for the next quarter's courses. If you don't have a major yet, talk to an advisor in one of the departments in which you think you might major. Failure to consult regularly with an advisor could cost you the price of one extra year at college, which is many thousands of dollars!

(<http://web.physics.ucsb.edu/~airboy/freshmen.html>)

(968 words)

Task 1

In this task, there are ten statements. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Please put the right letter in the bracket before each statement.

- () 1. Students who depend too much on tutors are very likely in the wrong major.
- () 2. The university is only for people who have met certain criteria.
- () 3. Professors' office hours is a very important form of help available to students.
- () 4. Courses like science, history, literature and art are crucial to becoming an educated member in our society.
- () 5. To be enrolled into a university can be exciting and challenging at the same time.
- () 6. Outcome, rather than effort, matters most in the real world as well as at the university.
- () 7. Time management is essential for success at college.
- () 8. Students should not choose a major just because their parents want them to.
- () 9. College students are supposed to get an advisor and check with him or her before registering for a quarter's courses.
- () 10. Many freshmen plan to take various courses before they decide on a major.

Task 2

You will have 15 minutes to go over the passage quickly. For questions 1-7, choose the best answer from the four choices marked A), B), C), and D). For questions 8-10, complete the sentences with the information given in the passage.

1. The university is different from high school in that _____.
 A) high school is free of charge for everyone in society
 B) democracy does not exist in a university
 C) you do not have to work in a university
 D) a university is only for people who have met certain criteria
2. What matters most in the real world as well as at the university?
 A) Time. B) Outcome. C) Effort. D) Grade.
3. Why do some students take five years to graduate?
 A) They do not choose a major early. B) They take too many kinds of classes.
 C) There are too many courses for some majors D) They do not like their major.
4. How can students choose their major well?
 A) Follow their parents' advice.
 B) Choose the one that is popular.

- C) Choose the one they enjoy and are good at.
D) Check all major courses before they decide.
5. Rather than get the general education courses out of the way in the freshman year, students are advised to _____.
- A) give some up when time is limited B) pay more attention to major courses
C) concentrate only on basic notions D) spread them out over four years
6. What help is available to college students?
- A) Student Union. B) Teaching assistants' suggestions.
C) Professors' office hours and tutoring. D) Formal instructions in class.
7. What does "to hit the ground running" mean?
- A) To be successful from the start. B) To work hard from the start.
C) To try to catch up. D) To manage time wisely.
8. Many courses at college are _____ that must be taken in order and that are offered only once a year.
9. Make sure you get an advisor in your major department and check with him or her every quarter before _____ the next quarter's courses.
10. Failure to _____ with an advisor could cost you the price of one extra year at college, which is many thousands of dollars.

Words	Time	WPM	Comprehension Rate
968			

Task 3

Please read the passage again and answer the following questions by choosing letters A-E in the box below. Please note that each question requires only one answer.

1. What does the author mean by saying that "high school is over"?
2. What idea do many students bring with them from high school?
3. What courses are an essential part of students' education whatever their major?
4. What does overdependence on tutors suggest?
5. What is a freshman advised to do if he does not have a major yet?

- A. General education courses.
B. Freshmen have to work hard to meet a set of criteria at college.
C. Talk to an advisor in the department in which he might major.
D. If you spend more time doing things, you are supposed to get a higher grade.
E. You are probably in the wrong major.

Passage 2



Freshman Orientation Should Include a Goal and a Plan

A) There is something missing from most **Freshman Orientation** (迎新培训) Programs at colleges, something important. College freshmen need to hear about the planning, preparation, performance, and accomplishments that lead to a great job after graduation. Without that information **percolating** (扩散, 渗透) in the back of their minds, many students will wait too long to prepare, participate, and perform.

Since most freshmen are not good at looking ahead to the future, Freshman Orientation Programs must make employer expectations perfectly clear to every student. Additionally, they must show students how they can meet or exceed those expectations.

B) Unfortunately, at most colleges nobody explains all of the critical factors that are needed for employment success. That means that students won't be doing the things that lead to good jobs. They need to know that it is what they do during the first three years of college that will determine the number and quality of job offers that come their way in their senior year. This is true because it takes a combination of academic, campus, work, and community activities and performance to make employers take an interest in them.

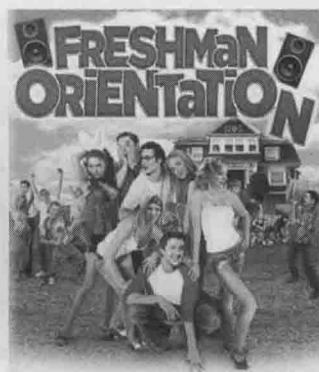
C) If students go through college without a specific goal and a plan to get there, it is unlikely that they will participate in the activities and achieve the results that the best employers will be seeking. Students should at least select a general direction that appeals to them because few students will hit a target of unknown size, shape, and distance. Dumb luck is never a good plan.

D) Grades alone are not enough today. Employers with the best jobs have greater needs and expectations. They prefer well rounded students who have participated in campus activities, worked in a job that is related to their field of interest, volunteered in the community, and achieved positive results at every turn. More importantly, these employers favor students who have used these activities to demonstrate their leadership, communication, and people skills. In reality, they are looking for candidates who can get things done. Therefore, the most

qualified students are fully prepared to tell stories about their struggles and provide examples of their accomplishments.

E) Too many colleges only view themselves as academic institutions. However, knowledgeable parents and students don't see it that way. They view college as a gateway to a good job and a career. That is why they want and expect colleges to provide more than a good education. They want their colleges to help students prepare for every aspect of the senior year job search and guide them through every step of the process. The Freshman Orientation Program should make it clear that this critical process starts immediately after the student enters college.

F) When colleges wait too long to get students thinking about the actions and activities needed for an effective job search, they have done their students a huge **disservice** (危害). Everyone needs to understand that "the senior year job search actually starts in the freshman year". Unfortunately that fact is ignored by far too many colleges. Job search preparation requires consistent, semester by semester learning, actions, participation, and successes that will be of interest to employers or useful to the job search process. No student can make up that much time in his senior year. Like most college programs, learning about and preparing for employer expectations takes place slowly over time.



G) Students can't **cram for** (临时抱佛脚) a successful job search. Wise and **savvy** (有见识的) students do the preparation, participation, and **heavy lifting** (艰难的任务) long before they need their job search tools, skills and information. All other students will come to regret their lack of preparation as they encounter a long list of disappointments in the year following graduation.

H) "A pressed suit, a firm handshake and a smile are no substitute for an impressive list of accomplishments." When inexperienced students are left to their own devices, few will **intuitively** (凭直觉) do all of the things that the best employers want and expect. Students require a goal and a plan with steps that will lead to their goal. *That's where many colleges drop the ball.* Students need someone to guide, coach, and encourage them through the entire period of preparation, someone who is knowledgeable and caring, but also demanding.

I) Senior year interviews are merely the outcome of all of the work that has gone on throughout their college experience. When students fail to diligently focus on preparation, their chances of

landing a great job will be significantly **diminished** (减少). “Preparation lays the groundwork for success.”

Students cannot compete effectively for good jobs when they don't know the steps and requirements that lead to those jobs. And whether they like it or not, colleges are in the best position to provide this crucial service to students.

- J) With the cost of college at an all-time high, parents have high expectations for their children and for the colleges they attend. Those colleges that hope to improve the employment results achieved by each graduating class will aggressively respond to this need. It must start with their Freshman Orientation Programs.

(<http://ezinearticles.com/?Freshman-Orientation-Should-Include-A-Goal-and-A-Plan&id=5850844>)

(899 words)

Task 1

In this task, there are ten statements. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Please put the right letter in the bracket before each statement.

- () 1. Prospective employers are looking for candidates who can get things done in reality.
- () 2. Quite a lot of students regret their lack of preparation after they meet with many setbacks in their job search.
- () 3. Freshman Orientation Programs at colleges are supposed to show students how they can satisfy and go beyond employer expectations.
- () 4. Many colleges often ignore the fact that students' job search takes a long time to prepare for.
- () 5. Parents have high expectations of their children and the colleges with the all-time high cost.
- () 6. Students should select a general direction at college since few will hit an unknown target.
- () 7. Many colleges fail to provide essential guidance and encouragement through the entire period of preparation for job hunting.
- () 8. Fourth year job interviews are the mere result of all of the preparation work at college.
- () 9. What a graduate interests employers is a combination of on-and-off campus activities and performance.
- () 10. Knowledgeable parents and students regard college as a gate to a good job.

Task 2

You will have 15 minutes to go over the passage quickly. For questions 1–7, choose the best answer from the four choices marked A), B), C), and D). For questions 8–10, complete the sentences with the information given in the passage.

1. What is missing from most Freshman Orientation Programs at colleges?
 - A) Crucial factors needed for employment success.
 - B) Planning and preparation for a meaningful college life.
 - C) Information regarding graduation.
 - D) Information about ideal employees.
2. What makes employers take an interest in a graduate is _____.
 - A) his/her performance in the senior year
 - B) his/her performance in the freshman year
 - C) a combination of on-and-off campus activities and performance
 - D) the number and quality of job offers that come his/her way
3. Few students will hit a target of unknown size, shape, and distance. Therefore, they should _____.

- Programs with an aim to _____.

the box. Use their proper forms.

specific

exceed

3. Watching the event on television was a poor _____ actually being there.
4. A friendship network is absolutely _____ for our well-being as adults.
5. It may offer mountain scenery, the _____ of sun and sea, or features that are entirely manmade, like Disneyland in California.
6. Children are weighed every month to _____ how fast they are gaining weight.
7. With more and more competition, a good position _____ thousands of people while working people will be threatened by potential unemployment.
8. Henry _____ excellence in translating from the classical languages at his senior examination.
9. Could you be more _____ about what you are looking for?
10. He has come down in life. He used to be treated as a VIP but is now _____.

