

COLLEGE  
ENGLISH

# 大学英语 阅读教程(一)

林元龙 主编



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# 大学英语阅读教程

(一)

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# Reading Strategies and Skills

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The following reading strategies and skills can be applied to all forms of English reading. Make a conscious effort to put them into practice and you will find you have made great progress both in reading comprehension and reading speed.

## 1. Obstacles to Faster Effective Reading

Perhaps you have seen very young children or very old people learning to read. They move the index finger along the line of print, pointing to each word, sometimes even to individual letters, saying the word or letters to themselves in a low voice. This is called vocalizing. Sometimes the learner makes no sound though his lips may move to form the words, sometimes there is not even any perceptible movement of the mouth at all, but the learner is still activating his throat muscles slightly to say the words to himself. He is still vocalizing.

However slight the extent of vocalizing may be it will be impossible for such a reader to reach a speed set by our "College English Curriculum Requirements". The appreciation of written words must be entirely visual and *we must read more than one word at a time.*

In other words, how to increase the reading speed is one of our concerns. You are advised to practice on something easy and interesting. Many students trying to increase their effective reading speed become discouraged when they find that if they try to race through a passage faster, they fail to take in what they have read. At the end, they have been so busy reading faster that they cannot remember what the passage is about. The problem here is that the material they are practicing on is either too difficult for them in vocabulary or content, or not sufficiently interesting. We hope that the passages in this course material will be both interesting and easy, but you should also practise as much as you can in your own time. Read things you like. Go to our school library, there is bound to be some area that interests you in which you can find books of about your level of ability or just below.

If you want a quick check on how easy a book is, read through three or four pages at random. If there are, on average, more than five or six words on each page that are completely new to you, then the book is not suitable for reading-speed improvement. Incidentally, you should try to read three or four times as much light speed reading material. You cannot achieve a permanent improvement in your reading speed if most of the time you are practising reading slowly.

## 2. Hints for Reading Practice

### 1) Set aside time each day

Most of us can find 15 minutes or half an hour each day for some specific regular activity. It may be a free period or a regular wait, say in the queue for a bus or meal even while eating breakfast. One famous surgeon always made it a rule to spend at least 15 minutes on general reading before he went to





# Unit 1

## Passage 1 > > >

Everywhere, you will always find “the white-haired boy”, sometimes called “the fair-haired boy”. He gets special treatment, as if he were above everybody else. You will find him in school, in college, at home, or where you work.

In school, he is teacher's pet, her darling who can do nothing wrong. Sometimes she lets him do little jobs for her. He comes to class in the morning, all shiny and clean. He is always raising his hand, ready with an answer to teacher's questions. And he knows all the answers. He “gets into your hair”, especially if you are at the bottom of the class and the teacher thinks you are stupid. How you hate the brat!

At college, he walks—more often strides—cross the school grounds as if he owned them. Sometimes he wears a colorful football or basketball shirt or sweater, with a bright red, or green or yellow college letter proudly worn on the front of it. What broad shoulders, what muscles he has! He makes the girls happy by just smiling at them. He has the mark of success on him.

At home, “the fair-haired boy” is mother's choice, her favorite. Sometimes, he is the oldest son—at times, the youngest. If you are in between, you are out of luck.

On the job, you meet another one of these “white-haired boys”; you can't escape them. For some strange reason, he is the man who always moves ahead. He gets better and better jobs, with more and more money. But you stand still, wondering why, and trying to explain to yourself why you hate him so much.

Then, you discover that there are others who share your feelings, ready to “let their hair down”—to tell you their private thoughts. One of them asks, “What does he have that I haven't got?” You ask yourself the same question.

Finally, there comes a day when you decide to stop hating him. Is it perhaps because he has been made boss and you find yourself working for him?

### 注释:

[1] brat *n.* (贬)小孩

[2] stride *v.* 大步走;迈进

*n.* 大步;(常复数)进展

We are striding confidently towards the future. 我们正满怀信心阔步走向未来。

At one stride she has become a film star. 她一举成为明星。



## 5. Skimming

Skimming is done at a speed three to four times faster than normal reading. The main purpose of skimming is to get an overall idea about the reading material. When you are skimming an article, you will focus on the title, the subtitles, the opening and closing paragraphs and even the topic sentences of each paragraph. You will quickly find what the article is mainly about from those places.

## 6. Scanning

Scanning also involves quick reading, but it is quite different from skimming. The purpose of scanning is to look for a particular detail or specific information you want. The scanning process should not take more than a few minutes.

We should bear this in mind: Skimming and scanning are only two comprehension techniques designed to help us get into reading. For a better understanding of a reading passage, it is necessary to read and analyze it in more detail.

## 7. Reading for the Main Idea

The topic sentence is an important part of the paragraph. It is the topic sentence that states the main idea of the paragraph. When you are reading paragraphs for main idea, you may try to find the topic sentence. By doing so, it will be easier for you to concentrate on ideas and the relationships between ideas.

There are three possible places where you can find the topic sentence. Often the topic sentence may appear at the very beginning of the paragraph. Sometimes the topic sentence is the last sentence of the paragraph. Sometimes it exists in the middle of the paragraph.

Each paragraph will usually have a main idea, sometimes regarded as the paragraph topic, which is closely related to the main idea of the whole reading material.

## 8. Recognizing Important Facts and Details

To grasp the main idea of the reading material, you need to recognize the important facts or details by which the main idea is developed or supported. The important facts or details will enable you to have a better understanding of the main idea. They may prove a point, demonstrate a relationship between ideas, or serve as examples to help you understand the main idea.

## 9. Recognizing Signal Words

Signal words can help readers to follow the thread of thought in the reading material. By taking advantage of signal words, readers can decide whether they should speed up or slow down or even pause for a moment to check their understanding of what is being read. Hence, recognizing signal words is of great importance in reading speed and comprehension. In general, signal words can be divided into five groups. They are as follows.

1) words that signal more of the same example, including *also*, *likewise*, *moreover*, *furthermore*, *in addition*, *what is more*, *more than that*, *for another example*, etc.

2) words that indicate the change of thought, including *however*, *though*, *on the contrary*, *but*, *in spite of*, *otherwise*, *despite*, *nevertheless*, etc.

3) words that signal an order or sequence of events, such as *first*, *second*, *third*, *next*, *then*, *fi-*



nally, etc.

4) words that denote a summary, like *as a result*, *finally*, *therefore*, *accordingly*, *in short*, *in conclusion*, *to sum up*, *in a word*, *in brief*, etc.

5) words that signal cause and effect, including *because*, *for this reason*, *so*, *therefore*, *since*, *as a consequence*, etc.

### 10. Guessing Unknown Words

You are more likely to come across some unknown words in reading. In this case, you can consult a dictionary. However, in many cases you simply do not have enough time. So it's a good idea to get into the habit of guessing the meanings of the unknown words.

Broadly speaking, we have only two ways of figuring out the meanings of new words, one is the context, the other is the word building/formation. Before guessing, you have to decide the word class of the new word. Is it an adverb, an adjective, a verb or a noun? Then look at the new word again to see how it is formed. Is there any part of the word familiar to you, the root or the stem, the prefix or suffix? This is so called the clue of word formation. If you fail to find any clue in the word formation, you have to turn to the context clues. You need to look at the sentence in which the new word appears and the sentences that come before and after it.

It is unlikely that you will be able to guess all the new words. There will be some that you can only get a vague idea of, and a few will be impossible. Don't waste too much time on them. The important thing is to understand the reading material as a whole, so it doesn't matter if you fail to guess the meanings of some difficult words.



# Extensive Reading Skills

## 英语阅读理解答题技巧

### 一、阅读理解概述与阅读能力培养

《大学英语教学大纲》规定,在英语阅读方面要达到基本要求(四级水平)和较高要求(六级水平)。基本要求为:掌握基本阅读技能,能顺利阅读并准确理解语言难度中等的一般题材文章和科普、科技读物,阅读速度达到每分钟 50 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 80 词,阅读理解的准确率达到 70% 为合格。较高要求为:掌握较高阅读技能,能顺利阅读并准确理解语言难度中等的一般题材文章和科普、科技读物,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,阅读理解的准确率达到 70% 为合格。大学英语考试试卷构成中,阅读部分的时间为 35 分钟。大学英语考试阅读理解部分主要测试以下能力:

1. 掌握阅读材料的主旨和大意;
2. 了解说明主旨的事实和细节;
3. 既能理解字面意思,也能根据所读材料进行一定的判断和推理;
4. 既能理解个别句子的意义,也能理解上下文的逻辑关系。

在大学英语四级和六级考试中,阅读理解约占总分的 40%,由此可见大学英语学习中加强阅读能力的训练是至关重要的。大学英语学习是包含听、说、读、写、译的整体性过程,而其重要组成部分英语阅读能力的提高也是一个循序渐进的过程。根本上说,英语阅读能力的提高与以下几个因素密切相关。

#### (一) 学好基本语言知识

首先,掌握一定的词汇量是阅读的基础所在。大学英语教学大纲规定四级要求掌握约 4500 个单词,此外还有一定数量的短语。在四级考试中,阅读理解部分的阅读材料中超纲的单词都用中文注明词义,但每篇最多不超过 3 个。因此,如果词汇量掌握不好,阅读也就无法顺利进行。必须强调的是,有许多学生在掌握单词的过程中,片面追求单词词义的记忆而忽略词性与搭配关系,这种做法在削弱本身英语基础能力的同时,也必然影响到阅读能力的提高。词汇的掌握包含拼写、词性、词义、搭配等诸多方面。在平时的学习中,要学会巧妙应用词汇学习与阅读理解之间的联系,在不断积累词汇量的基础上逐渐阅读难度递增的材料,同时又在阅读材料过程中不断学习新词、巩固旧词。

其次,基本语言能力还包括对英语语法和习惯用法的掌握。阅读中遇到结构复杂的难句,仅仅依靠词汇的识别显然是不足的,还需要借助语法分析来理解篇章的意义。熟练掌握语法规则也是阅读理解的基础所在。



## (二) 进行必要的阅读实践

阅读理解中语感的培养植根于长期的阅读实践。在英语学习过程中,除了精读课文篇章,还应有意识地多看一些有关英国、美国社会文化背景的材料,根据自身兴趣爱好阅读一些英美文学作品或者科普读物,这些在不断扩大自己知识面的同时,对理解能力的提高也大有益处。目前市面上的阅读材料可谓丰富多彩,学生应该根据自身的英文水平与兴趣挑选。在阅读能力培养的起步阶段,切忌选择生词过多的文本。一般说来,低年级的学生可以选择一些英汉对照的读本,逐渐向英文简写本和一些相对易懂的英文原著过渡。

## (三) 学会正确的阅读方法

学生在阅读过程中容易形成一些不良的阅读习惯,常见的有:“指读”,即用手指或笔尖指着文章逐词阅读;“回读”,即在阅读中遇到生词或不熟悉的短语时,返回到句首甚至段首重读,如果遇到长难句,甚至反复多次;还有“译读”,即在阅读过程中,不断把词、短语、句子译成母语来理解。这些不良的阅读习惯都影响了阅读的速度及理解的程度。在英文阅读中,我们要根据英语的特点,使用正确的阅读方法,即以“意群”为单位阅读文本。例如:

Successful improvement of your reading depends upon your eagerness to improve and your willingness to practice.

以上文本如果逐个词来阅读,视线就要在每个词上都停留一次,影响阅读速度,而且还要把这些词按照语法意义重组,才能理解。如果以意群为单位阅读,即:

Successful improvement\ of your reading\ depends upon\ your eagerness\ to improve\ and your willingness\ to practice.

以第二种方式阅读,视线在每个词组上停留,对于整个文本而言,停留次数就会大大减少,意义也会更加连贯。即使你的视线在词组上停留的时间这样比在一个单词上停留的时间稍长,但因为意义容易理解,总体时间还是要比前者短,阅读质量也相应得到提高。

Successful improvement of your reading\ depends upon\ your eagerness to improve\ and your willingness to practice.

以第三种方式阅读时,视线与思维的跳跃速度大大加快,意群与文本整体的衔接更为流畅。这种方法建立在扎实语言功底的基础之上。读者对意群迅速而正确的划分,需要大量的实践积累和扎实的语法与词汇基础。

综上所述,良好阅读习惯包含以下几个方面:

1. 成组视读。成组视读时,阅读的是一个一个的意群。这样,一方面阅读速度大大高于逐字阅读;另一方面很容易把每个意群的关键词串联起来理解。
2. 单次通读。所谓单次通读就是要尽量减少阅读文章反复的次数,尽量做到在第一次通读的过程中就能够获取文章的主旨。很多学生在阅读中容易产生心理定势,即认为自己第一遍阅读肯定读不懂,必须反复多遍,结果浪费了很多时间。
3. 直接阅读。在阅读过程中,应该将所读的句子直接进行理解,而不应该不断地进行逐词逐句的翻译。如果把阅读理解转化成了英译汉的工作,必然影响阅读速度,同时限制了对文章关键信息的串联。

## 二、篇章阅读的复习重点与答题技巧

从改革后的新四级分值分布上看,阅读部分的分值从40%降到了35%。表面上,篇章阅读在考试中所占的比重减少了,其实不然,改革后的四级考试对阅读的测试更科学、更丰富。从题





材分布上看,新四级的文章主要涵盖三大方面:社会科学(教育学、经济学、信息科学、电脑网络等)、自然科学(环境保护、新能源的开发利用等)、人文科学(社会关系、风土人情、社会生活等)。根据《大学英语教学大纲》的说明与新四级考试的特点,英语阅读的基本要求主要是考查考生综合运用所学语言知识的能力,包括阅读、理解、归纳概括、逻辑推理以及对材料的评估能力等。具体可以归纳为以下几个方面:

1. 理解文中的整体信息(main idea; best title)
2. 理解文中概念性涵义(concept)
3. 根据文中内容进行相关的推理、判断和引申(infer)
4. 根据上下文推测生词的涵义
5. 理解文章的某细节或情节
6. 理解作者的意图,观点和态度
7. 区分论点和论据(例证题)

总体来说,从历年四级命题的变化上看,阅读在命题形式上逐渐从单一的篇章选择题转向了多种题型的综合考查(包括快速阅读、选词填空与篇章阅读三种题型);同时,在阅读的强度上,四级考试对阅读量的要求也在逐渐加大,如在2002年,每篇文章阅读量约为290个单词,2003年,每篇文章阅读量约为300个单词,2005年,每篇文章阅读量增加到约330个单词,而目前每篇文章阅读量达到370个词左右。当然,对于新四级考试,考生们也不用过分担心阅读强度的增加,因为测试的重点依然体现在考生对文章阅读本身的掌握是否得当。

在平时的练习中,还是要立足现有的真题,培养起正确的阅读方法和阅读习惯。在扎实的阅读基础上,辅以恰当的阅读解题技巧,才能真正有效地进行阅读,在答题过程中达到事半功倍的效果。具体来说,我们在考试前的阅读复习与应试答题中应注意以下几个部分。

#### (一) 篇章中长难句的理解

篇章阅读与快速阅读不同,要求考生更加全面地理解全文。而在阅读的过程中,长难句常常成为考生十分头痛的难点。长难句的特点就是句子比较长,一个句子往往有三四行,甚至有时一个句子就是一段。在答题实践中,许多考生在阅读时经常会陷入一个很长的句子中,不知所云。其实长难句本质上还是由多个简单的意群复合而成。句子之所以长,主要有下面几个原因:

1. 多重复合句。在理解篇章中的多重复合句时,首先找到主句的主体部分(即主语、谓语和宾语等主要成分),再确定从句的主体部分,如果从句中还有从句,再确定下面一层从句的主、谓、宾。注意阅读的层次性,先把同一层次的内容看完,再看下一层次的内容。

2. 插入语的影响。插入语是形成长句的另一重要原因。它的出现有明显标志,即用双破折号与主句隔开或者用双逗号与主句隔开。在阅读含有插入语的长句时,先排除插入语的干扰,即先把主句的意思看完,然后再看插入语部分。

3. 分词状语及独立主格结构的干扰。分词状语就是指用现在分词或过去分词引导的伴随状语、原因状语等;独立主格结构有时可用with引导,看似主谓结构,但实际上并没有真正的谓语部分。在这种情况下阅读句子,一定要学会把握句子中的主句所在。主句最重要的特征就是有完整的主谓结构,尤其是独立的谓语部分。如果没有独立的谓语部分,那它就不是句子,而是分词短语或者独立主格结构。

在实际的阅读过程中,我们还可能会碰到同时包含上面三种情况的超复杂句子,即:一个句子中既有从句又有插入成分,还有分词状语或者独立主格结构。阅读这种句子时,要抓住独立的谓语部分从而区别出主句和分词状语,再根据从句的连接词区分主句和从句,做到层层理解。



## (二) 学会通过逻辑关系从整体上阅读篇章

篇章阅读不能只停留在句子水平上。如果只理解孤立的句子,而对整篇文章不甚了解,那么必然导致大量失分。在平时的阅读训练中,应当重视阅读技能的培养,把句子水平的阅读理解提高到语篇水平的阅读理解,才能避免在阅读中见树不见林,真正理解文章的意思。这里指的语篇水平上的阅读理解实际上就是根据文章的内在逻辑关系掌握文章的主题思想、跟上作者的思路,通过概括得出结论、了解作者的观点和态度等等。

与快速阅读中的逻辑关系相比,篇章阅读中的逻辑关系更加复杂。正确理解这些逻辑关系有助于考生作出快速而准确的选择,提高做题的正确率。因此在阅读实践中,我们应当充分注意一些连接词与过渡词所表征的上下文间的逻辑关系,实现从语篇的角度上对文章进行整体性的理解、分析、判断。在四级考试中,常见的逻辑关系与相关词汇包括以下几种类型:

1. 前后意义对等: in other words, that is to say, namely, this means, likewise
2. 并列平行关系: and, or, also, too, besides, another
3. 递进关系: in addition to, adding to, moreover, furthermore
4. 强对比关系: unlike, differ from, on the other hand, on the contrary, conversely
5. 强转折关系: but, yet, however, in fact, practically, virtually, indeed
6. 让步关系: (al)though, despite, in spite of, while
7. 因果关系: because, why, reason, and, due to, owing to, thus, by, since, consequence
8. 强调关系: the most, chiefly, prime, have much to do with, I submit
9. 指代关系: it, this, that, those, these, one, so

逻辑关系的判定是每年四级考试中必考的项目之一。以1993年6月四级试题中的第21题为例,该题的得分率约为四分之一,仅与多项选择的随机选择正确率相当。该题题目如下:

Which of the following best characterizes the main feature of the nursing system at Beth Israel Hospital?

- A) The doctor gets more active professional support from the primary nurse.
- B) Each patient is taken care of by a primary nurse day and night.
- C) The primary nurse writes care plans for every patient.
- D) The primary nurse keeps records of the patient's health conditions every day.

本题问的是四个选择项中哪一句话最能概括这家医院护理工作体制的主要特征。实质上是从一个侧面问及本篇的中心思想,即文章中反复强调的这种“护理体制”的最本质的东西。

B、C、D三项所提及的都是这家医院中 primary nurse 所做的“常规”工作,并不是这家医院特有的。而根据上下文的逻辑关系判定,文章整体的强调点在于该医院护理工作的责任制以及护理工作的自主管理促进了护士对医疗工作的平等参与等,这才反映这家医院护理工作体制的本质特征,并最终体现在医疗过程中医生与护士的平等合作上。因此正确答案是选项 A。

## (三) 把握篇章主旨

篇章的主旨可以通过分析文章的主旨句以及每段的中心句获得。主题句的位置往往出现在首末段以及每段的首末句。这些句子在阅读时不可一带而过,要仔细阅读而且一定要读懂。主题句看懂了,整段乃至整篇文章的意思就不难理解了。在四级的解题实践中,尤其是时间不足的情况下,通过主题句解题是最有效的得分方式,因为在四级篇章阅读的题目设置中,许多正确选项都与文章的主旨有直接的联系。以2007年6月大学英语四级篇章阅读为例:

I don't ever want to talk about being a woman scientist again. There was a time in my life when



people asked constantly for stories about what it's like to work in a field dominated by men. I was never very good at telling those stories because truthfully I never found them interesting. What I do find interesting is the origin of the universe, the shape of space-time and the nature of black holes.

At 19, when I began studying astrophysics, it did not bother me in the least to be the only woman in the classroom. But while earning my Ph. D. at MIT and then as a post-doctor doing space research, the issue started to bother me. My every achievement—jobs, research papers, awards—was viewed through the lens of *gender* (性别) politics. So were my failures. Sometimes, when I was pushed into an argument on left brain *versus* (相对于) right brain, or nature versus *nurture* (培育), I would instantly fight fiercely on my behalf and all womankind.

Then one day a few years ago, out of my mouth came a sentence that would eventually become my reply to any and all provocations: I don't talk about that anymore. It took me 10 years to get back the confidence I had at 19 and to realize that I didn't want to deal with gender issues. Why should curing sexism be yet another terrible burden on every female scientist? After all, I don't study sociology or political theory.

Today I research and teach at Barnard, a women's college in New York City. Recently, someone asked me how many of the 45 students in my class were women. You cannot imagine my satisfaction at being able to answer, 45. I know some of my students worry how they will manage their scientific research and a desire for children. And I don't dismiss those concerns. Still, I don't tell them "war" stories. Instead, I have given them this: the visual of their physics professor heavily pregnant doing physics experiments. And in turn they have given me the image of 45 women driven by a love of science. And that's a sight worth talking about.

这是一篇主旨十分明确的文章。文中,作者一开始就直接提出与性别相关的问题。随后在第二段的首末句中,又分别提到自己作为女性科学家的学习历程及为捍卫女性权益所做的激烈斗争。在文章第三段的首末句中,作者提及了自己对性别歧视问题的回应与态度。在末段的中心句中,作者谈到了自己的任教生涯,以及看到更多女性投入科学研究的欣慰之情。通过这些段落中心句不难看出本篇文章的主旨就是性别问题或者性别歧视,文章中所涉及的五个问题也基本上都是围绕这一主旨展开。本篇文章的五个正确选项分别为:

- B) She is fed up with the issue of gender discrimination.
- A) the very fact that she is a woman.
- C) People's stereotyped attitude toward female scientists.
- D) More female students are pursuing science than before.
- C) Women can balance a career in science and having a family.

通过分析这五个答案的特点,可以看出它们之间共同之处就在于都含有一系列与性别或性别歧视相关的关键词(见划线部分),而这些关键词恰恰反映的也就是文章的主旨。相比较而言,其他与文章主旨相去甚远的选项可以很快被排除了。

#### (四) 学会查找篇章的主要事实或特定细节

在文章中,作者总是要通过许多具体细节信息(details)来说明、解释、证明或分析文章的主题思想。在通读全文、掌握文章主题主旨的基础上,仔细阅读还要求考生能抓住阐述和发展主题思想的主要事实,或者按要求找出特定细节。在通读全文的过程中,我们要特别注意涉及 who, what, when, where, how 和 why 等问题的内容。在有关此类内容的地方要作标记,以便在



回答问题时迅速查找定位。具体来说,在四级阅读理解中,和细节相关的问题常有以下几种形式:

1. Which of the following statements is (not) true (or correct)?
2. Which of the following is not mentioned in the text?
3. All of the following are true except ...
4. The author (or the passage) states that ...
5. According to the passage, when (where, why, how, who, what, which, etc)...?

一般来说,阅读理解测试中要求找出主要事实或特定细节的问题,在文章中均可找到答案。但是,需要注意的是,这些问题的表述常常不是采用文章中的原话,而是使用同义的词语来进行提问。因此,在回答此类问题时,首先要认真审题,然后根据所涉及的问题,快速查找文中相应部分,并细读一两遍,在充分理解原文的基础上确定正确答案。在查到的关键词句下面应划线,以引起注意,便于参考与复查。需要注意的是在回答细节问题时需要读者具有一定的背景知识,不过仅限于最基本的常识,切勿脱离文中内容而根据自己的主观想象或其他来源的知识来判断答案。在解答细节问题时,应注意以下几个方面:

#### 1. 明确细节与主旨之间的联系

虽然细节题与主旨题从不同的角度考查学生对于篇章的理解程度,但这并不意味着两者之间是相互矛盾的。在同一篇文章中,细节信息实质上也必须与文章主旨保持一致,换言之,作者通过细节信息的描述本质上还是为了更好地阐述文章的主旨。因此,当问题涉及某一细节信息时,我们应先明确文章的中心思想,再通过选择项中提供的线索,找到文中相应部分进行对比。与文中内容一致,符合文章中心的就是正确答案,与文中内容相左,偏离文章中心的细节则为错误答案。

#### 2. 明确指代关系

在文章中,为避免某一词或短语的重复使用,作者常常使用指代词(reference words)来代替。在寻找细节时,读者须准确理解被指代的对象。通常,我们可根据上下文的句子结构、主谓一致关系以及语义关系等来确定所指代的内容。例如:

The basketball team never lacked vociferous supporters, but they rarely responded to this show of enthusiasm.

在此句中,作为代词的 they,从表面上看,似乎既可以指代高声呼叫的支持者,又可以指代球队球员。但是通过分析语义关系,若 they 是指支持者,则与后面的语义信息(对这种热情很少作出响应)不符。因此,they 只能指球队球员。

#### 3. 明确文章的结构安排

细节问题的考查,最让考生头痛的就是即使在读懂文章之后,对一些具体的细节还是需要通过重新阅读的方式来寻找,这浪费了大量的时间。要快速找到需要的细节信息,在阅读文章的过程中,我们应该注意文章的结构安排,段与段、细节与细节之间的结构关系。这样浏览一遍之后既可确定文章的主题,也能对各细节的部位做到大致心中有数。篇章中与细节相关的结构安排大致有以下几种:

- 1) 简单列举;
- 2) 按事件重要性排列;
- 3) 时间顺序;
- 4) 空间关系;



5) 因果关系;

6) 对比关系。

阅读时注意这些细节的安排方式,就可以迅速在相应的位置找到问题的正确答案。此类解題中最好先阅读題目、弄清題目的具体要求(如是关于人物、地点,还是有关事件结果的),再有针对性地阅读文章,根据篇章安排方式,跳过那些与解題无关的细节,迅速找到关联部分,最后与选择项——对比,找出正确答案。

#### (五) 篇章阅读答题时的注意事项

要想在四级考试的阅读理解部分得高分,除了平时进行大量阅读练习以外,还应根据四级考试本身的特点在考试时注意以下几个方面的问题:

##### 1. 合理掌握时间

大学英语新四级要求考生在 35 分钟内完成全部篇章阅读部分。如果不合理分配时间,在某一篇文章或是某个问题上花的时间过多,在规定时间内完成阅读就比较困难。很多考生,特别是初次参加考试的考生,经常无法在规定的时间内完成所有的考试题目,大多是由于阅读理解上时间分配不合理造成的。一般每篇阅读材料要给自己限时十分钟左右,这样不但能保证在有限的时间内完成阅读,还可以预留一定的时间进行必要的检查和修正。

##### 2. 读问题后再读文章

在做阅读理解时,为了加快阅读速度和提高答题准确率,可采用先读问题后读文章的方法。先把文章后面的问题快速浏览一遍,然后带着问题,或者问题中的关键词去读材料,这样在阅读中就能做到心中有数,既节省了阅读时间又提高了阅读效率。

##### 3. 解題应先易后难

在四级考试中,不可能所有的阅读篇章在难易度上完全一致,甚至同一篇文章中也不可能所有问题的难度值完全均等。在答题过程中,应按照由易到难的顺序来进行。如果对某篇文章第一印象是比较难理解,那么可先读下一篇。这样可避免在一篇文章上花过多时间,而影响其他文章的阅读那么同时可以在有限的时间中,在有把握的试题上有效得分,从而提高阅读速度和质量。

##### 4. 趋熟避生

在阅读材料时,不可避免地会遇到生僻的单词,如果一见到生词就不知所措,必然会影响到对文章的理解。若遇到这种情况,可以采用“趋熟避生”的方法来解决。也就是说,不认识的生词如果对理解文章的关系不大,就可以跳过去不管它;如果该生词影响到了你对文章的理解,就要试着通过文中的相关解释、逻辑关系或者单词本身的词缀上去猜测生词的意思,尽可能用贴近的词义来理解该词在句中的作用。

##### 5. 认识正确答案的特点

纵观四级考试中阅读答案的设置,四级篇章阅读答案的特点大致可以归纳为以下几点原则。这些原则可以帮助我们在解題实践中,尤其是遇到较难判定的问题时,更有效地找到问题的正确答案。当然,这些原则的使用必须要建立在理解原文的基础上,要灵活运用,切忌脱离原文盲目使用。

A. 答案项中有绝对语气词的一般不是正确答案项。这些语气词有: must, always, never, the most, all, only, have to, any 等。

B. 选项中含有不十分肯定语气词的一般是正确答案项。这些语气词有: can, may, should, usually, might, more or less, relatively 等。





- C. 照抄原文的选项一般不是正确答案,而同义替换的一般是选项。
- D. 较全面、有针对性地表达文章中心思想的选项一般是答案项。
- E. 选项中表意较具体的、肤浅的一般不是答案项,而概括性强的、抽象的、含义深刻的一般是答案项。



# Fast Reading Skills

## 快速阅读的解题方法与答题技巧

快速阅读是 710 分新四级中出现的新题型之一。该题型要求考生在 15 分钟内阅读一篇 1200 字左右的文章并完成后面的 10 道题。常见的设题形式为,前面七道题是判断正误(包括 NOT GIVEN)或是单项选择题,后三道题是填空题(答案基本根据原文中出现的信息作答)。

该题型主要依据略读法(skimming)和寻读法(scanning),结合文章逻辑关系、标点符号等信息的综合运用,完成对题目有效的判断和填写。略读法和寻读法是大学英语阅读中的基本阅读方法。具体来说,略读法的目的是了解文章的大意(general idea)。阅读速度要快,且精神必须十分集中,不必记忆细节,忽略个别生词及难懂的词句,重点把握全文总体大意。要留心反复出现的单词,以及文章的开始段、结束段和每段的段首句和段尾句,因为它们往往是对文章内容的最好概括。寻读法的目的是寻找文章中某些特定的信息。阅读时视线自上而下,一目十行,注意与 who, what, when, where, why, how 有关的内容,同时结合题目中的关键词在原文中搜寻相关重要信息。因此,在解答题目方面,快速阅读并不强调一定要像精读文章那样通篇认真研究,快速阅读更强调测试考生在实践中查询有效信息的能力。在进行快速阅读时,应该从以下几个环节着手:

### (一) 提前阅读题目以预测文章内容

提前阅读是指在阅读正文前,通过阅读题目对文章进行预测性的主动思维。即先读题目,后看文章,根据题目设想一下文章可能涉及的内容,所使用词汇的类型与范围,以及题目中涉及到的关键性的词汇。尤其需要注意大写字母、时间、数字等用词,这些词汇都会在查询篇章信息过程中起到重要的提示作用。以 2006 年 6 月四级快速阅读真题判断正误部分的前三道题为例:

1. National standards for paved roads were in place by 1921.
2. General Eisenhower felt that the broad German motorways made more sense than the two lane highways of America.
3. It was in the 1950s that the American government finally took action to build a national highway system.

在这三道题中,第一题中的“1921”,第二题中的“General Eisenhower”,及第三题中的“1950s”都是一些比较明显的查询定位点。提前阅读相关问题,一方面我们可以知道文章涉及公路建设方面的话题,另一方面这些重要查询点能帮助我们更快地寻找到原文中的有效信息。

### (二) 略读和寻读的巧妙搭配

因时间关系,一般建议考生在 25 分钟内完成写作,剩余的时间留作快速阅读答题。但是,即便如此,对于有的考生而言,时间还是不够。考生面对快速阅读这样一种新题型,应该巧妙地将略读和寻读两种方法结合起来,而不要机械、孤立地使用某一种阅读方法。在答题实践中,略读



的重点在于通过阅读文章标题、首末段、每段首末句快速了解文章的中心思想。寻读的重点在明确查询信息,以很快的速度有目标地找出文中特定的关键信息,与所查信息无关的内容可一掠而过。由此不难看出,略读法能帮助我们更快地理解篇章与段落的大意,而寻读法能帮助我们更快找到具体的细节信息。四级篇章阅读的考查往往涉及到篇章主旨与篇章细节两个组成部分,因此在具体的答题过程中,应该做到略读与寻读的灵活综合运用。我们仍然以2006年6月的快速阅读试题为例。题中第八道题设题形式如下:

The great benefit brought by the interstate system was \_\_\_\_\_.

本题中并没有出现明显的可供借鉴的信息,这就要求我们将略读和寻读综合起来运用解题。根据问题,找出与公路交通系统积极面相关的段落,再寻找可供选择的匹配信息。在这个过程中,定位相对来说不是很容易,要注意放慢解题速度。在原文倒数第三段中可以发现这么一句:

Above all, the interstate system provides individuals with what they cherish most: personal freedom of mobility.

尽管本句中并没有出现完全一致的关键词,但是问题中的“The great”就相当于原文中的“Above all”,问题中的“benefit”对应着原文中的“cherish”。所以答案就是该句中冒号之后的信息:“personal freedom of mobility”。

### (三) 充分利用篇章中的逻辑关系解题

篇章的形成离不开文本内在的逻辑关系。这些逻辑关系分布在文章的句子内部、句句之间、以及段落之间。而逻辑关系词就是这些逻辑关系的典型体现,把握住这些逻辑关系能帮助我们更加有效地阅读篇章。快速阅读中常见的逻辑关系词有以下几种:

1. 因果关系: as a result, therefore, hence, consequently, because, for, due to 等等。
2. 并列、递进关系: and, or, then, in addition, besides, in other words, moreover 等等。
3. 转折关系: however, but, yet, in fact 等等。

这些我们其实已经很熟悉的逻辑提示词在文章中起的作用,并非仅仅是衔接文章,它们也在给我们某种提示,告诉我们哪些句子是有效的,或相对重要的信息,哪些信息是无效的或相对不重要的信息。这样我们在处理文章的时候,就有了一条清晰的思路。毕竟快速阅读的本质不是要求考生十分完整地阅读文章,而是为了获取某些信息。所以,我们要充分利用逻辑关系达到简化阅读的效果。

### (四) 关于 Y, N, NG 的说明

快速阅读的判断正误分为三大类别,即 Y, N, NG。受到传统判断正误题的影响,考生一般对于 Y 与 N 有明确的区分,但是对于 NG 与 N 之间的差别则缺乏清晰的认识。传统题型中的错误选项特征可以归纳为反、偏、混、无四类,即把原文中没有提到的信息也归为错误的一种。虽然 Direction 中做出 Y (YES), N (NO), NG (NOT GIVEN) 的说明,但很多考生看过之后还是一头雾水。通过四级快速阅读的设题分析,可以归纳出 Y, N, NG 分别含有以下三大主要特征。Y 的特征为:关键词的重现或者同义表达;篇章涉及内容的原意转化;对原文的正确概括或归纳。N 的特征为:题目内容与原文意义直接相反;原文中涉及多条件并列,题目只设计其中的一个条件;原文为人们对某种事物的主观感觉,题目则强调已经是客观事实或已被证明。NG 的特征为:题目中的某些内容在原文中没有提及;题目中的范围小于原文的范围,也就是出现了过于具体的信息;原文中描述某种可能性,题目中说明其必然性。