

大学英语学习方法与能力训练丛书



英语阅读

方法学习与能力训练

李杰 钟永平 编著

English

Reading

● 获取英语学习方法 ●

● 训练英语基本技能 ●

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大学英语学习方法与能力训练丛书

总主编 李 杰

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总主编致读者

凡有点英语基础的朋友,肯定都想进一步学习和提高,而且都想花尽量少的时间和精力把英语学好。有的朋友也许会说:学习英语难,提高英语更难! 另外还有一个使人望而却步的原因:学了外语,不管学得多好,只要一段时间不用,就会遗忘;要用的时候,又得重新再学;加上不懂如何自学,就得再去拜师或者跟班学习,事倍功半、麻烦之极。也许正是由于这些原因,有不少英语爱好者半途而废,放弃了英语的学习和提高。

但是,朋友,请听我们说,作为英语学习的过来人,虽不敢说我们的英语学得有多么精深地道、十全十美,但至少可以理直气壮地说我们学好了、学成功了。而且,由于职业(教师)的关系,我们接触了很多很多学英语的朋友,他们有的是我们的同龄人,但更多的还是我们的学生。因此,我们很了解他们学英语的体会和经历。我们对怎样教好英语已经摸索出了一套优秀独特的方法。我们并不只满足于单纯的知识的灌输,而是更注重方法的研究和传授。本丛书的作者大多是单位的教学骨干,都参加或主持过英语教育教学改革方面的研究课题,发表过许多有见解的论文和专业论著,在这方面取得过各级的教育教学成果奖励。

因此,我们要对你们说:学好英语,并非难事;也并非要费太多的时间;但学习方法却不可忽视!该丛书正是英语技能与学习方法的宝库,是通向学习成功的钥匙!

该丛书的大部分内容已作为讲义在学生中多次使用过,反应很好;很多同学甚至把这些方法介绍给他们过去和后来的同学,或介绍给亲朋好友,或介绍给家里的弟弟妹妹。因此,我们觉得很有必要让更多的朋友来分享这些方法。你们学习上的成功便是我们

最大的欣喜。

该丛书包括：英语词汇学习方法与能力训练(上、下册)，英语语法学习方法与能力训练，英语阅读方法学习与能力训练，英语听力方法学习与能力训练，英语写作方法学习与能力训练和英语交际方法学习与能力训练共 6 种 7 册。

以上 6 种书，既可分开使用，也可配合使用。各册书都有索引，使用十分方便。其中的第 1 种与词汇有关；第 2 种与语法有关；这 2 种书旨在讲授对英语基本知识的学习方法。后 4 种书与英语的听说读写等技能的培养有关，讲授的是如何进行高效的听说读写，涉及语言知识的运用方法。或者也可以说：第 1 种和第 2 种针对的是英语学习者的词汇和语法能力的培养，其他 4 种则针对学习者的语言运用能力的培养。

至于具体的学习方法，每册书的前言都有更详尽的介绍。朋友们，这是你们成功的捷径！相信你们的灵犀经过本系列丛书的指点，肯定很快就会通的！

当然，我们也殷切地期待着你们提出宝贵的意见，以便我们在如何才是学习英语的好方法的探索和研究中取得更大的收获！

李 杰

2000 年 10 月

前言

在大多英语学习者看来,阅读就是一种看语言材料的活动;但实际上,这种观点是不全面的。阅读目的不同,“看”法也是不尽相同的。为了更为有效地阅读,本书将详细介绍有关阅读的方法:

1. 跳读或略读(skimming)是为了获悉语言材料的大致内容;这是根据最新的语言理论——系统-功能语法的原理设计出来的。

2. 查读(scanning)则要求先确定要查的内容,然后再到材料中去寻找。这个方法能快速地将目前泛读材料中相当份量的习题作出来。

3. 泛读(extensive reading)主要讲读者在读的过程中如何作记号,以便读了后能清楚地回忆出或轻易地查找到需要再读的地方。这对作阅读理解练习很有效,特别是在材料较长的情况下。

4. 精读(intensive reading)涉及到三个层次的阅读目的。语篇层次的精读是为写作而进行的阅读;语言层次的精读既涉及到如何在语言材料中自己辨认和学习新的语法点,又涉及到如何在语言材料中自己辨认和学习词汇(包括如何从语言材料中提取词组)。欣赏层次的精读则能使读者从所读材料中体会到语言的精妙。

当然,阅读活动本身是多层次的,其目的有时可能会不止一个,所以我们还对如何综合使用多种阅读方法进行了介绍。相信经过本书的指点,英语学习者定能在阅读技能方面有重大的收获。因为,我们给予你们的是“渔”,而不是“鱼”。

当然,由于编著者的水平有限,书中的不足和疏漏在所难免,敬请读者批评指正。

编著者

2000年8月

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第一部分 阅读方法介绍

凡是阅读,大家都知道是借助于眼睛对文字符号的认识和理解。所以,人们往往会认为,只要能认识字词,阅读就不成问题;例如读用母语(比如汉语)写成的文章,谁还会想到自己是用了何种方法来进行的阅读呢?但事实上,阅读并不只是用眼睛看这么简单的事情,只是在进行母语阅读时一般都没有意识到所用的阅读方法而已。不是吗?我们常常会听到或看到精读、泛读、以及快速阅读等这样的叫法或称呼。而这些叫法,就是针对不同的阅读方法而言的。因为,如果统统都将文章从头至尾逐词逐句地阅读,就会因为主次不分而抓不住要点,也会因此而淡化了自己阅读的目的或是忘了自己在文章中要寻找的事实或数据。即使是退一步讲,用这种方法能够达到阅读的目的,但很多时候,还完全可以通过另外的省时省力的方法来达到。在当今信息爆炸的时代,效率显得尤为重要,省时省力就是我们应该给予充分考虑的事情。所以,下面我们将就不同阅读目的介绍不同的使用方法。

一、快速阅读

顾名思义,快速阅读就是速度很快的阅读方法。一篇 500 词左右的文章,一分钟左右的时间就可完成快速阅读;1 000 词左右的文章也只需要一至两分钟就够了;但快速阅读并不适宜于用每分钟能读多少个单词来表示其阅读的快慢。因为快速阅读并不是逐词逐句的从头到尾将文章读完,而是跳跃性的阅读。也就是说,阅读者在开始阅读之前,心里已经知道自己要读什么类型的文章,或知道在文章中要找哪一方面、甚至是具体到某一特定的信息或数据事实。然后,带着这些目的开始快速阅读。所以,在阅读时,阅读者就只找自己需要的信息和数据,而对与自己不需要的文字则跳

过不读；同时，如果阅读者找到了心里想要找的东西，他就会马上停止阅读，而不会因为整篇文章还没有读完或文章中仍有一些信息或事实（当然这种信息和事实不是阅读者准备要找的）还没有阅读而继续或重新阅读。所以，文章的长短或字数的多少并不是影响快速阅读的关键，因此也就不能照搬段落开始时讲的速度，并照推说 5 000 词左右的文章也就需要 5 分钟或 10 分钟左右的时间；相反，文章越长越能显示出快速阅读的长处或必要性。因为，无论是多长的文章，完成快速阅读也大概只需要 3 分钟左右的时间。快速阅读还可以根据更加具体的阅读目的，再细分为两种方法：略读（skimming）和查读（scanning）。

1. 略读

一篇文章应该具备标题和文章本身，而文章本身也应该根据不同的文体类型，有一个完整的结构。比如说明文和论述文，有开始、正文和结尾三个部分。只有这样的文章，从大方向来讲，才算完整无缺的。然而，按照这样的标准来判别目前大学生们所阅读的英语习题中的文章，常常都会发觉在结构上很难说是完整无缺的！比如，文章大都没有标题，而所选用的也大都不是完整的有头有尾的文章，而只是某一较长文章中的一个或几个段落。对这样的节选段落进行阅读，久而久之，阅读者就难免会形成英语文章的结构不完整或英语文章不讲究结构的错误印象。

为了避免上述错误印象的形成，也为了通过阅读学习英语文章的构思和谋篇布局，以便为写作作准备。所以，阅读者首先应该了解的就是文章是否符合上述完整无缺的要求。如果没有标题，就可考虑给文章取标题；还应考虑它（们）是否结构完整；如果不完整，就可考虑文章是增加开始部分或是结尾部分才能使其完整，或考虑所选段落之前和之后的段落可能会谈论什么内容。要完成上述的各项任务，就应采用略读的方法。

当然，通过略读，还可以了解文章的文体类型以及所要谈论的

大概内容和中心思想,也能借此了解文章先后所谈内容的大致顺序。

同时,略读并不是阅读的全部过程,它只是为是否要进一步阅读所作的先导性的阅读。所以略读后,读者如果觉得该文的内容很好,从中可以学到语言以外的各种学科的知识或有关的常识,就可进一步按泛读的方法阅读;或想从中查找某些数据和事实,就可按查读的的方法阅读;或觉得要从该文中学习新的语言知识和欣赏该文的写作精妙之处,就可按精读的方法阅读。此时,略读就还可有助于将文章划分成几个大部分,也为查读带来方便。

略读这种跳跃性的阅读,要求阅读者所读的是文章中关键的词(组)或句子。本书将要介绍的是两种跳跃性阅读的方法。一种是跳读文章中的关键词或词组,即词语跳读法,另一种是跳读文章中的关键句子,即句子跳读法。它们都基本上能解决略读的任务。

一般情况下,各种体裁的文章都可采用这两种方法,并且既可单独使用,也可同时运用;单独使用时两种方法所用的时间相差不多,只是随着文章长度的增加,前一种比后一种要多花些时间。但如果能根据文章体裁侧重选用其中一种方法,则能节省时间,或在相同的时间里对文章主要的内容了解得多一些。具体讲,叙述和描写类文章可选用或侧重词语跳读法,说明性和论述性文章应考虑采用或侧重句子跳读法。文章体裁可从文章的标题判断出来,如没有标题或标题不能完全肯定文章体裁时,可再借助该文章开始位置的第一、二两个句子促进判断。下面将分别用实例进行说明。

(1) 词语跳读法

跳读方法:① 跳读的词和词语是每个英语句子中主语和主语之前的其它句子成分。其它成分可能会是句子与句子之间的联结词语,句子的状语成分,There be 句型中 there be 及其后面的主语,倒装句中出现的主语前的部分或整个谓语,等等。句子单位的划分是以英语的句号(“.”)为标准;② 如果这样判断出的句子是

从句在前主句在后的复合句,或者是用并列连结词构成的并列句,因为主从句之间有逗号“,”隔开,就很容易判断出两个分句的主语。那么,这样的复合句和并列句的主语就最好也跳读。

为了更充分地显示出跳读的作用,下面的例子都只列出了应该跳读的词语,中间的省略号(“...”)表示文章中没有跳读的词语。但同时又为了让读者体会并验证跳读的作用,又在随后附上了该文章的全文。读者在没有尝试跳读前最好不要先去读全文(后面所举的例子也是如此)。

例 1: (注:数字(序号)表示文章的段落,下同)

1) Once I... I... Calabria... Strangers... Of all strangers... There are many stories...

2) I... The mountain road... Our horses... At one point... He... but very soon... It...

3) All day long... The more... It... We... Not without fear... A large family... They...

4) My young friend... He... I... I... I... They... but their house... There... Some of the men... I... I... The men...

5) My young friend... He... He... And to my surprise... He... He... We...

6) To make things worse... For that reason... The family...

7) When dinner... our hosts... They... And we... The beds... To reach the beds... Around the beds... my friend... He... I... I...

8) The night... I... Then, just before daybreak... With my ear... I...

9) But must I...

10) To which...

11) Then I...

12) What... I... My body... Here... How could we...
What is more, my friend... Should I... I... Should I... I...
I... Maybe I... But there were two big dogs...

13) I... The door... Through the opening... He... In the
other hand... His wife... I... He... Go...

14) He... He... When he... he... Then the man...
He... The door... The light... And I...

15) When morning... They... When we... the wife...
She... It... We... Eat... That... Must I...

分析:跳读完以上的词和词语,就可以很容易地完成如下的略读任务。

文章的结构:该文是一篇只缺标题但正文内容完整的文章。

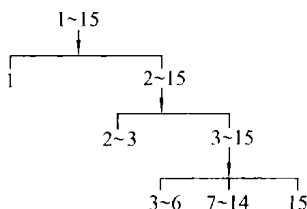
文章的体裁:是以第一人称的形式,按时间顺序讲述“我”在“Calabria”之地所亲身经历的事件。

文章的大致内容和内容的先后顺序:主要参与人物有“我”和“我的朋友”以及“a large family”中的“他”和“他的妻子”——“她”。故事情节可能是:“我”和“我的年轻的朋友”在“山路上”(“the mountain road”)行走,不料迷了路,一整天(“all day long”)的努力(“the more”)均告失败,虽然害怕(“not without fear”)也只好到一户陌生的人家(“strangers”, “a large family”)去投宿(“night”, “beds”)。然后,“我那年轻的朋友”作了许多让我吃惊(“to my surprise”)的把事情越弄越糟(“to make things worse”)的事。上床后他却呼呼大睡,“我”却不能入睡,“我”对周围的环境作了仔细的观察,并全神贯注地聆听动静(“with my ear”):“他”和“他的妻子”正商量要作一件事情(“must I”),在“我”看来他们所要作的事情肯定与“我们”有关,危险就在眼前,我的思想斗争十

分激烈(“how could we”, “should I”, “maybe I”),但两只大狗(“two big dogs”)却使“我”不敢有所行动。接着门(“door”)开了,“他”和“他的妻子”走了进来,作了事后又出去了。最后,天亮了(“morning came”),主人为“我们”准备了吃的(“eat”),我才明白他们所说的“Must I”的真正含义。

文章的标题:“My Adventure in Calabria”(我在 Calabria 的历险记)。

各个部分的划分:此文分成如下的几个部分:第一部分:第 1 自然段交代背景,引入话题;第二部分:从第 2 自然段开始直到文章结尾是故事的全部。其中,第 2 自然段至第 3 自然段中“A large family”的地方,写迷了路;从“A large family”到语篇结尾为历险开始到结束,这还可再细分出三个部分:从“A large family”到第 6 自然段为睡觉之前发生的事,第 7 自然段到第 14 自然段为上床后两个主人所作的事以及叙述者的心理活动,这部分是全文的重点,故事的高潮,第 15 自然段为故事结束,纽结解开。用图表示即为:



为查读提供方便:比如要查读该文中使“我”更起疑心的那句话,就可找第九自然段或第十五自然段中都出现的句子“Must I...?”,读了“Must I kill them both?”后,就可进一步读此句前后的句子,以便了解“them both”在说话人心中和“我”理解的分别是指的什么。再比如要查读“我朋友”对“the family”说了些什么话,就可直接去读第五和第六自然段的内容。

例 1 全文如下:My Adventure in Calabria

1) Once I had to tale a trip through the part of southern

Italy known as Calabria. I didn't like the idea. You see, Calabria is a dangerous place. Strangers are not welcome there. Of all strangers, the least welcome are the French (I am French). There are many stories about French men and women who came to a bad end in Calabria.

2) I was traveling with a young man. The mountain road was dangerous. Our horses found it very hard. At one point my friend, who was riding ahead, turned on to a second road. He thought it shorter and safer, but very soon we were lost. It was a mistake to allow a man of his age—just twenty years old—to lead the way.

3) All day long we tried to find a way out of the forest. The more we looked, the more lost we became. It was already dark when we came upon a house deep in the forest. We decided to stop. Not without fear we went up to the house. (What choice did we have?) A large family was sitting at the dining-room table. They were having dinner. They invited us to join them.

4) My young friend liked the idea. He sat down and started to eat and drink with them. I couldn't. I looked from one face to the next. I wondered what kind of people our hosts were. They seemed ordinary country people, but their house told a different story. There were at least a dozen guns and knives of all kinds and shapes on the walls. Some of the men even had a gun or a knife inside their belts! I tried to hide my feelings of fear, but I don't think I succeeded. The men didn't seem to like me any more than I liked them.

5) My young friend didn't notice anything. He felt right at home with them. He was laughing and joking the whole time.

And then, to my surprise, he started telling them who we were, where we came from, and where we were going. He explained that we were lost, and no one knew where we were. He said we would be happy to pay them if they helped us find our way out of the forest tomorrow. Dear reader, just imagine! We were lost and alone, sitting with our worst enemies, with no one in the world to help us!

6) To make things worse, my friend went on to explain that his suitcase contained some very valuable things. For that reason, he said, he was going to sleep with it under his head! Ah, youth! The family probably thought he was carrying gold in that suitcase. (Instead, all he had were some letters from his girl friend.)

7) When dinner was over, our hosts showed us to our beds. They slept in a room below us, and we slept in the same room we had eaten in. The beds were placed in a storage space four metres above the floor. To reach the beds we had to climb a ladder. Around the beds were long shelves with all kinds of food on them — enough to last a winter. My friend went up to bed right away. He put his suitcase under his head and fell asleep. I decided to stay up all night. I built a big fire and sat down next to it.

8) The night passed peacefully. I was beginning to think that all was well. Then, just before daybreak, I heard the man of the house talking to his wife. With my ear to the chimney that connected our rooms, I heard what they were saying:

9) "Okay, okay, but must I kill them both?"

10) To which his wife answered: "Yes."

11) Then I heard nothing more.

12) What can I tell you? I couldn't breathe. My body went cold. God! Here were the two of us, without anything to defend ourselves. How could we fight against half a dozen men with guns and other weapons? What is more, my friend was asleep. Should I wake him? I didn't want to make a sound. Should I try to run away? I couldn't. I looked out the window. Maybe I could jump out, I said to myself. But there were two big dogs just under me.

13) I was still wondering what to do when I heard a sound on the stairs. The door was a little open. Through the opening, I saw the husband. he was carrying a lamp in one hand. In the other hand he carried one of big knives. His wife was right behind him. I ran behind the door just as it opened. He gave the lamp to his wife and came into the room. "Go quietly!" said the woman, as she put her hand in front of the lamp.

14) He walked to the ladder and started climbing it. He was holding the knife between his teeth. When he reached the top, he stood over my young friend who was sleeping peacefully. The man took the knife in his right hand, and with his left he took... ah!... a ham from the shelf. he cut off a big piece, and left the way he came. The door closed, the light was gone, and I was left alone with my thoughts.

15) When morning came, the whole family came up to wake us. They placed a large breakfast in front of us — and an excellent meal it was, too! When we were almost done, the wife came in. She was carrying one more plate of food. It had two cooked chickens on it. "We just cooked these for you," she said.

“Eat one now, and take one on your journey.” That was when I understood the meaning of those terrible words” “Must I kill them both?”

再看例 2:

1) Do you... First it... Then it... That... But there is an example... In, 1945, it...

2) Since the day of its birth, the United Nations... Some people... Others... We...

3) The U.N.... First, when the idea.... people... They... They... They...

4) The second reason... These weapons... National borders... There was also a feeling... Science...

Only an international Organization...

5) Franklin Delano Roosevelt... On December 1, 1943, Roosevelt, Winstin Churcxhill, and Joseph Stalin... They...

6) During the next year and a half, the idea... Then... On April 11, 1945,...

7) The goal of the meeting... All of the fifty-one nations at the meeting... After a long debate... Every nation...

8) The U.N. Charter... In clear language it... The reasons...

9) Since 1945, the number of nations... These countries... Every kind of government.. And there is one idea...

10) Most of the offices of the United nations... But there are other important offices... The World Health organization... The International Court of Justice...

11) The buildings in New York... The park around