



2

**NEWVISION**  
**COLLEGE ENGLISH**

**新视界大学英语**

总主编：Simon Greenall (英) 周燕

主 编：汪士彬



外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

# 2 NEW VISION COLLEGE ENGLISH

## 新视界大学英语

总主编：Simon Greenall (英) 周 燕

主 编：汪士彬

副主编：邓小兰

编 者：房 芳 李文君 李 艳 梁月俏  
刘沙沙 任俊超 曾庆瑜 郑德虎

长篇阅读

Skimming and Scanning

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

# 《新视界大学英语》系列教程

## 编委会

主任：Simon Greenall (英) 周 燕

成 员：(按姓氏音序)

白永权 (西安交通大学)

程迎新 (渤海大学文理学院)

崔艳萍 (武汉科技大学城市学院)

冯 瑛 (江西农业大学南昌商学院)

韩红建 (西安交通大学城市学院)

何高大 (华南农业大学)

嵇纬武 (天津大学)

刘洪范 (江南大学太湖学院)

刘 沛 (武汉理工大学华夏学院)

罗德喜 (信阳师范学院华锐学院)

沈 斌 (广西师范大学)

孙迪民 (东南大学成贤学院)

汪士彬 (南开大学)

王 丹 (东北林业大学)

王 茹 (哈尔滨医科大学)

谢职安 (北京联合大学)

于燕华 (河北工业大学)

宇浩力 (北京工业大学耿丹学院)

张德玉 (中国海洋大学)

章晋新 (湖南大学)

# 前言

《新视界大学英语》(New Vision College English)是由外语教学与研究出版社和英国麦克米伦出版公司合作开发、中外英语教育专家共同设计、国内多所高校教师参与编写的一套国际化、立体化大学英语教材。在编者和出版者等多方努力下,历经三年多的调研、策划与编写,现正式出版,与全国高校广大师生见面。

## 一、编写依据

《新视界大学英语》全面贯彻《大学英语课程教学要求》,在设计与编写中借鉴近年来大学英语教学的成功经验与教学成果,汲取国内外先进的教学理念与教学方法,并充分考虑国内高校大学英语教学的实际以及学生学习和发展的需要。系列教材体现了“分类指导、因材施教”的教育原则与“教学相长、学用相成”的教学理念。

《新视界大学英语》以普通本科院校的大学生为教学对象,针对此类院校的生源特点、培养目标与教学特色,在打好语言基础、提高英语综合应用能力的总体目标下,更加关注学生的学习兴趣和学习方法,注重培养学生的实践能力。教材目标明确,特色突出,力求以丰富的内涵、新颖的形式、立体的资源为普通本科院校的大学英语教育注入新的活力,推动教学发展与人才培养。

《新视界大学英语》的编写以《大学英语课程教学要求》“一般要求”为教学目标,其有效教学也能为进一步提高学生的语言水平与综合能力、实现“较高要求”和“更高要求”打下良好基础。

## 二、教材特色

《新视界大学英语》在广泛调研的基础上,充分考虑了普通本科院校大学英语课程的教学模式和学生的学习特点,在语言、内容、练习、资源等方面体现了以下特色:

### 夯实基础,培养能力

从普通本科院校的英语教学实际出发,通过不同形式的语言训练,帮助学生巩固语言基础;通过真实的语境、生动的语料和灵活的练习,提升学生的语感,提高学生在不同情境下应用语言的能力。

### 激发兴趣,开拓视野

主题贴近学生生活,体现时代特色,涵盖校园生活、社会万象、经济文化、职业发展等。选材内容丰富、角度新颖,语言地道实用、生动鲜活,版式设计赏心悦目、充满创意,有助于学生愉快学习,拓展视野。

### 引导方法, 注重实用

任务设计鼓励参与, 启发思考, 各类结合真实场景的活动有助于培养学生的实践能力; 语言练习提供听、说、读、写等技能的策略讲解, 帮助学生养成良好的语言学习习惯, 提高自主学习能力。

### 结合测试, 有效评估

语言练习参考大学英语四六级考试的改革方向, 体现语境真实、技能综合、注重应用的设计原则, 有助于学生以练促学; 通过单元复习、辅学练习册、试题库等多种方式, 检验学习成效, 提高教学质量。

### 资源立体, 便于教学

除主干教材外, 提供《长篇阅读》、《综合训练》等辅助教材, 并设计了光盘、网络课程、教学课件与试题库等立体化资源, 为师生提供全方位、个性化的教学支持。

## 三、教材体系

《新视界大学英语》针对大学英语“一般要求”层次的教学进行设计, 包含1—4级, 供两个学年使用。每一级由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)、《综合训练》和《长篇阅读》。

《综合教程》与《视听说教程》每级各为8个单元, 每单元围绕同一主题展开。《综合教程》每单元包含一篇主要阅读文章、一篇辅助阅读文章和一篇文化专题短篇, 文章主题广泛、体裁多样、难度适中, 帮助学生学习基本词汇、巩固语法知识、提高语言能力, 着重训练学生英语阅读、写作及翻译的技能。《视听说教程》每单元提供三段视频和多段音频材料, 形式包含短对话、长对话、短篇、新闻报道、采访等, 情境真实、语言地道, 并配有各类听说练习, 帮助学生提高听力与口头表达能力。《综合训练》配合《综合教程》使用, 提供补充的语言练习, 包括词汇、语法、阅读、翻译等不同方面。《长篇阅读》训练学生的英语阅读技能和限时获取信息的能力。

与教材配套的还有学习光盘(学生用)、教学光盘(教师用)、网络教学管理平台、试题库等立体化资源, 全方位支持课堂教学与学生自学的需要。

## 四、教学建议

《新视界大学英语》以《大学英语课程教学要求》提出的“大学英语教学应贯彻分类指导、因材施教的原则, 以适应个性化教学的实际需要”为指导, 提供了丰富的材料和多种形式的资源, 不同学校可根据学生特点和教学需要进行选择和组合, 实现分类指导、因材施教。

《新视界大学英语》充分利用现代信息技术，支持基于课堂和计算机网络的英语教学模式。通过《新视界大学英语》网络教学管理平台，教师可以合理安排课堂授课和网络自主学习的时间，还可以利用网络平台中完备的教学管理功能，对学生的自主学习进行监控管理，随时记录、了解和检测学生的学习情况。

为便于学生熟悉教材结构，了解教材特色，《综合教程》与《视听说教程》分别提供了本册教材的“编写说明”，教师可引导学生在课前阅读和掌握。同时，为支持教师选择适当的教学内容与教学方法进行授课，《新视界大学英语》教师用书中提供了大量教学建议、策略指导与补充练习，供教师参考。

作为一套理念新颖、内容丰富的新型教材，《新视界大学英语》鼓励教师在教学实践中探索与创新，结合教学需要与自身优势，发挥教材特色，提升教学效果。《新视界大学英语》的编写团队也将为广大教师提供网上资源、教学研讨、教师培训等不同形式的教学支持。

## 五、编写团队

《新视界大学英语》系列教材的中方主编为北京外国语大学中国外语教育研究中心周燕教授，英方主编为国际英语教师协会（IATEFL）前任主席、英语教育与教材编写专家 Simon Greenall 教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。《长篇阅读》主编为南开大学汪士彬教授。

《新视界大学英语》系列教材在策划与编写过程中还得到了国内外多位专家和教师的指导与关心，教材中凝聚了他们的经验、创意与智慧。我们期待这套教材在新的时期、以新的理念，开拓大学英语教与学的“新视界”！

《新视界大学英语》编委会

2011年3月

# Introduction

Welcome to *New Vision College English* and the world of English language learning in the 21st century!

## So what is *New Vision College English*?

*New Vision College English* is a course of English which is designed to take you and your fellow students in colleges around China from what you learnt at senior high school to the level required by College English Curriculum Requirements (CECR).

While we've been preparing *New Vision College English*, we've been aware that you need English for two important purposes. The first is that English, as you know, is a language used all over the world for communication, most often between people who are not native speakers. The second is that a good knowledge of English is essential for success in CET-4.

Other factors are important as well. Using English can be great fun, and allows you the opportunity to make friends and get to know people from other cultures and countries. But it's not just the worldwide community of English speakers which is huge, it's the worldwide community of English learners which is so important. And they're all people like you, with similar interests and tastes in movies, music, books, as well as all the information and social networking made available on the Internet.

So we've tried to make the material in *New Vision College English* interesting and motivating, and to ensure that you not only learn and think but talk about it as well. Remember! Learning a language is learning to communicate.

But language learning requires a thorough foundation in language knowledge and language use. This means we need to cover:

- the grammar and sentence patterns which are appropriate for your level
- the vocabulary which is covered by the recommended wordlist in CECR
- pronunciation, stress and intonation of individual words and in sentences, with special attention
- practice in listening, reading, writing and speaking of natural, everyday English
- intercultural skills to allow you to use your English with speakers from different cultures, and focusing on a wide variety of international issues
- development of critical thinking

We need to be sure you possess this language knowledge and have had extensive practice in language use before you take the CET-4 exam. We also want to help you acquire the language knowledge and language skills which will be most useful to you in your future professional life.

Trying to achieve a balance between English as a means of communication and English for an exam has been a challenge for me and for every member of our Chinese and international team. I sincerely hope you agree that we've managed to achieve this.

## What are the components of the course?

There are four levels of *New Vision College English*, to be used over your two years of English learning at college. In each level you have:

- An Integrated Course Student's Book
- Listening and Speaking Student's Book
- Workbook
- An Integrated Course Teacher's Book
- Listening and Speaking Teacher's Book

You'll also see videos and audio passages of natural, everyday English in the CD-ROMs which accompany the Listening and Speaking Course. There is also an online version with both the textbook version and extra material.

## How is *An Integrated Course* organized?

Every unit follows the same basic pattern.

You'll begin with a **Starting point** which introduces the theme of the unit by a variety of reading, listening and speaking activities, including questionnaires, famous quotations and discussion points.

In **Active reading** you'll find the first of the three reading passages in the unit, accompanied by activities to prepare you for reading. The **Language and culture** box contains information about cultural reference which may be unfamiliar to you. Then there are some **Reading and understanding** activities to help you grasp the passage's main ideas and detailed meaning. **Dealing with unfamiliar words** explores the usage of words to be found in the passage. We highlight the words which you need to learn for CET-4 in the vocabulary boxes. We also focus on other difficult words to help you develop the skills for working out their meaning. Under **Reading and interpreting** you'll find some information and activities about more literary aspects of the passage, such as inference, style or the writer's purpose. Finally, we include a series of questions in **Developing critical thinking** to encourage independent thinking about some of the issues raised in the passage. The step-by-step approach of this section is designed to help you read carefully, develop your reading skills, explore new vocabulary, and acquire more complex skills required for close analysis of the passage.

In **Talking point** you'll find an opportunity for less intensive discussion and interaction, to provide a change of pace in your learning.

In **Language in use** we explore aspects of grammar and sentence patterns which you have seen in the Active reading passage. We also include some extra information about particular words and expressions, especially on collocations. At the end of this section there's some translation to and from Chinese. The aim of the activities is to help you use the new grammatical and lexical patterns which you've read in the Active reading passage.

**Further reading** contains a second passage which you may have time to do during unsupervised study. It explores the unit theme from a different point of view and is written in a different genre from the passage in Active reading. As you go through this section, you should remember to review the reading skills you explored in the Active reading section and in earlier units, develop further vocabulary related to the unit theme, and think about applying this knowledge and these skills to your own reading beyond the coursebook.

**Reading across cultures** contains a passage which shows an aspect of cultural life, the customs, traditions or behaviour in a country or culture other than China, and with which you may not be familiar. There are some comprehension questions as well as questions to encourage you to think about similarities and differences with Chinese culture.

**Guided writing** uses the passage in Reading across cultures as a model for writing practice. We also focus on aspects of language which you often see in written English. A final activity asks you to write a new passage containing your own experiences and views, but using the features of language we've already explored earlier in this section.



**Unit task** encourages you to review all the language skills you have covered in the unit. They're all designed to be real-life tasks and can help you in your use of English for communication in other future situations.

**Unit file** is a summary of all the language points and skills presented in the unit. When you look back over the work you've done, check the language points, and try to remember the passages or activities in the unit where you first came across them. When you've completed your review, use Unit file to check what you've learnt.

We chose the passages according to several criteria. We wanted them to provide you with interest and new information, and to be relevant to Chinese students in the 21st century. The ideas they contain needed to be challenging and thought-provoking. They also needed to be of a suitable length, to have a suitable number of new words, and to provide you with a wide variety of text types. Above all, we wanted to ensure that our activities didn't simply test your understanding, but helped give you access to the very best styles of writing in English today. We want you to enjoy and celebrate with us the pleasure of well-written English!

## And what about *Listening and Speaking*?

Each unit also follows the same basic pattern.

**Starting point** provides you with a pair-work or group-work activity which introduces the unit theme.

**Inside view** is a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. It was filmed on location in Oxford and shows their typical lives, interests and concerns, and

provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box which contains information about aspects of culture in the video which may not be familiar to you. **Everyday English** focuses on some words and expressions which are very common in spoken, everyday English, and which you may find difficult to understand. The section ends with a guided functional dialogue with a box of useful functional expressions taken from the video story.

These video conversations are closely related to everyone's life at college, which should allow you to understand and learn how to communicate in everyday situations as students.

**Talking point** is a pair- or group-work activity related to the unit theme, and is designed to change the pace of the lesson.

**Outside view** contains short extracts from video material in which the level of English is roughly graded to your own. We designed the activities to help you understand the main ideas, and to encourage you not to worry too much when you hear authentic English but don't understand everything. At the end of this section, there are some questions for **Developing critical thinking**. The video clips we have chosen are of different genres, which will help you acquire the skills necessary to listen to real-life English wherever you may hear it.

**Listening in** contains three parts. The first part has five short conversations with comprehension questions. The second and third parts contain passages to provide listening practice to roughly graded material. The listening passages are of various types, including conversations, discussions, adverts, radio quizzes, news bulletins and lectures, all chosen to help you develop your listening skills.

In Books 1 and 2 there's a **Pronunciation** section which helps you with the pronunciation, stress and intonation of English sounds which you may find difficult, and includes a focus on aspects such as linking sounds, stressed words and sense groups.

In Books 3 and 4 there's a **Presentation skills** section which helps you think about the ideas you'll need for presentations and the phrases and skills you need to put these ideas across to your audience as effectively as possible. Gradually, each section over these two levels will help you develop your speaking skills in English.

The pair or group work in **Unit task** allows you to review all the new language and skills you have covered in the unit.

**Unit file** is a summary of all the language points and skills presented in the unit.

## English in the 21st century

It's been estimated that English is spoken by about 375 million native speakers, and more than a billion people around the world as a second or foreign language. It's a language which allows you to join an international community where English is used both as a language of commerce, economics, entertainment, culture, politics and the Internet, and as a means to promote international understanding and peace. So English is often referred to as the global language of the 21st century.

In *New Vision College English* we want to reflect not just the need to learn English to pass your exams, but to give you the language knowledge and skills to communicate in the world beyond your college, beyond your region and beyond China.

We've taken great care to choose themes, passages and activities which will interest you and motivate you to learn. We've used the latest teaching

methodology and the most up-to-date expertise in design and publishing. We've also been careful to ensure that you'll be extremely well prepared for your CET-4 exam.

Above all, we've hoped to introduce something of the enjoyment and fun of speaking a foreign language. Speaking English is your passport to communicate with people from different cultures and countries. It has been our responsibility and our privilege to help you acquire and enjoy this precious skill.

There's an Irish saying, "Strangers are only friends you have yet to make." We hope English will help you make friends with strangers from all over the world.

Simon Greenall  
Co-editor in chief  
New Vision College English

## 编写说明

《新视界大学英语 长篇阅读》是《新视界大学英语》系列教材的重要组成部分。本书的编写以《大学英语课程教学要求》为指导，遵循“分类指导、因材施教”的教育原则和“教学相长、学用相成”的教学理念，注重对学生语言综合运用能力、跨文化交际意识以及创造性、批判性思维的培养。本书将阅读技巧及语言知识通过多种形式的练习和系统的讲解呈现给学生，让学生在反复操练的过程中达到提高阅读能力，内化阅读技巧的目的。

《新视界大学英语 长篇阅读》分为1-4级，每级8个单元，每单元包括1篇示范型阅读文章，3篇练习型阅读文章。文章长度从第一级每篇700词左右过渡到第四级的1,200词左右。练习形式与大学英语四级考试长篇阅读题型紧密结合，每单元3篇文章的练习题型为段落匹配题，1篇文章的练习题型为多项选择题和信息填充题等。此外还加入了词义搭配、词义推断题，以训练学生根据语境推测生词词义的能力，并提供成组视读练习帮助学生扩大阅读视幅，提高阅读效率。

《新视界大学英语 长篇阅读》每单元围绕同一主题展开，并与《新视界大学英语 综合教程》各单元主题相呼应，选篇不仅题材广泛、内容丰富、与时俱进，而且注重当今中国大学生的学习兴趣，着力凸显文章的趣味性、信息性、知识性和新颖性。所选文章内容主要涉及世界各国的语言文化、风土人情、科学技术、教育文体、社会热点等等。文章主要来源于近五年来出版的国内外书籍以及期刊杂志。

本书每篇文章前设计的表格供学生记录阅读文章及完成阅读练习的时间和答题的正确率，对自己的阅读速度和阅读水平进行评估。建议标准阅读速度从第一级每分钟90词过渡到第四级每分钟120词。本书同时提供“长篇阅读技能指南”，针对长篇阅读的特点，详细介绍了教学和实践切实有效的技巧和方法，以帮助提高长篇阅读训练效果。

本书同时提供配套网络课程，方便学生进行个性化、自主化学习，同时有利于教师对学生的学习情况进行监控、检查。

# 长篇阅读技能指南

一般来说，阅读方式可以分成两大类：一是传统阅读，即按照字、词等少数几个单字为单位逐个阅读，也就是我们常说的逐字阅读；二是速读，即将阅读文字以组或块（blocks of words）为单位进行划分并成组视读。“组”、“块”的内容由大小不一的词汇群组成，“组”、“块”涵盖的文字越多，阅读速度就越快。长篇阅读和快速阅读都属于速读，其区别在于长篇阅读比快速阅读更关注细节，要求在较短时间内获取尽可能多的信息，并对信息进行判别、提取。因此，长篇阅读的要求更高，更需要掌握相应的阅读策略和技巧，并进行有针对性的训练，以在较短时间内达到较好的阅读效果。

## 教师教学篇

长篇阅读课本与精读课本在编写原则上有很大差别。在教授长篇阅读课时，不能沿用传统的教学方法，即逐字逐句分析、讲解、翻译和补充例句的方法，需采用新的教学法，帮助学生理解课文内容，获得文章中的各种信息。教师在使用本书进行长篇阅读教学时，应注意以下几个方面。

### 1. 帮助学生进行计时阅读

每次上课之前，教师在黑板或ppt课件上写出间隔为15秒的一连串时间：0:15; 0:30; 0:45; 1:00; 1:15; 1:30; 1:45; ……，该时间写到哪里为止，视阅读文章的长短而定。例如，第二册第一单元Guided reading选篇共956个单词，估计最慢速度为每分钟读60个单词，就写到16分钟为止。要求学生在课前对课文和练习不做任何准备。教师宣布“开始”，全班同时开始阅读，每隔15秒依次擦去黑板上的一个时间数字（或盖住ppt课件上的数字）。当某一学生读完全篇，抬头看黑板，黑板上剩下的第一个数字，就是该学生所花的时间。用该篇短文的字数除以阅读所用时间，就算出了本次阅读的速度。

### 2. 帮助学生处理好速度与理解的关系

阅读完毕，教师指导学生做阅读理解练习，以便了解学生对文章的理解情况。做练习时，不允许学生查看前面的阅读材料，并要求学生在尽可能短的时间内做完。练习完成后，教师核对答案，并作简短讲评，对错误较为集中的地方进行讲解，纠正学生的错误理解。该练习的正确率要求在70%以上，只有这样，才能说明读懂了文章，掌握了大意。如果学生练习的正确率达到了要求，就要鼓励他们加快速度。如果只答对50%以下，就要提醒他们还应在理解上下功夫。

### 3. 鼓励学生推测生词词义

根据语境推测生词词义是长篇阅读的重要技巧之一。课堂上，教师应鼓励学生在阅读过程中根据上下文提供的语言环境推测生词词义，帮助学生培养积极主动的阅读

习惯，避免学生频繁地查阅词典，打断阅读思路，影响阅读速度。对本书课文中的超纲词汇（以《2009年高考英语词汇表》为基准），在《大学英语课程教学要求》范围内的，在每篇课文后都设计了词汇练习，以便学生在通过上下文推断词义的过程中，扩大词汇量；对课文中出现的在《大学英语课程教学要求》范围之外的词汇，或者某些专有名词，在课文中给出中文释义，供学生参考。教师也可根据学生的实际情况，补充必要的例句，加深学生对词汇的记忆和理解。

#### 4. 帮助学生扩大阅读视幅 (Peripheral vision)

影响阅读速度的关键因素之一是阅读视幅过于狭窄，即眼睛一次扫视的“词汇群” (block of words) 过小。学生在阅读的初期阶段，往往是逐字逐词地“点读”，阅读速度很难提高。因此教师应训练学生从“点读”过渡到“组读”、“句读”。每次上课，学生阅读完毕，教师可以从文章中摘出某一段落，用斜线断出眼睛每次扫视可以涵盖的文字广度，并标出“视点”（即眼睛的注视焦点），启发学生放大视野。

#### 5. 帮助学生克服不良的阅读习惯

在进行长篇阅读时，要求学生注意力高度集中，排除一切杂念。要保持室内安静，任何一点响动都会影响学生的阅读速度。发现影响速度的不良习惯就要及时纠正。譬如：有的学生阅读时会动嘴唇默读，这会影响眼睛扫视的速度。“一个有效率的读者只要看到印刷符号，就能够直接获得意思，而不经声音阶段。” (Fry, Edward, 1963, *Teaching Faster Reading*, Cambridge University Press); 有的学生用手指着要读的单词，并且一个词一个词地往后移动，有时停顿下来，或回头再读前面已读过的内容；有的用尺子比着，一行一行地向下移动；有的一边阅读一边转动笔等；有的在阅读时头部随着眼睛的移动而轻微摆动；还有的阅读时翻词典、查生词等等。这些影响阅读速度的不良习惯应及时、尽早地在课堂教学中加以纠正。

## 学生实践篇

传统阅读实际上是音读（按照实际的发音逐个读出文字）和默读（口不出声地读）。默读不发出声音，与音读相比，速度更快，但音读和默读都要把视觉接收的信息转换成声音，再输入大脑进行记忆和理解。因此一般人在（以传统方式）阅读时，实际是在“读书”，而不是“看书”。而有限时要求的阅读是一种“眼脑直映”的阅读方法，有人形象地把它比喻成“照相机”式的阅读方法，也就是说，文字信号直接映入大脑记忆中枢进行理解和记忆，消除头脑中潜在的发声现象，从而实现阅读速度的飞跃。

#### 1. 平时要养成泛读 (Extensive reading) 的习惯

泛读，就是广泛阅读大量涉及不同领域的书籍，并且要读得快，理解和掌握书中的主要内容即可。读得越多越好、越杂越好、越快越好。确定一个明确的读书定额，如：每天读50页，全年以300天计算，可以读100本中等厚度的书（每本150页）。

## 2. 课余要养成计时阅读 (Timed reading) 的习惯

每次进行10-15分钟的训练即可,不宜太长。由于阅读时精力高度集中,时间过长容易疲劳,精力易分散,反而乏味。随手记下阅读时间和阅读速度,长期坚持,必能收到明显的效果。

## 3. 培养略读 (Skimming) 的习惯

略读又称跳读 (skipping), 是一种非常有效的提高阅读速度的方法。与传统的逐行阅读不同, 略读是有所取舍地跳跃式前进, 要求读者对文章内容进行有选择地阅读, 跳过细枝末节和无关部分, 只读揭示文章大意或主旨的部分。略读的目的往往是抓住文章的梗概和中心, 如同从飞机上鸟瞰地面的明显标志一样, 通过把握重要的信息来迅速获取文章大意。略读时, 我们应该着重关注以下几方面的内容:

- (1) 特殊的印刷体, 如文章的标题、副标题、斜体、黑体等特殊印刷体。浏览它们有助于我们对文章进行预测, 了解作者的思路和篇章构成等;
- (2) 篇章的开头、结尾, 以及段落的首句和尾句。它们可以帮助我们了解背景情况, 文章风格、口吻或语气以及段落大意等;
- (3) 段落的主题句和结论句;
- (4) 注意转折、承接或递进等表示逻辑关系的关联词和序列词, 它们可以帮助我们划分出文章或段落的层次, 把握作者的思路。

总之, 略读就是很快地阅读, 以求抓住文章的梗概。可略读报纸、杂志、小说等自己感兴趣的东西, 扩大知识面, 并从中得到语言艺术美的享受。

## 4. 培养寻读 (Scanning) 的习惯

寻读是一种从大量的资料中快速查找某一具体事实或特定信息, 而对其他无关部分忽略不读的阅读方法。寻读法是一种常用的阅读方法, 比如在报纸上查看当天的重要新闻, 在车站寻找某次列车或汽车的运行时刻, 在图书馆查阅书刊目录, 在某本书中通过目录或提要寻找自己最感兴趣的内容, 我们都会自觉或不自觉地用到寻读法。寻读带有明确的目的性, 有针对性地选择问题的答案, 要快速地对查看的资料进行扫视, 很快地找到自己所要查找的某些问题的细节, 如人名、地名、事件、年代、概念、术语等, 作出识别判断。

## 5. 培养猜读 (Guessing reading) 的习惯

猜读是指在阅读时, 以已了解的内容为前提, 对后面的内容做出猜想, 然后将其与实际内容进行比较、印证的一种阅读方法。猜读时, 读者每读到一处都主动积极地猜测下面可能涉及的内容, 这就使阅读活动始终处于高度活跃的积极思维状态。随着猜读准确性的提高, 读者在阅读中领会作品内容的就会大大减少, 因而猜读的能力对提高快速阅读能力也会起到重要的促进作用。运用猜读法时需要注意, 猜读要以原文的某些材料作为依据和线索, 不能毫无根据地乱猜。猜想之后, 要在原文的相关处重点阅读, 将猜想与原文的内容进行对照, 这样在不断地猜想、比较、

总结中, 猜读能力会不断提高, 思维能力与创造能力也会得到很好的锻炼。

## 6. 培养成组视读 (Phrase reading) 的习惯

为了加快阅读速度, 避免逐字阅读, 要养成成组视读的习惯。有意义的语法结构被称作“意群”(英语称作 *sense groups* 或 *thought groups*), 用斜线号“/”把句中意群隔开。作为示例, 下面的一段文字已经按照意群进行了划分。

If the room is / long **and** narrow, / such as in many banquet halls, / you may want to arrange the tables / so that the performance **can** take place / at one end of the room, / since if the performer / is in the middle of the room, / people at the ends of the room / will inevitably end up / having a great view / of the performer's back / for much of the show, / and this can be quite frustrating, / particularly / if the performer is visually appealing / in any way.

训练学生“扫视”意群的能力, 让学生正视上段文章第二个意群中的单词 *and*, 无需转动眼球即可看到 *and* 两侧的 *long* 和 *narrow*。以同样方法, 正视第五个意群中的 *can*, *can* 两侧的 *so that the performance* 与 *take place* 也同时映入眼帘。因此, 学生能一眼同时看到三个或五个词, 甚至更多的词, 逐渐改变一眼只看一个单词的阅读习惯。尼拉·史密斯 (Nila Smith) 说得好: “如果你想读得快, 你必须狼吞虎咽, 而不是细嚼慢咽。”

训练成组视读的有效方法是: 首先默读一个意群, 然后抬头背诵出所看到的意群。可以由教师指挥全班一起练, 也可让学生单个练或者课下组成对子相互练, 这种训练能促使眼睛和大脑的反应迅速。

## 7. 提高通过上下文猜测词义的能力

在阅读时, 有时会遇到不认识的单词, 有时即使是认识的单词, 但在具体语境中有新的意义, 联系上下文可以帮助我们理解该词的词义。掌握这个技巧对于提高阅读速度有很重要的意义。下面的实例简要说明了如何通过上下文来确定词义。

- 1) 找出经常给出明确定义的连系动词 *be* 或 *mean*。例如:

Your blood did something special called *clotting*. This **is** when certain cells in your blood act like glue and stick together at the surface of the cut to help stop the bleeding.

动词 *is* 后给出了 *clotting* 的定义, 意为“使(血液)凝结; 结块”。

- 2) 找出说明词义的定义从句中出现的同义词。例如:

This set of books is for children. The first book of the *sequence*, which is one of the most popular *series* of children's stories, is a group of stories about the inhabitants of a village.

定语从句中 *series* 就与 *sequence* 同义，也就是“丛书”的意思。

- 3) 找出生词的同位语。例如：

The oil is coming from a badly damaged *oil rig*, a large, offshore platform where workers drill oil wells in the ocean floor.

同位语部分就给出了 *oil rig* 的确切词义，即“石油钻塔”的意思。

- 4) 利用标点符号：标点符号能够表达上下文之间的逻辑关系，猜测词义时要特别留意逗号、破折号、冒号、引号和括号。例如：

(a) Large international *expositions*, including the Shanghai Television Festival, Beijing International Television Week, China Radio and Television Exposition and Sichuan Television Festival, are held on a regular basis.

根据逗号后的列举，可以猜测 *exposition* 的意思是“展览会，博览会”。

(b) Through studying the *genetic* code (DNA) in pandas' cells, scientists have confirmed the panda's relationship with bears.

根据括号里给出的众所周知的DNA，可以猜测 *genetic* 的意思是“遗传的，基因的”。

(c) The B vitamins are important in *metabolic* activity — this means that they help make energy and set it free when your body needs it.

根据破折号后面的解释不难猜出 *metabolic* 意为“新陈代谢的”。

- 5) 在“主语+动词(被动结构)+主语补语”结构中，通过主语补语能顺利猜出主语的词义。例如：

*Transportation* can be defined as the fact of moving people or products from one place to another.

从该句中的主语补语不难猜出 *Transportation* 的含义为“运输，运送”。

- 6) 有些副词或短语如 *however*, *but*, *yet*, *unlike*, *instead*, *rather than* 和 *on the other hand* 能提供相反的信息，从而帮助猜出生词的含义。例如：

These challenges are healthy ones and will result in your own personal growth if you *persevere* rather than run away at your first glimpse of life as others live it.

由于 *rather than* 前后表示相反的概念，其后面的 *run away* 意为“逃避”，不难猜出其前面的 *persevere* 意为“坚持”。

当然，在文章中作者只能给一些关键词下定义或给出解释。那么没有下定义的生词怎么办呢？有时不必知道它的确切含义，只要了解其大概意思即可继续读下去，而不至于影响对整个句子或段落的理解。怎样知道生词的大概意思呢？掌握下面的规则很有必要：



i) 利用已学语法知识（特别是词序和词缀）来判断词性。例如：

If you're like most people, it probably takes you several months to get your bills paid off after the *joyous* Christmas season.

*joyous* 是由名词 *joy* 加上后缀 *-ous* 构成形容词。从句中提供的信息不难猜出该词词义为“快乐的”。

ii) 找出平行术语（通常是相同词性），它们或许是同义词或近义词。例如：

Most large university campuses have *shuttle services* or *college buses*.

*shuttle services* 是名词，*college buses* 也是名词，在这一上下文中它们的词义相近，可猜测出 *shuttle services* 大概意思是“学校的班车”。

iii) 找出后来出现的同一生词的参考词，其中包括同义词或其他线索。例如：

The publication printed the **proverb** like this: “Eat an apple on going to bed, and you'll keep the doctor from earning his bread.” Nearly 150 years later, variations of this *adage* are still quoted.

很明显，第二句中的 *adage* 与第一句中的 **proverb** 是同义，意为“谚语，格言”。

iv) 观察单词本身，构词法（合成、转化、派生）有时能帮助确定词义。

通过观察构词部分，分析辨认单词，是提高阅读速度的技巧之一。一方面，读者不必停下来查词典，继续往下读；另一方面，它大大增加了读者的受动词汇量（*passive vocabulary*），通过已知词缀（前缀和后缀）和已知词根就能较准确地猜出生词的含义。例如：

(a) In Guangzhou, everyone can clearly see security guard volunteers wearing red *armbands* on the streets and all the bus drivers and taxi drivers also wear red armbands.

*armband* 是由 *arm* 和 *band* 构成的合成词，*band* 意为“带子，箍带”，整个单词意思就是“臂章”。

(b) It's been shown to be as effective against certain types of depression as *antidepressant* medications (without the side effects).

*antidepressant* 是由词根 *depress* 加上前缀 *anti-* 和形容词后缀 *-ant* 构成的，*anti-* 前缀表示“反……的；阻止……的”，因此不难猜出 *antidepressant* 的意思是“抗抑郁的”。

v) 通过逻辑推理，有时自身的生活经验及普通常识能帮助确定词义。例如：

(a) *Accessories* are equally important. Briefcases and handbags should be smart and the contents well-organized. Pens should be decent quality. Business cards should be primitive ideally in their own holder.