

英语

快速浏览

(3)

更快更有效

(阅读速度 200-300wpm)

牛凤樟 吕肖非 王东

西安交通大学出版社

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内 容 简 介

本书是快速浏览的高级阶段,通过该阶段的学习和训练,读者在读速和理解两方面有望获得质的飞跃。许多英语学习者,因方法不当,学到一定程度时,便再无进展。本书就此详尽分析了其中的原因,并提出了解决办法。

全书共分5章,第1章分析了语言学习中需要克服的障碍;第2、3两章,在更高层次上进一步训练查阅和略读技巧;第4章讲解推理、判断技巧以及其他修辞手段。第5章通过精选的文章及练习,集中训练快速浏览的综合技巧,包括了从主题到细节,从视幅到词义辨析,从段落、短文到长篇文章等各个方面,选材更广泛,题材更丰富。

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前言

处于世纪之交的大学生们,面临着各种挑战和机遇,他们要身兼数“能”,才能在竞争激烈的时代立于不败之地。外语、电脑、专业以及一定应变能力都是他们要掌握的本领。尤其是英语,作为一种世界范围内使用最普遍的交流工具,在知识经济和全球经济一体化的时代下,更是青年学子必不可少的能力之一。

然而,英语的学习之路未必就是一条坦途,大多数学习者历经坎坷,却收效甚微。尤其是在英语阅读训练中,大多数读者阅读能力不强,理解能力有限,他们步履蹒跚,进展缓慢。此外,他们还必须在各种英语考试中奋力拼搏,如四、六级英语考试、研究生入学考试,以及 TOEFL, GRE, PETS(全国公共英语等级考试)等。无论是哪种形式的考试,其阅读理解测试部分所占的比重最大,分值最高,是考试成败的关键。另外,在信息爆炸的时代,阅读就是一种生存技能。在网络上查询专业文献,搜集研究资料,快速阅读就有了用武之地,显得尤为重要、实用。

可是,在广大同学的阅读实践中,普遍存在着一些问题和障碍,这些不利因素日积月累,根深蒂固,难以排除,严重阻碍着速度的提高和理解力的加强。譬如,语言知识的不足,阅读技巧的缺乏,视幅过窄,无良好的默读习惯、反复重读,频繁查阅字典而中断阅读进程等。特别是对英语篇章结构了解不多,阅读时缺乏全局

“意识”，因而读后不得要领，对文章的理解“支离破碎”。

本套书《英语快速浏览》针对上述各种问题，对症下药，答疑解惑，旨在帮助广大同学消除影响英语阅读速度和理解的各种不利因素，克服阅读过程中存在的不良习惯。通过系统的阅读训练，使读者逐步培养起快速浏览的能力。

这套书由三册组成，每册既相互独立，又互为关联。第一册是基本训练阶段，着重强调英语的篇章结构、视幅训练法和浏览技巧。第二册是快速浏览的中级阶段，在较深的层次上阐明两大快速浏览技巧——略读、查阅，另附长文浏览技巧。第三册是快速浏览的高级阶段，在更高层次上加大了略读和查阅技巧的训练力度，同时介绍快速浏览的综合技巧。每册书的各个章节均附有相应的练习题供读者训练之用。

《英语快速浏览》是在编著者总结教学经验，多方面进行调查研究之后编写的，因而在广大英语爱好者不同程度的学习过程中，都会起到一定的指导作用，有较大的帮助。有关技能的讲解和训练，是我们教学中的体会。但也正因如此，我们愿敞开心扉，虚心接受广大读者提出的宝贵意见和建议，以便逐步加以改进和完善。在编写过程中，我们得到了多方面的热情鼓励和支持，其中有谢叔寒、葛元璋和石春让老师的帮助，以及陈丽女士的大力协助。在此对他们提出的宝贵意见谨致衷心的感谢！

编 者

1999 年 12 月

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1

克服快速浏览中的障碍

1.1 主要障碍

要达到更快更有效的浏览,更好地理解所读内容,必须克服一些障碍;对我国学生和读者来讲,词在上下文中的含义、词的用法、词的语境含义是在初级和中级要解决的主要问题。到了高级阶段,读者要解决的是词汇更深一层的用法:生词的用法可从上下文中能较快地理解其义,惯用法在具体使用中的特点。再者,句中的单词由少到多,句子的结构由简单到复杂,都可能影响对句子的理解。

试比较下面两句:

(1) John can read.

(2) John, our sixteen-year-old son, knows how to be a good reader, whether he reads fiction or non-fiction.

可以看出,第2句的单词多、结构复杂,如果理清句子结构,则妨碍理解。

在中高级阶段,还应解决的一个关键问题是词汇的多义性及在不同上下文中词义的变化,这也是提高英语使用能力的关键。

例如,run 这个词,词义是“用腿快速地移动”;可是,字典中,该词的释义达上百条。再看下面的句子:

The man was asked to take the stand and remain standing until he had taken the bath;

He was a Quaker, and everyone knew what stand he would take.

如果查阅字典,“stand”的释义有数条,哪条的含义适合上面的句子呢?

1.2 更熟练地掌握背景知识

眺望窗外,周围的景象尽收眼底,观者赋予景物的意义是基于自己对事物的理解。这种理解常常是建立在以往的经验 and 知识之上的,同阅读材料的语言难度、写作风格一样,读者的经历 and 知识也会直接或间接地影响理解。下面是一首儿歌:该怎样理解呢?

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

也许,你会这样理解:有两个小孩,上山打水;两人摔下了山路,空手而归。但是,要是你知道“Jack”是一个腐败的国王,而“Jill”暗指他的王妃。那么,你对这首儿歌的理解会完全不同。另外,如果“Jill”不是王妃而是别的“有问题”的女人呢?“Hill”或许指权利,“water”或许指“贪污”所得,不管“Jill”是何许人也,最终她和国王双双摔下山来,换句话说,就是从权力的“巅峰”跌落下来了。

此外,背景知识还能影响读者接受信息的能力,就好比体势语言给口头语言赋予了寓意一样,使语

言本身所提供的信息更加丰富、完整。

1.3 记忆能力

阅读的目的是获取信息,理解作者的写作意图,欣赏作者的写作风格。而这一切都离不开记忆。记忆能力在阅读过程中起着不可忽视的作用,因为记忆的技巧有助于读者整理信息、罗列细节、引发联想。

为了强化记忆能力,读者应建立接受新知识的框架,回忆已有知识和经验的“存储”机制。对知识、信息进行整理、分门别类,或按逻辑关系组织、罗列。有一点要清楚,记忆凭借联想,有效的阅读同样需要积极的、合乎逻辑的联想。

1.3.1 正确的浏览步骤

由于读者接触的读物题材广泛,风格、内容不同,因此,有些读物可能是读者感兴趣的,有些则不能引起读者的兴趣。为了进行有效的阅读,必须按照一定的步骤:

(1) 预读材料(Survey):主要弄清楚文章的主题,以及作者表述、组织内容的方法。如果掌握了一定的背景知识,就能更加自如地运用这项技能。

(2) 准备阅读(Prepare):使用六个疑问词:WHAT,WHO,WHEN,WHERE,HOW,WHY,来判定要给什么样的问题寻找答案。

(3) 审核答案(Examine):仔细审核答案,为下一步正式阅读打好基础。

(4) 选择技巧(Choose skills):依据阅读的目的,

来选择特定的阅读技巧。

以下技巧可供读者处理不同类型文章时选择使用：

(1) SKIM 类型：用于简略地回答 WHAT, WHO, WHEN 和 WHY 的问题。

(2) SCAN 类型：用于理顺 HOW, WHY 等问题的内在关系和其他逻辑关系。

(3) STUDY 类型：用于对 HOW 和 WHY 类型问题进行分析或评价。

(4) RAPID READING(fiction)类型：用于快速阅读小说，略去无关紧要的细节。

(5) RAPID READING(nonfiction)类型：用于阅读非小说类的材料。

1.3.2 阅读的层次

在前两册学习的基础上，读者应该改变固有的阅读习惯。首先，要为阅读做一些准备；其次，在阅读题材不同的读物时，阅读技巧应该灵活多变。表面上，准备工作似乎增加了额外的阅读时间。但是，如果真正掌握了这一方法，读者会对自己阅读速度的快速提高感到满意。同时，在理解和记忆方面也会有长足的进步。

在阅读中，根据文章内容和问题的不同，应进行不同层次的分析，Bloom(1956)对思考的不同阶段作了以下的归纳：

Levels of Thinking

Level	Examples
1. Knowledge: Recalling information; repeating information with no changes	recalling dates; memorizing definitions
2. Comprehension: Understanding ideas; using rules and following directions	explaining a law; recognizing what is important
3. Application: Applying knowledge to a new situation	using knowledge of formulas to solve a new physics problem
4. Analysis: Seeing relationships; breaking information into parts; analyzing how things work	comparing two poems by the same author
5. Synthesis: Putting ideas and information together in a unique way; creating something new	designing a new computer program
6. Evaluation: Making judgments; assessing value or worth of information	evaluating the effectiveness of an argument opposing the death penalty

以上的归纳,对判断阅读的性质和速度有很大帮助。现通过实例,具体分析它的实际应用。例:

Some of the oldest data in psychology supports

the notion that the quality of learning is improved if it is spread out over time with rest intervals spaced in between. In fact, this 1946 experiment provides such reliable results that it is commonly used in psychology laboratory classes. The task is to write the alphabet, but upside-down and from right to left. If you think that sounds easy, you should give it a try.

Subjects are given the opportunity to practice this task under four different conditions. The massed practice group works on the task without a break between trials. The three distributed practice groups receive the same amount of actual practice, but get rest intervals interspersed between each 1-minute practice trial. One group gets a 3- to 5-second break between trials, a second group receives a 30-second rest, and a third group gets a 45-second break between practice trials.

Subjects in all four groups begin at about the same (poor) level of performance. After 20 minutes of practice, the performance of all the groups shows improvement. By far, however, the massed practice (no rest) group did the poorest, and the 45-second rest group did the best.

The conclusion to be drawn from years of research like this is that: almost without exception, distributed practice is superior to massed practice. There are exceptions, however. There are some tasks that suffer from having rest intervals interspersed be-

tween practice trials. In general, whenever you must keep track of many things at the same time, you should mass your practice until you have finished whatever it is you are working on. If, for example, you are working on a complex math problem to a solution, whether it's time for a rest break or not.

以下是对这篇文章的思考层次：

- | | |
|------------------|---|
| 1. Knowledge | Know how the experiment was designed and what its results were |
| 2. Comprehension | Understand what the experiment showed about learning |
| 3. Application | Use distributed practice as you plan your study time tonight |
| 4. Analysis | Ask why distributed practice is more effective |
| 5. Synthesis | Design an experiment to test what types of tasks benefit most (and least) from distributed practice |
| 6. Evaluation | Decide whether distributed practice is a worthwhile strategy for you |

现在请做下列练习：

A friendly relationship is one marked by very

close association, contact, or familiarity. Usually a warm friendship has developed as a result of a long association, but this is not always the case. Sometimes friendship develops suddenly. Friendship relationships are very personal or private in nature and are often characterized by different types of communication. . . .

We seek friendship relationships for many reasons. These reasons may operate singly or in connection with each other. Many overlap. In some situations, with some people, one of these reasons may sustain a relationship while in others several are likely to operate. The more needs that are fulfilled in a relationship, the more solid the foundation upon which the relationship rests. We seek friendship relationships to fulfill five basic needs: the need for affection, self-esteem, security, freedom, and equality. They are not necessarily ranked here in order of importance.

Affection relates to a sense of belonging. This could encompass feeling toward or emotional attachment to another person. When you feel tender attachment for others or pleasure in being with them, you are experiencing affection. As discussed in Chapter 7, Abraham Maslow labels this "belonging and love needs," placing this need among the lower, basic, or essential needs after "physiological" and "safety" needs.

Self-esteem is felt when you are recognized or

appreciated by others. Sometimes being with someone enhances your status. Also, if other people attribute a joint identity to relationship with another person, this may also increase your self-esteem. Self-esteem is affected because such a high premium placed on dating and "going steady." Maslow places self-esteem only one step higher than affection—as slightly less essential and more optional. . .

Questions:

Demonstrate your ability to think at various levels by answering the questions :

Knowledge

1. Define "a friendship relationship".
2. List the five basic needs friendship relationships fulfill.
3. Explaining the meaning of the term "self-esteem."

Application

4. Name a person with whom you have a friendship that fulfills your need for self-esteem.

Analysis

5. Think of a long-standing friendship. Analyze that friendship by identifying the needs it fulfills.

Synthesis

6. The author states that the five basic needs are not necessarily ranked in order of importance.

Based on your experience with friendships, list the needs in order of importance to you.

Evaluation

7. Do you agree with the author's statement that a high premium often is placed on dating? Why or why not?

1.3.3 正确的猜测步骤

在预读技巧基本掌握的基础上,读一篇文章时,应有意识地进行较有规范的训练。浏览应遵循一定的步骤:首先是确立阅读目标,其次是在预读的过程中进行积极的思考和预测,即弄清文章的类型和结构并对文章内容作必要的猜测。譬如,这篇文章的内容是什么?作者可能从几个方面叙述?主要有几个层次?以下文为例,略加说明。

文章的题目是“Communication”。根据标题,读者可作如下猜测:

- (1) What does the author mean by “Communication”? Is it the same as we generally know it?
- (2) How many aspects will the author talk about communication? What will the first be? The second? The third?.....
- (3) How many ways do I know people usually communicate with each other? Will the Author mention something special as well with regard to means of communication?
- (4) Does the author mean communication the common way, such as daily contact, expression of