

英语

快速浏览

(2)

在实践中提高
(阅读速度 120-200wpm)

牛凤樟 王东 吕肖非

西安交通大学出版社

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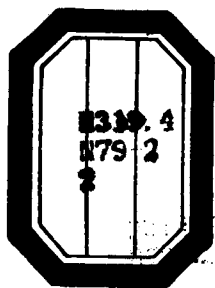
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内 容 简 介

本书是快速浏览的中级阶段,强调在实践中提高。

全书共分8章。第1章陈述了提高浏览技巧的关键;第2章突出了快速技能的两大要素;第3,4两章训练略读和查阅技巧并与预读技巧进行对比、综合应用。技巧的水平提高了,语言难度也相应加大,特别是强调阅读中视幅的训练;第5章介绍了新的技巧——总括浏览;第6章重点讲解英语的固定搭配、习语和短语,这样,读者在读速和理解上有望取得新的突破;第7章训练长篇文章的浏览技巧,旨在帮助读者克服因文章过长而造成的心理障碍;第8章是综合测试。

本书属较高级的技巧训练,是在第1册基础上的提高,同时为第3册的学习做好准备。

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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

目 录

1 浏览技巧的提高

- 1.1 提高浏览技巧的关键 (1)
- 1.2 自测题 (2)
- 1.3 词汇自测 (60)

2 浏览技巧的两大要素

- 2.1 主题类型 (63)
 - 2.1.1 叙述型主题 (63)
 - 2.1.2 隐含型主题 (68)
- 2.2 组织结构 (69)
- 2.3 自测题 (76)

3 快速浏览技能的提高——略读与预读

- 3.1 掌握略读与应用预读 (99)
- 3.2 自测题 (101)

4 快速浏览技能的提高——查阅与预读

- 4.1 掌握查阅和应用预读 (111)

4.2	练习	(113)
4.3	视幅的训练	(116)
4.4	自测题	(122)

5 快速浏览技巧——总括浏览

5.1	总括浏览简介	(149)
5.2	自测题	(151)

6 猜测词义

6.1	猜测词义的方法	(162)
6.2	熟悉英语词汇的固定搭配	(163)
6.2.1	短语的固定搭配	(163)
6.2.2	习语的固定搭配	(170)
6.3	自测题	(171)
6.4	生僻词语和长难句子的理解	(182)
6.5	自测题	(183)

7 快速浏览技巧——长篇文章浏览

7.1	长篇浏览的应用	(199)
7.2	技巧	(200)
7.3	练习	(201)

8 综合测试

1

浏览技巧的提高

快速浏览的技能是需要不断在实践中应用并得以提高的。读者应对自己的语言基本功有较客观的认识,在阅读中常常问自己:这篇文章难度如何?生词多或少?背景知识是否了解?篇章构成是怎样的?做到心中有数,不打无把握之仗。语言的学习获得过程,从很大程度上讲,就是对自身能力了解的过程。

1.1 提高浏览技巧的关键

第一册主要介绍了快速阅读的基本技巧,并阐述了这些技巧的实际应用。另外,从自测题中,读者可以了解到自己真实的速读能力,做到心中有数,为进一步的速读实践打下基础。

本册书将着重介绍快速阅读的基本技能,并引导读者进行系统的训练,同时作详细的讲解。书中对第一册介绍过的两种基本速读技能——略读(Skimming)和查读(Scanning)作了必要的回顾并附有适量的练习,其目的是让读者在具备快速阅读的基础上,从实践中提高速度,并达到更有效的理解。

快速浏览的关键是眼睛的训练。其出发点是熟练掌握语言基本功,熟识语言结构;同时,要熟悉文章后所提问题的各种类型。另外要强调的是,带着问题去阅读。问题的答案有直接和间接两种。也就

是说,有些问题可以直接从文章中找到答案,另一些则要进行一定的联系和判断才能得到正确答案。

为了让读者了解自己真实的阅读能力,认识略读(Skimming)和查读(Scanning)技巧,本书提供一些综合练习题,供读者选择使用。

1.2 自测题

SELF TEST

Part I

首先,明确阅读目的有助于提高阅读速度,这一点至关重要。其次,注意寻找文章中的要点。以下选文供读者练习自测。

注意:尽可能在理解的前提下提高阅读速度。

Passage 1

Scan the following passage for details.

In submarines, the crewmen who let up for just a split second flirt with death. As skipper of the conventionally powered Stickleback, Lt. Commander Q. R. Schulz kept his ship taught by the sort of incessant idling that had the crew responding like automata to every conceivable emergency—all imaginary.

Nineteen miles out of Pearl Harbor, the Stickleback made a simulated attack on the speeding destroyer-escort Silverstein and sounded the dive signal to evade the Silverstein's counterattack, also simulated.

Just below the surface, the Stickleback unac-

countably lost power and began to rise. Her periscope cut the surface in the path of the destroyer. The Silverstein, by this time too close and going too fast to prevent it, sliced to the submarine's side.

In the control room, the sea poured through a ruptured bulkhead. With the water upon his knees and rising swiftly, Chief Electrician's Mate Larry Hughes simply put his men through a drill Schulz had made them do time and time before.

In 4 minutes, the 8 officers and 84 men of the Stickleback moved quickly but calmly from the sinking sub to the destroyer, which had kept her bow pressed into the hole in the submarine to partially plug the gap. True to tradition Schulz was the last man off.

Five hours later the \$ 10 million Stickleback sank in 9000 feet of water. No one was lost; no one was injured.

"A miracle," said the commander of the Stickleback's sub squadron.

"No panic," said a crewmember. "It was just like the drills."

Questions:

1. "Keeping a ship in taut" is keeping a ship's crew _____.
 - a. tense and alert
 - b. secure
 - c. taught
 - d. healthy and well-fed
2. The incident described in the passage took place

near _____.

- a. Pearl Harbor b. Manila Bay
- c. San Francisco Bay d. Subic Bay

3. We can infer that the accident occurred during _____.

- a. maneuvers
- b. time of war
- c. the Gulf War
- d. an attack on the Japanese

4. The sinking of the Stickleback resulted in the loss of _____.

- a. her captain b. 20 lives
- c. not one life d. a destroyer

Passage 2

Scan the passage and answer the questions.

Speech—the act of uttering sounds to convey meaning—is a kind of human action. Like any other constantly repeated action, speaking has to be learned, but once it is learned, it becomes a generally unconscious and apparently automatic process.



As far as we can determine, human beings do not need to be forced to speak, most babies seem to

possess a sort of instinctive drive to produce speech-like noises. How to speak and what to say are another matter altogether. These actions are learned from the particular society into which the baby is born; so that, like a conduct that is learned from a society—from the people around us—speech is a patterned activity.

The meandering babble and chatter of a young child are eventually channeled by imitation into a few orderly grooves that represent the pattern accepted as meaningful by the people around him. Similarly, a child's indiscriminate practice becomes limited to putting food into his mouth in a certain way.

The sounds that a child can make are more varied and numerous than the sounds that any particular language utilizes. However, a child born into a society with a pattern of language is encouraged to make a small selection of sounds and to make these few sounds over and over until it is natural for him to make these sounds and no others.

Questions:

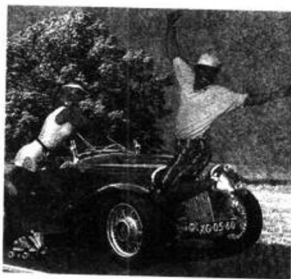
1. Speech is an action that _____.
 - a. is governed by instinct
 - b. has to be learned
 - c. cannot become automatic
 - d. is seldom repeated
2. The most important factor in a child's learning to speak is probably _____.

- a. instinct
 - b. selection
 - c. variety
 - d. imitation
3. The sounds that a child is able to make is _____.
a. not as varied as those used in language
b. more varied and numerous than those in any other language
c. far fewer than those needed for a language
d. completely different from the sounds of language

Passage 3

Scan the passage and answer the questions.

Cars of 1978 will travel the nation's highways in never-before-dreamed-of safety, comfort, and convenience. These cars will float along never touching the ground, and therefore will have no need for wheels.



Annoying highway vibrations, caused by the rotations of the conventional disc-and-tire wheels, will be things of the past. The coming highway cruisers and large passenger cars will literally fly above the road, supported on columns of air compressed by turbine-driven, ducted fans.

The car without wheels has been called a "flying

car", and, in a sense, that's just it is; however, it will not back out of the family garage, start down the street, and then suddenly zoom upward heading for some distant point. On the contrary, to avoid problems in aerial navigation and three-dimensional traffic, the wheelless vehicle probably will travel no more than three inches above road surface. I will travel over fairly rough terrain, and even over smooth water!

The inevitable problems of maritime regulations, severe weather conditions, and running out of fuel in secluded areas all will require new concepts of operation, servicing, and vehicle regulation.

Questions:

1. The author believes that cars of the future _____.
 - a. will have wheels, but not like those of today
 - b. won't need wheels
 - c. will be replaced by aeroplanes
 - d. will be spaceships
2. Instead of wheels, tomorrow's cars will use _____.
 - a. magnetic force
 - b. turbines
 - c. fans
 - d. columns of air
3. According to the author, wheelless cars will bring about _____.
 - a. a higher accident rate
 - b. changes in servicing cars

- c. elimination of all traffic accidents
 - d. the necessity of getting a pilot's license
4. What is the main idea of the passage?

Passage 4

Skim the passage and answer the questions.

The welcome which a Kurdish tribe gives a guest is not only hearty, but it is a bloody affair as well. On the outskirts of the village a delegation of men hold a steer ready for the slaughter, and as the guest approaches, one of the tribesmen stabs the animal in the throat. There is the last agonizing moment when the steer lets loose a bloody, gurgling bellow before it is dragged across the road, leaving a stream of blood in its wake. The guest then steps across the blood. The executioner saws vigorously on the neck of the beast until the head is severed and then heaves it to the side of the road. The khan, or other ranking host, turns to the guest, takes him by the hand, and says in a loud, ringing voice, "May that happen to the heads of all your enemies."

The new arrival is now a member of the tribe. He has special privileges, too. Each tribesman would give his life to defend him. Every man, woman, and child will cater to his needs and show him every courtesy. People of the Western world also want to receive their guests cordially, but the Western version of hospitality certainly seems far less extreme.

Questions :

1. The best title for this article would be _____.
 - a. A Kurdish Welcome
 - b. Tales of a Traveler
 - c. A Kurdish Warning
 - d. Putting out the Welcome Mat
2. According to this article, people of the Western world are _____.
 - a. inhospitable to strangers
 - b. as bloodthirsty as the Kurds
 - c. less extreme in their hospitality than the Kurds
 - d. not so interested in guests as the Kurds
3. What is the topic sentence of this article? Is it right in the article, or do we have to discover the key words in the article? If so, where are the key words?
4. Where and how in the article does the author describe the process of the slaughter?

Passage 5

Skim the passage and answer the questions.

That animal eats plants is well known; however, few people other than botanist know much about the remarkable plants that trap and consume live insects. Some of these plants are microscopic in size; the two smallest belong to a group of fungi molds.

One of the simple fungi resembles a twig with tiny lollipops sticking out along its sides. In fact, bi-

ologists call this variety the “lethal lollipop.”

An unwary, tiny worm that wiggles against one of the small knobs becomes stuck fast, like a fly caught on flypaper.

The more the worm wiggles, the tighter it



sticks, as more and more of its body touch the sticky knob. The “glue” is an adhesive fluid secreted by the fungus. Soon after the fungus has trapped its victim, the knob inserts spearlike filaments into the worm’s body. These filaments absorb and digest the nematode, leaving only an empty wrinkled skin.

A second killer fungus traps its victims in a sort of rabbit snare. One mold plant may have hundreds of loops attached to a long branch by short stalks. When the worm sticks its head inside a loop, it is doomed. Expanding cells tighten the loop, exerting a strangle hold that the struggling nematode cannot break. Soon the cells project spearlike prongs into the worm’s body, killing and consuming it. All that is left is the worm’s below skin.

Questions:

1. The main purpose of this article is to _____.
 - a. describe how botanists investigate plants
 - b. give information on unusual plants