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大学英语考试丛书

大学英语六级考试

## 阅读技巧

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## 前 言

1998年新修订的《大学英语教学大纲》指出:“大学英语教学的目的是,培养学生具有较强的阅读能力、一定的听、说、写、译能力,使他们能以英语为工具交流信息。大学英语教学应帮助学生掌握良好的语言学习方法,打下扎实的语言基础,提高文化素养,以适应社会发展和经济建设的需要。”我们知道,英语语言能力包括听、说、读、写、译这五项技能,但阅读理解是其他技能的基础,而且这五项技能的培养是相辅相成的。说、写、译可以说是语言输出,听、读是语言输入。在我国,由于缺乏一个说英语的语言环境,听英语的机会相对不多,所以英语语言的输入主要是通过阅读来获得的。阅读对非英语专业的大学生来说是最为重要的,因为学生不管是在学校中还是完成学业后获得知识的最重要来源是阅读他们所需的各种材料,具有阅读能力的人才才有资格进入人类文化科学知识的宝库。正因为如此,不论是过去制定的大学英语教学大纲或者是新修订的教学大纲都始终把阅读放在首位。国内实行的大学英语统考以及研究生入学考试中,阅读理解题的比值均占有相当大的比例(40%左右)。因此,培养学生的阅读能力是大学英语教学的一个重要组成部分。

本书是为已经通过大学英语四级考试而准备参加六级考试的学生编写的。全书分为四章。第一章简略地论述了提高阅读能力的必备条件和阅读中应注意的问题。第二章介绍了阅读的基本技巧。第三章是关于六级考试的题型及解题技巧。第四章精选了97篇阅读理解和20篇简略回答的文章。

本书理论阐述深入浅出,易于理解。阅读理解文章选材新颖,题材广泛,内容丰富。在本书编写过程中,我们严格依据了大学英语教学大纲中有关六级英语教学的内容及水平要求,认真参考了近年来全国大学英语六级统考中曾使用过的新题型样卷,从而使所选材料在难易程度上能与全国大学英语六级考试水平一致。

本书所有阅读理解及简略回答的文章均附有答案,并作了较为详细的注释,以利于提高学生的阅读分析能力。

本书主要作为大学英语六级考前复习之用,也可供中高级英语学习者强化训练之用。同时也适用于参加硕士研究生入学考试、TOEFL和学位英语考试的应试者。

本书的编者均是长期工作在大学英语教学第一线,具有丰富教学经验的教师。我们衷心地希望本书对参加六级英语及研究生英语考试的学生有所裨益和帮助。

编 者

1999年4月

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## 第一章 绪 论

什么是阅读能力?要回答这个问题,我们首先要给阅读下一个定义。阅读就是读者利用句法、词义、语音线索、篇章知识以及读者已有的知识经验,有目的地去预测、思考和获取信息的积极过程。阅读能力则包括理解能力和阅读速度。阅读首先要求能理解,理解包括理解作者用文字表达的表层意义和深层意义。理解文字的表层意义是理解文章思想的基础,在此基础上再理解文章的深层意义,从而理解其思想内容。阅读能力的高低不仅表现为理解能力,而且还表现为阅读速度。阅读理解和阅读速度是阅读能力不可分割的要素。理解能力差,速度不可能快;不讲究速度,理解也会受到影响。所以,我们培养学生的阅读能力要从这两方面的能力着手。

实践证明,对于母语不是英语的中国学生来说,要想获得较强的英语阅读能力应主要注意两点。

### 一、掌握最基本的英语知识

最基本的英语知识包括两个方面:英语语法和一定的词汇量。英语语法中最重要的是基本语法,即基本句型和句子的结构、各种词类的用法,常用的动词时态、被动语态、非谓语动词等等。这些是英语语法的核心,任何人学英语都必须学好。其次是要注意某些语法项目较为复杂的变化,尤其是结构复杂、层次纷繁的主从复合句,它们经常在阅读材料中出现。请看下面一句。

Perhaps the factor that makes a positive outcome most likely is the clear recognition by the Japanese government and business community that there is an overriding need for innovation, and a wide agreement that the national interest requires that major effort be concentrated in this area.

这是从一本杂志上摘录的分析战后日本工业迅速发展原因的一个句子,结构比较复杂。要理解这个句子,首先要弄清楚这个句子的结构。句中有四个连词 that。第一个 that 是关系代词,引导定语从句。第二个 that 单纯是个连词,引导同位语从句 there is an overriding need for innovation,这个从句与 the clear recognition 同位。第三个 that 也是引导同位语从句的, the national interest...in this area 与 a wide agreement 同位。第三个同位语从句中还包含了一个由 that 引导的宾语从句。弄清了句子的结构、主句和从句的关系,这个句子就不难理解了,现翻译如下:

日本政府和企业社团清楚认识到革新是压倒一切的需要,而且人们普遍认识到民族利益要求集中对这个领域进行巨大的努力。上述这些认识,也许就是可能导致积极结果的因素。

显然,不具备一定的语法知识,就不可能分析这个句子的结构,当然也就不可能理解其含义了。

其次是词汇量。众所周知,没有一定的词汇量,是谈不上阅读英文书刊的。英语的词汇相当丰富,据估计有 50 万。究竟要记多少单词适宜呢?阅读英语专业书刊,至少要 5000 个单词(专业词汇和各种短语不算)。新修订的《大学英语教学大纲》(1988 年)对六级水平的词汇量要求是:“领会式掌握 5500 单词,其中复用式掌握的单词为 3000,以及这些词构成的常用词组

2000 条……”。这里我们要特别强调“基本词汇”。哪些属基本词汇呢？基本词汇包括所谓的“结构词”（或“语法词”，指全部介词、连词、某些副词等构成英语句子的词汇），最常用的动词、名词、形容词等。这些词汇复现率高，必须熟练掌握。对那些虽不是基本词汇，但属平时比较常用的词汇，必须能辨认。另外，理工科学生还得掌握一定数量的专业词汇，文科学生除掌握相当数量的有关社会科学的共同的词汇外，还应掌握一定量的科普词汇，因为文科学生在阅读社会科学的英文书刊时，要求的英语水平一般比理工科学生要高一些。

## 二、重视泛读

在英语教学过程中，许多学生反映：课文中的生词记不住；学过的语法当时理解了，并且还做了练习，但事后也不会运用。还有，无论是学过的词汇还是语法，都是学了后面忘记前面。为了解决这一问题，许多学生采取循环复习的办法，即经常去复习前面学过的课文。这种办法并不是完全没有效果，但效果仍然很差，提高不大，以至于有一部分学生对英语产生畏难情绪，觉得自己没有学习英语语言的能力。这是什么原因呢？原因在于没有进行广泛的阅读。学生学习的课本属精读。精读是一门综合性的语言基础课，从中可以学到语音、语法、词汇等等，是获取英语知识和技能的一个重要来源。但它不是惟一的来源，因为精读课文是通过讲授一些典型的语言现象，让你了解英语的一些特点。课文主要起示范作用，不可能把所有东西都教给你，因此精读偏重于“质”，而没有注意“量”。正因为“量”不够，各种语言现象重现率低，很容易忘掉。此外，即使把精读课文中的全部内容都记住了，英语阅读能力也难以提高。因为，英语作为一种广泛使用的语言，是很丰富复杂的，仅仅了解为数不多的课文中的语言现象，是远远不够的。要提高英语阅读能力，必须进行大量的泛读。所谓泛读就是要读得广泛，读得多。泛读至少可以起两个作用。一是巩固精读课学过的英语知识。精读课中学过的英语词汇在泛读材料中通过一定的上下文反复出现，久而久之，也就记熟了。精读中学过的其他语言现象也是如此。二是泛读可以扩大精读课文中没有学过的语言现象。精读课上学过的语言现象非常有限，距离较为顺利地阅读英语书刊的需要还差得很远。而泛读正可以弥补这一不足。

可以这样说，重视泛读是提高阅读能力的一个有效途径。但泛读选择何种材料为宜呢？我们认为，不管是文科学生还是理工科学生，在开始阶段，以读一般性的各种体裁的简易读物尤其是简易文学读物比较合适。一般的简易文学读物不仅可以帮助学生复习巩固和扩大英语知识，而且由于其故事情节生动，引人入胜，可以提高学习兴趣。简易读物也有难易之分。应当循序渐进，由浅入深，逐渐过渡到英语原文材料。关于泛读的量 and 难度，一般说来，阅读量应比精读课文多 4-5 倍。难度要低于精读课文，生词量则应严格控制，通常在 4% 左右为宜。

综上所述，要想获得较强的阅读能力，应该具有最基本的英语知识，同时还要广泛阅读。不过仅仅重视这两个方面还不够，我们还必须熟悉和掌握阅读技巧，养成良好的阅读习惯。总之，培养较强的阅读能力虽不是一朝一夕能办到的，但是，只要有学习英语的坚强意志和攻关精神，只要有科学的切实可行的学习方法，英语阅读能力一定会大大提高。



## 第二章 阅读的基本技巧

阅读理解部分的测试是大学英语考试的重点,测试的目的是了解学生通过阅读获取信息的能力,既要求准确,也要求一定的速度。因此,大学英语教学应把阅读能力的培养放在首位。阅读理解固然与语言诸因素如词汇、语法、语义、修辞等有密切关系,但阅读技巧的掌握却有助于学生提高阅读速度,获取更多、更准确的信息。

### 一、理解中心思想

任何一篇文章都有一个中心思想(main idea),即:作者通过文章要向读者表达的主要意思,也就是要告诉读者的主要事实、道理或观点等等。中心思想是文章最重要的内容,也是文章的核心。阅读理解最基本的要求就是了解和掌握所读材料的中心思想。而从一般文章的构成来看,一篇文章的中心思想往往是通过段落中某一个句子概括出来的,也可能是以暗示的方式表达出来,这个句子就被称为主题句(topic sentence)。因此,在阅读过程中,我们首先要特别注意找出这一主题句,正确理解主题句表达的意义,这点是把握中心思想的关键。寻找主题句,应当了解一些规律。一般来说,主题句可以出现在段落不同的位置。

#### 1. 主题句位于段首

主题句常常出现在段落的开头。作者往往通过一句提纲挈领的话道出主题,然后,围绕这个话题进行阐述。例:

Morale is often influenced by the conditions under which a person is working. The effect of surroundings on general emotional attitude is familiar to everyone. On a dull day everything seems to go wrong, and the attractiveness or unattractiveness of the working place operates in similar fashion. Clean windows that admit a cheerful amount of daylight, and good janitor service that minimizes the accumulation of rubbish or scrap will help. In one instance a new organization took over a plant where morale was pretty bad, and by the simple expedient of brightening it up with white wash made an almost overnight improvement.

这一段话的中心思想是:工作环境影响人们的精神状态。第一句话就概括性地提出“Morale is often influenced by the conditions under which a person is working.”其余的句子都是为说明这一中心思想而提供的具体事例。由此,我们可以断定,第一句即为这段话的主题句。

#### 2. 主题句位于段尾

主题句也常常出现在段落结尾。这时主题句对整段话便起着归纳,总结的作用。例:

According to the United Nations, over 240 million people, 40% of them children, are starving in the world today. In addition, this planet has already begun to experience shortages of gas, oil, and other important natural resources. These crises are even more frightening when one considers that the earth's population is expected to double by the 2 000. Thus, it is clear that we desperately need to make plans to prevent fast-approaching global chaos and tragedy caused by overpopulation.

作者在列举当今世界所面临的饥饿、能源短缺、人口爆炸三方面的危机后,用最后一句

"Thus, it is clear that we desperately need to make plans to prevent fast - approaching global chaos and tragedy caused by overpopulation."归纳、概括出整段话的中心思想。

### 3. 主题句位于段中

除了在段落的开头和结尾,主题句也时常出现在段落中间。例如,作者常先提出一个问题或一个反面观点,然后给予回答点出主题,最后再作进一步说明。例:

There are 74.5 million television sets in the U.S., at least one set for 98% of all Americans homes. 48% of all U.S. homes have more than one set, and some families even have one set for every person in the house. Yet, despite the fact that the number of sets in the U.S. has reached a saturated point, the amount of time spent watching television has declined steadily since 1976. Explanations vary from the increasingly poor quality of network shows to the rising popularity of home video equipment, but the fact remains that we are owning more sets but enjoying them less.

这一段只有四句话,前两句用数据说明美国的电视机普及率极高,然后从第三句开始"Yet, despite the fact that the number of sets in the U.S. has reached a saturated point, the amount of time spent watching television has declined steadily since 1976.",便提出一个反面命题,最后一句才来解释说明这一命题。由此可以断定,第三句是表达中心思想的主题句。

### 4. 主题句首尾呼应

有时候,主题句会在段落的开头和结尾两个位置上先后出现,形成前呼后应的格局。两个主题句表明同一内容,但表达的作用不尽相同,不但强调了中心思想,而且显得更灵活多变。这两个句子并非简单的重复,后一个主题句或者对前一个主题句作强调,或对前一主题句点出的中心思想再作评点,或归纳前一主题句要点之后再行概括,或把前一主题句提出的问题加以引申让读者去思考。总之,前后的句子颇有逻辑上的联系,使中心思想表达的更严整。例:

Good manners are important in all countries, but ways of expressing good manners are different from country to country. Americans eat with knives and forks, Japanese eat with chopsticks. Americans say "Hi" when they meet; Japanese bow. Many American men open doors for women; Japanese men do not. On the surface, it appears that good manners in America are not good manners in Japan, and in a way this is true. But in any country, the only manners that are important are those involving one person's behavior toward another person. In all countries it is good manners to behave considerately toward others and bad manners not to. It is only the way of behaving politely that differs from country to country.

本段第一句开门见山,指出"Good manners are important in all countries, but ways of expressing good manners are different from country to country."。中间举例说明,到结尾处,再次点题:It is only the way of behaving politely that differs from country to country。

### 5. 无明确表述主题句

有些段落中没有明确表述主题的句子,其中心思想是暗示出来的。在这种情况下,我们只要弄清每一句子的主要含义,加以概括整理,就能抓住中心思想。例:

There can be no doubt that the reaction sought by the after - dinner speaker at a social banquet differs materially from that sought by a legislator urging the adoption of a bill, or that both of these desired responses differ from the response a college professor seeks when he addresses a class. The first speaker wants his audience to enjoy themselves; the second wants them to act, to vote "aye"; the third wants them to understand.



在这一段里,作者列举了三种不同发言者希望得到的听众反应:饭后聊天的人希望听者愉快;议员希望听众投赞成票;教授希望学生理解讲课内容。这三方面内容汇总起来说明一个问题:

A speaker's purpose can vary widely depending on the audience and situation. 这就是该段的中心思想。

## 6. 理解整篇文章的中心思想

弄清了各段落的主要意思之后,我们根据文章的一致性(unity)原则,就能理解整篇文章的中心思想。有时,作者在撰写文章时,会在文章的开始段或结尾段用一两句话概括全文中心,也就是说,整篇文章有一个主题句,找到这个句子,文章的主旨便一目了然了。例:

Are some people born clever, and others born stupid? Or is intelligence developed by our environment and our experiences? Strangely enough, the answer to both these questions is yes. To some extent our intelligence is given us at birth, and no amount of special education can make a genius wit of a child born with low intelligence. On the other hand, a child who lives in a boring environment will develop his intelligence less than one who lives in rich and varied surroundings. Thus the limits of a person's intelligence are fixed at birth, but whether or not he reaches those limits will depend on his environment. This view, now held by most experts, can be supported in a number of ways.

It is easy to show that intelligence is to some extent something we are born with. The closer the blood relationship between two people, the closer they are likely to be in intelligence. Thus if we take two unrelated people at random from the population, it is likely that their degrees of intelligence will be completely different. If, on the other hand, we take two identical twins, they will very likely be as intelligent as each other. Relations like brothers and sisters, parents and children, usually have similar intelligence, and this clearly suggests that intelligence depends on birth.

Imagine now that we take two identical twins and put them in different environments. We might send one, for example, to a university and the other to a factory where the work is boring. We would soon find differences in intelligence developing, and this indicates that environment as well as birth plays a part. This conclusion is also suggested by the fact that people who live in close contact with each other, but who are not related at all, are likely to have similar degrees of intelligence.

这篇文章由三个段落组成。通读全文后可以发现,第一段是概括全文主题段落,它阐明了文章的中心思想,即 Both birth and environment play important parts in intelligence development。后面两段分别用例子来证明这一中心思想。在第二段里,作者引用单卵双胞胎的例子来证明人的智力在某种程度上是天赋的。在第三段中,作者举双胞胎在完全不同的环境成长为例,证明环境在智力发育上也有极其重要的作用。阅读后两段,应加深对第一段(也是全文的)中心思想的印象和理解。

## 二、分析细节内容

众所周知,一篇文章,无论是表现或说明一个中心思想,阐述或论证一个观点,都离不开运用一些细节材料(supporting details),如对主题和中心进行说明解释的实例、论据等等。细节材料既是形成中心思想或观点的基础材料,又是表现和说明中心思想或观点的支柱“硬件”。

既然文章的细节指作者用以表现或说明中心思想,阐述或论证观点的实例、论据等等,那

么表达细节内容的句子,我们不妨把它叫做“支撑句”。读者一旦抓住了中心思想,辨认细节材料就容易了。例:

Here is a four-step method to prevent your mind from wandering while reading. First, before you attempt to read anything, look over the length of the material to see whether you have time to read it all; if not, mark a spot where you intend to stop. Second, read the title and the first paragraph, looking for the main idea of the article. Next, read the boldface headings, if there are any, and the first sentence of each paragraph. Finally, read the last paragraph, which probably contains a summary of the material. These steps condition your mind to accept the material you want to read and keep it from wandering.

细节材料一般可分为例证,事实数据,原因和描述等类型。辨认细节类型,有助于我们理解作者是用什么方法来阐述、说明中心思想的。

### 1. 例证型

作者通过举出例证的方式来原因中心思想。例:

The concept of insurance (sometimes called assurance) goes back to ancient times. Babylonian traders "insured" their caravans against loss. They financed them with loans that had to be repaid only if the caravans arrived safely. The rate of interest on the loans depended on the risk involved in the caravan journey. The Greeks applied a similar practice to their sea-borne trade. Romans developed burial clubs to provide funeral funds for members. Later, the clubs provided benefits to survivors of the deceased—the rudimentary beginning of life insurance.

在这一段中,作者分别举出古巴比伦人、古希腊人、古罗马人的保险行为来说明保险业具有悠久的历史这一中心思想。

### 2. 事实数据型

作者援引事实或数据来阐述中心思想。例:

Compared with females, males have a great excess of crimes in all nations, all communities within nations, all age groups, all periods of history for which we have statistics, and all types of crime except those related to the female sex, such as abortion. In the United States, males are arrested approximately ten times as frequently as female, and they are committed to prisons and reformatories approximately twenty times as frequently as females. Of the cases coming before juvenile courts, about 85 per cent are boys. The official statistics are probably biased in favor of females, but even if correction could be made for the statistical bias, the criminal sex ratio probably would be well over 60% or 70%.

本段作者援引可靠数据——男女犯罪率比例,来说明男性犯罪率高于女性犯罪率这一中心论点,使文章的论点得到有力的支撑。

### 3. 原因理由型

文章的中心思想有时可通过解释原因或举出理由来进行阐述。例:

In small societies, theft is uncommon, although it occasionally occurs. Under normal conditions in such societies, theft is generally unprofitable. Items of personal property are well-known to group members, making it impossible for a thief to keep and use what he might steal. Foods, which can be consumed quickly, are about the only items that can be stolen successfully. In preliterate societies, the actual basic needs of members are frequently provided for by informal charity or reciprocal giving. Thus, there is little necessity for theft which is made hazardous by the fact that people are under the observation of

others most of the time in these societies.

在上例中,作者举出许多理由来阐述和证实他的论点——在小型社会里,偷窃虽然偶有发生,却不是常见犯罪。这些理由包括:社会成员都熟悉相互的个人物品,窃贼不可能占有、使用偷来的物件;食品虽易被偷,却消费甚快;社会成员的实际基本需要常由施舍或相互赠与满足。这些理由实际上也是作者之所以提出论点的原因。

#### 4. 描述说明型

作者通过对细节进行描述旨在帮助读者想象所描述的对象,最后得出结论。例:

But Walnut canyon offered the Sinagua more than cozy home sites. A dependable supply of water flowed along the stream on the floor of the canyon. Fertile volcanic-cinder soil lay within about two miles of the canyon rim. A great variety of trees, for fuel and implements, grew within the canyon and on the mesa. Other wild trees, a source of food and medicine, lined the banks of the stream and blanketed the slope. Game, furred and feathered, abounded in the canyon and on the mesa top.

读者将上段中对沃尔纳特峡谷的细节描写铺陈出来,若加归纳,即可想象出这是一片肥沃富庶的土地,而这也正是作者要得出的结论。

此外,我们还应注意到,在形成和表现中心思想方面,并非所有的细节内容都是同等重要的。它们有主次之分。主要细节直接论证或说明主题,而次要细节仅起点缀行文,增添趣味的作用。在阅读过程中,我们应注意区分主、次细节,这对于正确理解文章中心思想非常重要。例:

The newspaper is still the primary source of news. It has decided advantages over television: it can provide perspective; it has the authority of the printed word; it is constantly at hand, rather than requiring, as television does, presence at stated hours. But newspapers, in too many instances, are not performing their true function, and an improvement in journalism is a prime need. But, even if that betterment is achieved, television has an important role to play. It cannot supplant the newspaper, but, because of its immediacy and its dramatic impact, it can supplement it to a significant degree. Yet television's news performance is far from satisfactory.

本段的主题句是“The newspaper is still the primary source of news.”。文中的划线部分是一些主要细节。它们说明了为什么报纸仍是人们获取消息的主要来源的原因。这些细节起着直接帮助和说明中心思想的作用。至于其他细节,则属于次要性质。它们的作用只是烘托中心思想。

### 三、段落的结构与展开

段落是构成文章的基本单位。为了表现好段落的中心思想,作者总是依照某一特定的结构模式来组织安排细节的。在阅读中,读者如果能了解和掌握段落的组织结构特点,便能取得较好的阅读理解效果。文章段落的展开方式可以是多种多样的,本节着重介绍六种常见的方法。

#### 1. 主次顺序展开法( Order of Importance)

作者采用这一结构展开法来强调某一要点。重要的思想内容自然比次要内容需更多的强调。重要的细节后面常常跟随次要细节。常见的信号词有: first, second, third, primarily, secondarily, next, also, some, another, then。例:

The Louisiana Purchase proved to be one of the shrewdest business pacts in the entire history of our country. First, it doubled the area of the United States and provided territory from which fourteen new states were created either wholly or in part. Second, it gave us full control over the mouth of the Mississippi River and opened up the way to foreign trade. Prior to the Purchase, the waterway had been blocked by the Spanish fleet, probably with the approval of Napoleon. Third, the land was rich in timber, minerals, and natural resources of other kinds. And finally, the cost of the transaction was incredibly low. The total of \$ 15 000 000 amounted to approximately four cents an acre.

本段用信号词 First, Second, Third, And finally 按主次顺序分别例证中心思想:路易斯安那购地是美国历史上最精明的买卖之一。

## 2. 时序展开法(Order of Time)

段落的结构遵循时间的先后顺序原则,即作者按照事件发生的先后次序来叙述。这种方法多为史学家小说家新闻记者等采用。常见的信号词有: first, next, finally, then, before, following, later, after, last, eventually。例:

Vocational training has gone through many stages of development in American history. It was given to the children of the poor during the colonial period through the system of apprenticeship. Boys were bound out for a few years to a master, who agreed to teach them a trade and to look after their welfare. Often the agreement required that the apprentice be taught to read and write. With the advent of the academy, instruction was given for training in occupations. It was Benjamin Franklin's hope in planning his academy that young people should "learn those things that are likely to be most useful." He wanted emphasis to be placed on the professions which the young men wished to follow. Other academies were founded with similar purposes. Then came vocational training in high schools. A reason for the building of the first high school was that a parent wished to give his child an education which would prepare him for an active life and serve as a basis for a profession.

本段正是用了时序展开法,叙述了美国职业教育的发展过程。

## 3. 空间展开法(Spatial Order)

此方法常用于描述性文章中。作者按照描述对象所处位置的移动来展开段落,例如,由远而近,从左至右,自上而下等。常见的信号词有: right, left, up, down, above, below。例:

Castles as fortress and homes. The life of the nobles centered about the castle. The earliest of these structures, were wooden blockhouses, were built in the ninth century. Not until the twelfth and thirteenth centuries were massive castles constructed entirely of stone.

The donjon, or central tower, was the focal point of the castle; it was surrounded by an open space that contained storerooms, workshops, and a chapel. The outside walls of the castle were surmounted by turrets from which arrows, boiling oil, and various missiles might be showered upon the attackers. Beyond the wall was the moat, a steep-sided ditch filled with water to deter the enemy. The only entrance to the castle lay across the drawbridge. The portcullis, a heavy iron grating which could be lowered rapidly to protect the gate, was a further barrier against unwanted intrusion.

从本文由里及外的空间展开描绘中,读者便不难想象出中世纪城堡的样子。

## 4. 因果展开法(Order of Cause and Effect)

当作者阐述事物之间的因果关系时,常用此法。这种组织结构用来解释某事件为什么或

怎样发生,其目的是为了表明两个或两个以上事物的关系。有时一个段落只讨论一个因果关系;有时一个段落则表明一个原因产生多个结果或多个原因产生一种结果,也可能是一个段落阐述多种因和果的关系。

读者阅读因果关系段落时,首先要关注主题句,这个主题句往往说明了因果之间的关系。然后通读段落,找出具体的原因和结果。最后,决定因与果之间的联系。下面的信号词可帮助读者辨认和判定因果关系的性质:because, for, due to, therefore, as a result, consequently, hence。例:

Nature has a number of different ways of burying and thus preserving the past. One way is by volcanic eruption. The most famous example is probably the great Roman town of Pompeii in southern Italy. The town was so quickly and completely covered with volcanic ashes from Mount Vesuvius one August day in 79 A.D. that the people of the town hardly knew what was happening to them. A second way may be seen in another part of Europe, where the surface of the land in the valleys of the Alps sank hundreds of years ago and was covered with water and peat. This cover preserved the wooden houses, utensils, and weapons of the prehistoric Alpine lake dwellers. In Egypt, drifting dry sands have preserved fragile records for thousands of years. In Central American, the jungle buried and preserved some of the ancient cities of prehistoric Indian peoples.

#### 5. 比较与对照展开法 (Order of Comparison and Contrast)

作者通过此法来对比和揭示人或事物之间的异同,意在阐述中心思想。因为比较可以表明相同之处,对照揭示不同之点。这种方法常用的信号词有:in contrast, in comparison, to compare, on the other hand, however, similarly, likewise。例:

In nonindustrial societies most educational instruction is given by example; learning results from observation and imitation of relatives, peers, and neighbors. Children see how adults perform tasks and how they behave. At first, children's imitation is in the form of play—making boy bows and arrows and shooting at insects or making mud pies. Play slowly disappears as children begin to take a more substantial role in community work. From an early age children accompany their parents on their daily round of activities, watching and then assisting until eventually they are able to perform required adult tasks on their own. Some education in small-scale societies is more formalized. This is especially true of more esoteric subjects such as magic, curing, and playing a musical instrument. Sometimes formal education is also of a more universal nature, as when all Mardudjara male children are isolated for weeks and given instruction about religious and legal traditions in preparation for initiation.

In large-scale societies formal education tends to be more pervasive. Individuals are instructed formally in a wider range of topics and they spend more time in specialized institutional settings, or schools. This is not necessarily because there is more to learn; rather, it reflects a shift of emphasis in the way people are taught and who is responsible for their instruction. In most large-scale societies some governmental authority or large institution such as the church assumes a primary role in education, resulting in a loss of instructional autonomy at the family and community level. In such situations education functions not simply to provide instruction, but also to promote homogeneity and sense of identification with the state that supersedes more local and personal loyalties. The aim is to promote a common national culture.

## 6. 综合表达法(Combined Order)

有时作者不是以单一的方式,而是以两个甚至更多的方式来阐述中心思想。一个段落中可能有两个或更多的组织结构,协调作用以取得更理想的效果。例:

On the morning of November 18, 1755, an earthquake shook Boston, Massachusetts. John Winthrop, a professor at Harvard College, felt the quake and awoke, "I rose," Winthrop wrote, "and lighting a candle, looked on my watch, and found it to be 15 minutes after four." John Winthrop pattered downstairs to the grandfather clock. It had stopped three minutes before, at 4:11. Except for stopping the clock, the quake had only thrown a key from the mantel to the floor.

The clock had stopped because Winthrop had put some long glass tubes he was using for an experiment into the case for safekeeping. The quake had knocked the tubes over and blocked the pendulum. Winthrop, therefore, had the exact time that the earthquake had hit Boston. He looked at the key on the floor. The quake had thrown it forward in the direction of the quake's motion by a shock coming from the northwest, perhaps in Canada.

作者运用时序和因果展开法来叙述故事,说明地震的方向是可以测出的这一论点。

## 四、进行逻辑推理

阅读一篇文章不能仅仅局限于对字面意义的理解,因为作者有时是以暗示、隐含的方式来表达思想的。在这种情况下,读者只有进行逻辑推理才能真正地理解文章的内容。阅读中的逻辑推理,是指读者依靠自己的思维能力,根据已知的相关信息,去追踪作者的思路。也就是透过文章的字里行间,推导出隐含在文章中但没有明确表达的意思,从而获得更深层次的理解。请看下面一段:

In the mirror John Bell noticed that his hair was graying at the temples. As he picked up the morning paper, he realized that he could no longer see well at all without his glasses. Looking at the hands holding paper he saw that they were wrinkled.

从作者提供的信息,我们可作出推断:John Bell 意识到自己日渐衰老。尽管作者对此只字未提,但他在文中所给的事实,可以引导我们进行如此的逻辑推理,得出这个结论。

要作出精确、合理的推断,阅读者应做到:

- (1) 理解作者的观点和写作的意图
- (2) 分析作者提供的全部信息
- (3) 留意词汇的表层意义和隐涵意义
- (4) 透过印刷符号进行深层思维。

现在以下面这段为例,对文中人物的行为进行逻辑推理。读后回答问题。

Mrs. Harris, an elderly patient in a nursing home, sat all day in a chair. She did nothing else. She required complete physical care, even feeding. No one seemed to realize that she was partially deaf and blind. One day, a young doctor observed cataracts in both her eyes. He discovered that if he spoke in her ear, she seemed to respond. One eye was operated on, and when it was first uncovered, the old woman cried with joy. Her recovery was quick, and she soon became quite independent. She started feeding herself and took to smiling and talking with others. The change in her attitude was amazing. Not only did she require less nursing care, but she was also able to help other patients. She was again able to



see and with this, seemed to experience some hearing recovery.

1. The regular attendants of the nursing home were most probably
  - a. overworked to the point of exhaustion.
  - b. indifferent to the needs of the patients.
  - c. unaware of Mrs. Harris's real problem.
  - d. highly trained medical experts.
2. It can be reasonably inferred from this paragraph that
  - a. a person's state of health affects his outlook on life.
  - b. nursing homes are staffed with unqualified attendants.
  - c. an elderly person should be cared for by his family.
  - d. state governments should supervise nursing homes closely.
3. Evidence suggests that the young doctor was
  - a. unusual.
  - b. alert.
  - c. independent.
  - d. casual.

这段文字并不难,但要回答好这三个问题,读者必须运用逻辑推理的方法。三个问题中没有一个能从文中找到现成的答案,所能依靠的是文中出现的某些线索。第一个问题的最佳答案显然应是 c,即护理人员大概不知道哈里斯夫人真正的问题。“No one seemed to realize that she was deaf and blind.”为这一推论提供了有力线索;从文中谈到哈里斯夫人手术后,很快便能料理自己的生活并喜欢与人说笑,可推导出 a 为第二个问题的答案;最后,从年轻医生注意到哈里斯夫人眼里的白内障并认为她没有完全瞎,可推导出第三个问题的正确答案是 b。

## 五、辨认作者的态度和文章的基调

有效的阅读还要求读者善于辨认作者的态度和文章的基调。态度包括作者对于客观事物的感受及所持的观点、看法等,它是作者对客观事物进行思维的结果;基调则指表明作者感情、想法、观念等的措辞的语气,它是作者为达到理想的写作效果进行精心遣词造句的结果。

一般说来,作者的观点和态度是通过说话的语气,文章的措辞,文体等反映出来的。例:

A) After reading and rereading Professor Baker's book with the greatest care, I simply cannot understand why some reviewers have found fault with the position which this distinguished teacher has taken.

B) After reading Professor Baker's latest book, I can only conclude that he was compelled by circumstances beyond his control to produce the work in such great haste as to be unable to check his facts in the customary way.

这里, A) 是 approving, 因为“I simply cannot understand why some reviewers have found fault with the position which this distinguished teacher has taken”表示作者不赞同有些批评家对教授的书找岔挑刺的做法;“reading and rereading Professor Baker's book with the greatest care”表示作者认真负责的态度。B) 是 disapproving, “produce the work in such great haste”, “check his facts in the customary way”表示教授治学态度不严谨, “unable to check his facts in the customary way”还表示教授的书中

有不符和事实的地方。

有的作者以直抒胸臆的方式来表明自己对客观事物的立场态度,这时文章中的事实与作者的观点泾渭分明,读者可一目了然;有的作者却谨慎含蓄,有意或无意地将自己的观点态度藏匿起来,以产生一种“客观”的效应,读者若不仔细观察分析,便难以辨认。例:

The word conservation has a thrifty meaning. To conserve is to save and protect, to leave what we ourselves enjoy in such good condition that others may also share the enjoyment. Our forefathers had no idea that human population would increase faster than the supplies of raw materials; most of them, even until very recently, had the foolish idea that the treasures were “limitless” and “inexhaustible”. Most of the citizens of earlier generations knew little or nothing about the complicated and delicate system that runs all through nature, and which means that, as in a living body, an unhealthy condition of one part will sooner or later be harmful to all the others.

Fifty years ago nature study was not part of the school work; scientific forestry was a new idea; timber was still cheap because it could be brought in any quantity from distant woodlands; soil destruction and river floods were not national problems; nobody had yet studied long-term climatic cycles in relation to proper land use; even the word “conservation” had nothing of the meaning that it has for us today.

For the sake of ourselves and those who will come after us, we must now set about repairing the mistakes of our forefathers. Conservation should, therefore, be made a part of everyone's daily life. To know about the water table in the ground is just as important to us as a knowledge of the basic arithmetic formulas. We need to know why all watersheds need the protection of plant life and why the running current of streams and rivers must be made to yield their full benefit to the soil before they finally escape to the sea. We need to be taught the duty of planting trees as well as of cutting them. We need to know the importance of big, mature trees, because living space for most of man's fellow creatures on this planet is figured not only in square measures of surface but also in cubic column above the earth. In brief, it should be our goal to restore as much of the original beauty of nature as we can.

The author's attitude towards the current situation in the exploitation of natural resources is

- \_\_\_\_\_.
- a. positive
  - b. neutral
  - c. suspicious
  - d. critical

显然答案应是 d,作者对目前利用自然资源的做法是持批评态度的。从最后一段中的“we must now set about...”,“We need to know why...”,“We need to be taught...”,“We need to know the importance...”中,我们可以看出,作者是不满当前这种做法的。再例:

Right now in schools across the country children are busy selling Pepsi-Cola in the name of education. They are part of Pepsi's “Learn and Earn Project” —an annual competition set up by Pepsi that encourages students to sell the soft drink at parties, basketball games and other school functions.

Then, each spring, the students write up their Pepsi-selling success stories for a chance at national prizes: shares of stock in the Pepsi-Cola Company.

According to materials the company sends the teachers, the project declares “help strengthen stu-

dent's broad understandings of business, particularly its broad marketing and management aspects."

Whether it fulfills this objective or not, it does succeed in selling Pepsi.

The "Learn and Earn Project" is just one example of the hundreds of ways food companies (as well as other types of corporations, public utilities and trade associations) promote their products in school. Particularly in the fields of nutrition and home economics, companies and numerous "teaching aids": highly professional films, shiny workbooks and pamphlets, all available to teachers at well below commercial rates or free.

For example, the Savannah Sugar Refining Corp. puts out a book for students called "Sugar through the Ages" which includes statements such as "Scientists have found that generous amounts of sugar are a valuable part of well-balanced diets for growing children."

By far the largest supplier of nutrition-education materials to schools is the National Dairy Council, which provides all sorts of pamphlets addressing questions ranging from "How am I doing socially?" to "How am I doing physically?" Woven throughout these materials are subtle references to dairy products, daily calcium, requirements, etc. Drink milk, the message seems to be, and you too can be popular.

But nutrition and home economics are not the only areas where corporations have found a lucrative form of advertising.

这篇文章介绍的是大公司如何向学校引进教材教学方法,以扩大企业的知名度,促进产品的销售。分析作者的语气,尤其是"Whether it fulfills this objective or not, it does succeed in selling Pepsi."这一句,读者可以体会到作者并不赞成这种做法。

因此,在阅读中,读者应注意在抓住文章中心思想的基础上,认真分析研究作者措辞中的思想和感情倾向,从而确定作者的观点和态度,把握文章的语气和基调。作者的态度与文章的基调可分为赞同、反对、中立、乐观、悲观、主观、客观、激动、冷静、严肃、幽默、挖苦、讥讽等。

## 六、略读和寻读

略读和寻读是两种十分有用的阅读方式。在这两种阅读过程中,读者可根据自己的阅读目的,有选择地阅读一些重要的或与阅读目的密切相关的部分。例如,读者可采用略读方式,阅读一般的报刊文章,新闻报道等,以便在短时间里了解天下大事,开扩视野,扩大知识面。又如,读者可采用寻读方式,从浩瀚的政治,经济,科学技术资料中,从教科书,词典,百科全书中,迅速、准确地找到自己所需要的某些资料和信息。

### 1. 略读(Skimming)

略读是一种快速的阅读方法。略读不同于一般性的阅读,其主要特点是“略”、“快”。进行略读时,读者不需从头到尾通读全文,也不需字斟句琢争取获取最佳的阅读效果,而是跳过一些细节,不重要的描述和例子,有选择地阅读文章中的某些部分,以求在短时间内获得对阅读材料的主题、中心思想、重要细节的大概了解。

一般说来,略读的速度应是一般性阅读速度的2~4倍。假如你的平均速度是每分钟200词,那么你的略读速度可以达到每分钟400~800词。

略读的基本步骤包括:

1) 读文章的标题。标题是文章中心内容的高度概括。通过标题,读者往往能了解文章的主题。