

全新

大学英语四、六级考试

分项辅导丛书

阅读

READING COMPREHENSION

主 编：李小沧 李菊菊

名校名师 共著精品

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内容简介

本书的编写旨在辅导读者掌握一些目前国内外较为流行的阅读理论和行之有效的阅读技巧,帮助读者快速提高阅读水平。作者在书中以英语快速阅读、结构型阅读及策略型阅读理论模型为指导,精心编写了14个阅读单元,由70篇英语文章组成。这些材料均节选自英、美近期的出版物,内容新颖,题材广泛,深浅适度。每篇文章后附有导读提示和难点注释。各单元后又配备了阅读理解、完型填空、判断正误、英译汉及句型转换等练习,以帮助读者切实提高阅读理解水平和应试能力,引导读者顺利通过各种不同类型的英语等级考试。

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《全新大学英语四、六级考试分项辅导丛书》序言

大学英语四、六级考试自举行以来已历经近 20 年,每年都吸引全国高校数百万的莘莘学子报考应试。作为国人自主开发的语言测试体系,它必将被打造成我们的“语言测试民族品牌”。

四、六级考试呈现火爆之势的主要原因如下。

①它是教育部高教司主办的全国各高校唯一的统考科目,其信度和效度都很高。

②四、六级考试成绩不仅得到国内社会各界的认可,被众多高校作为授予学位的基本要求之一,也被许多企事业单位作为人才选拔、职称评定和职位晋升的条件之一,而且逐渐被香港、欧美等地区的高等院校所承认。

大学英语四、六级考试也需要在实践中求发展,在发展中求完善。在历经近 20 年的实行之后,需要总结经验、克服弊端,因此题型改革势在必行。今后的考试会更加注重开发“高端英语能力”,增强客观题的权重。

针对这种新形势、新变化,广大高校大学英语教师和准备参加四、六级考试的考生就必须做好充分准备,以不变应万变。这个不变就是对教育部高教司大学英语教学指导委员会最新推出的《大学英语课程教学要求》中提出的各项要求必须严格执行,不能轻易变更。按照其要求的三个层次,即一般要求、较高要求和更高要求,循序渐进,不断调整教学目标,听、说、读、写、译、词汇分项攻关,不仅掌握英语语言知识,而且真正具备综合应用能力。只要能做到这一点,题型再变,也可以应对自如。

在为帮助广大四、六级考生在真正全面提高英语水平的基础上,顺利通过四、六级考试,并取得好成绩,南开大学外语学院公共英语教学部多位长期工作在教学第一线的骨干教师,根据近年来高教司大学英语四、六级考试委员会的会议信息,对未来考试中将出现的题型进行了大胆的预测,并对必将和可能出现的新题型进行了理性的开发。本着认真总结过去经验、积极迎接未来挑战、大胆开发创新的精神,戮力同心、集思广益,编写出了这套融科学性和实用性、应试技巧和实用练习于一体的《全新大学英语四、六级考试分项辅导丛书》。丛书由五册组成:《听力》、《阅读》、《词汇》、《写作》、《综合练习》。

丛书编写原则:材料求新、务实;编排由易到难,技巧先行、分项攻关;难点注释,言简意赅;高瞻远瞩,大胆预见,理性开发新题型,常用题型继续练。

丛书参编人员则具有如下优势。

①丛书主编和所有参编人员均为长期工作在大学英语教学第一线的资深教师。他

们不仅在科研上成果丰硕,而且教学经验丰富。因为学校不仅有本科生,而且各学科的硕士生、博士生人数逐年快速增加,所以参编本书的老师们除有长期辅导三、四、五、六级英语考试的经验外,还都教过 MBA、EMBA、考研、考博、考托福等辅导班,积累了丰富的经验。

②南开大学对教学的高标准要求造就了执教严谨的师资队伍。南大是首批加入全国四、六级考试的高校之一,而且一直以本科通过四级、研究生通过六级作为授予学士和硕士学位的基本条件之一。学生的四、六级通过率一直在全国各高校中名列前茅,最高时四级通过率达 95%。教师们对四、六级考题的题型和难度的掌握、对出题的思路有较深入的研究。

③南开大学的特殊地位使有关教师经常有机会参加教育部召开的有关全国大学英语四、六级教学与考试的各种会议,现南开大学又成为四、六级考试阅卷点,所以信息比较灵通。

综上所述,我们编写大学英语四、六级辅导丛书的条件可谓得天独厚。加之各位同仁诲人不倦的耐心、严谨教学的责任心和众志成城共同奉献精品的决心,本丛书定会让您不虚一用。即所谓:

名校名师 戮力同心 集思广益 共著精品

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最新题型 最新攻略 科学实用 行必有效

丛书在编写过程中得到了天津大学出版社陈家修总编的热情支持和指导。当此丛书出版之际,谨代表所有参编人员对天津大学出版社表示衷心的感谢。

书中不妥之处,恳请广大读者批评指正。

周淑杰
于南开园

前 言

近年来,我国外语教学的整体水平有了大幅度的提高,国人所掌握的外语知识和技能也大为拓宽。为了更好地适应经济与社会改革和发展的需要,广大的外语爱好者和学习者给自己树立了新的目标,同时对专业外语教学和研究也提出了新的更高要求。在人们关注的诸多方面中,英语的阅读理论与技巧成为了重要的焦点之一,以至于不少有识之士将阅读看作是外语学习中走向成功的关键一环。鉴于此,外语界应顺应形势,适时推出新型的阅读理论与实用的阅读知识与技巧,向公众的外语学习提供有益的指导。本书的编写旨在以作者的研究心得和教学中积累的经验与知识向外语学习者提出自己的建议,辅导读者掌握一些目前国内外较为流行的阅读理论和行之有效的阅读技巧,帮助读者快速提高阅读水平。

本书在编写体例方面立足于以理论指导结合实际演练的方针,在向读者介绍新型的基本阅读理论的基础上,系统地传授一些切实有效的阅读理论模型、阅读方法及技巧,帮助读者克服阅读中的困难,纠正不正确或是不实用的阅读方法与习惯,建立起适合个人的阅读方法体系,从而提高读者的阅读水平,带动阅读成绩的提高。在编写实践中,本书参考了历年全国大学英语四、六级考试,国家英语等级考试,研究生英语入学考试等标准化英语考试中采纳过的题型、词汇及语法规则。另外还结合各种考试对参考者听、说、读、写等各方面实际技能水平的要求,针对国家级英语标准化考试命题形式改革的方向与趋势,选取了恰当的最新语言材料,并根据理论体系重新对材料进行了编排、注释、分析,配备导读提示,搭配阅读练习,借助翻译辅助阅读等方式,向读者展示出攻克英语阅读难关的可行性方法与技巧。

本书材料新颖有趣,涉及面广泛,配备的练习题型丰富多彩,内容集知识性与趣味性于一体。理论方面力求做到科学、严谨且适应性强,所提出的技巧与建议实用且有效。作者真诚地希望本书能受到读者的欢迎。

编者 2004 年 8 月 30 日
于南开园

绪论 英语阅读中的一些策略与技巧

近年来,国内外语言学界的一些语言学家围绕着如何有效提高读者阅读水平的主题展开了深入的探讨,他们针对以英语为第二语言阅读的读者设计了一些阅读策略帮助读者提高阅读效果。这些策略形式和提法各异,但实质性内容仍然是主张以读者的社会文化知识为基点,再配合读者的英语语言知识来实施阅读,其中较有代表性的策略有这样几种:

1. 心理语言学阅读模式 (Psycholinguistic Reading Model)

心理语言学阅读模式认为读者对文字材料的理解是一系列精神与理念因素相互交叉作用而产生的结合效果。这些因素包括读者的知识背景及读者运用英语语词规则对文字材料进行再加工的能力。此处所指的再加工一般由几个步骤组成:读者从所接触到的文字联想到字母,从字母又反射到词素,然后又从词素反射到词义。而这刚刚接触到的词义与读者原本具有的知识背景、认识能力相结合后会产生一种精神心理上的共鸣,从而达到理解所阅读文字材料的含义。现实中,来自不同知识背景或是对于英语语法和修辞知识的了解处于不同水准的读者,在阅读中会采取不同的方式,如初学者常常采用从音素到词素的较为具体的程序阅读;有一定文字水平的读者则偏爱更抽象的程序,运用词义、语义线索去推敲材料。此外,英语中一些小构造成分,像人称代词、描写性形容词、同义词、反义词、连词、副词等修辞工具,常可以辅助读者弄清楚文字材料中上下、前后内容之间的相互关联。心理语言学强调的另一点是,读者在阅读中其本人的文化素质与阅读材料所表现的社会文化现象之间的系统化整合作用。阅读中,读者本人的人生观念、知识构成和认知能力促使他以自己独有的方式在内心深处与所读材料间实现一种相互交流,产生共鸣,并因此在头脑中积累起一些新的知识信息。而读者的社会文化知识背景将在读者阅读那些枯燥抽象的文字材料时,为读者勾画出一一些可能的场景,或称语境,促进读者发挥自己的想象力,有时不惜借助上下文情景对生僻词语进行猜测,以捕捉到文字材料的深层含义。

2. 感知型阅读 (Reader's Schemata in Reading Comprehension)

这一模型主张阅读是处于不同文化定位上的、作者与读者间相互影响的运动过程。阅读中,作者分析问题的视角、个人好恶、嘲讽、引喻或辩驳之词,经过与读者的经验、观点、思想倾向、文化积淀相互碰撞、磨合、交融,而文字材料也就趁此完成了它表意的功能。但这种相互作用产生的整合效果又是不尽相同的,它取决于读者的专业知识水平。

一般来说,专业知识水平高于作者的读者遇到熟悉的材料,尽管所用语言不同,他仍然会凭借自己所掌握的专业优势和专用词汇,迅速领悟文字材料的主旨。这类读者的阅读活动是以抓住文章所表达的观念性的东西为主的,虽然花费在语法分析方面的时间较少,但阅读的精确程度会很高。专业知识水平与作者持平的读者遇到所熟悉的文字内容,在阅读的过程中会引起对原有相关知识的回忆,唤起与作者所讲的相关似的感受和体验,对作者的结论和看法油然而生默许或反对的观点,并迅速理解全文。同时通过阅读还会增加以前不了解的知识信息。而专业知识领域水平低于作者的读者遇到一篇内容生疏的文字材料,读起来会感觉很费劲,只好更多地从单个词汇的词意、修辞与句型等语法技巧入手,逐个破解文章中的难点,仔细揣测文章的大意。这样的阅读费时费力,精确度还差。

3. 策略型阅读(Strategic Reading)

第一类策略要求读者一接触到阅读材料的标题或主题,就应该积极调动起自己对相关内容的信息储存和想象力,根据文章的上下文背景,对所读材料的内容、可能出现的信息的描写、观点的论述进行预测,如遇到与想象中的情形相一致或反差大的材料,阅读会很顺利。如果读者能随时理清作者在文中的思想逻辑、论点、论据、细节的顺序,类比、因果等关联,阅读的效果会更佳。

第二类策略的侧重点是阅读的一些具体技巧。普遍受到人们认可的技巧有:运用词法,包括构词法与修辞手段来辅助对词义的理解;运用句法捕捉作者对事务的描绘及个人的褒贬、好恶等主观态度,常用的有主从复合句、并列句、平行结构、非谓语句、无主语句等句法结构。针对那些难度较高的外语材料,读者可以采取加深研究的方法。这种方法主张读者适应当今知识化时代的形势,扩展自己的知识面并具备学术研究的方法与能力。在阅读中读者可以调出自己的知识储备,用较为专业的眼光来分析和理解作者的思想,遇到艰深之处,可围绕文中的主要内容提出像何人、何物、何时及何地等问题(即 who, what, when, where),对文中仍不理解的地方进行查阅、咨询等重点研究,在重点研究的基础上通读全文。有时还要对难点、问题和答案进行复述。最后,对阅读过的文字中的重要信息进行事后复习,增强对新知识的记忆,以达到通过阅读提高知识水平的目的。而读者的阅读整体水平也会有所提高。本书作者在此特向读者介绍了这些策略,希望能对读者提供一些帮助。

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Unit One

Passage 1. Improve Your Reading Speed (1)

A higher reading rate, with no loss of comprehension, will help you in other subjects as well as English, and the general principles apply to any language. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or an economics textbook but you can raise your average reading speed over the whole range of materials you wish to cover so that the percentage gain will be the same whatever kind of reading you are concerned with.

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota, U.S.A., for example, have shown that students without special training can read English of average difficulty, for example Tolstoy's *War and Peace* in translation, at speeds of between 240 and 250 w. p. m. with about 70% comprehension. Minnesota claims that after 12 half-hour lessons, one a week, the reading speed can be increased, with no loss of comprehension, to around 500 w. p. m. It is further claimed that with intensive training over seventeen weeks, speeds of over 1,000 w. p. m. can be reached, but this would be quite exceptional.

If you get to the point where you can read books of average difficulty at between 400 and 500 w. p. m. with 70% or more comprehension, you will be doing quite well, though of course any further improvement of speed-with-comprehension will be a good thing.

When you practise reading with passages shorter than book length, do not try to take in each word separately, one after the other. It is much more difficult to grasp the broad theme of the passage this way, and you will also get stuck on individual words which may not be absolutely essential to a general understanding of the passage. It is a good idea to skim through the passage very quickly first (say 500 words in a minute or so) to get the general idea of each paragraph. Titles, paragraph headings and emphasized words (underlined or in italics) can be a great help in getting the skeleton outline of the passage. It is surprising how many people do not read titles, introductions of paragraph headings.

Notes

1. 此篇文章重点向人们介绍了通过略读的方式加快阅读速度的具体步骤,对人们学习英语很有帮助。

- 2. w. p. m. : words per minute 每分钟读的词数
- 3. broad theme: 主题
- 4. skeleton outline: 概略; 梗概

Reading Comprehension

According to the passage, choose the best answer to complete each question.

- 1. A higher reading rate will help in other subjects as well as English _____.
 - A. provided there is no loss of understanding
 - B. only if we memorize well
 - C. but not in any other language
 - D. though not as a general principle
- 2. You would expect to read a difficult economics textbook _____.
 - A. as fast as you read a newspaper
 - B. more slowly than you read a newspaper
 - C. more quickly than you read these passages
 - D. only very rarely
- 3. The University of Minnesota claims that in 12 half-hour lessons _____.
 - A. it can triple a student's reading speed
 - B. it can double a student's reading speed
 - C. it can increase a student's reading speed four times
 - D. no real increases in reading speed can be achieved
- 4. It is a good idea to skim through a passage quickly first _____.
 - A. at about 350 w. p. m.
 - B. to get the general idea of each paragraph
 - C. so that you can take in each word separately
 - D. to make sure you get to the end at least once
- 5. What is not true of reading skill skim?
 - A. To read titles carefully first while reading.
 - B. Not to understand introductions of paragraph headings.
 - C. To get through a passage at the speed of 500 words in a minute.
 - D. To get stuck on individual words while reading.

Passage 2. Improve Your Reading Speed (2)

Dictionaries slow you down!

If you have chosen the right, fairly easy, sort of book for your general reading practice, you will not need to use a dictionary for such an exercise. If you really must know the dictionary meaning of all the words you meet (a doubtful necessity), jot them down on a piece of paper to look up later. Actually, the meanings of many words will be clear from the sentences around them — what we call the “context”. Here is an example. Do you know the word “sou wester”? It has two meanings in English as the following sentences indicate:

- a) In spite of the fact that the fishermen were wearing sou westers, the storm was so heavy they were wet through.
- b) An east or north-east wind brings cold, dry weather to England, but a sou wester usually brings rains.

You should have guessed very easily that in sentence a) the word “sou wester” refers to some kind of waterproof clothing, presumably quite thick and heavy since it is worn by fishermen in storms. In sentence b) it is clearly a kind of wind, coming from south-west direction. Incidentally, you would have had the greatest difficulty in finding this word in most dictionaries since it often appears a long way down among the secondary meaning of south. If you did not know that sou means south in the first place you could only have found the word by the merest chance. Pay attention to paragraph structure.

Most paragraphs have a “topic sentence”, which expresses the central idea. The remaining sentences expand or support that idea. It has been estimated that between 60% and 90% of all expository paragraphs in English have the topic sentence first. Always pay special attention to the first sentences of a paragraph; it is most likely to give you the main idea.

Sometimes, though, the first sentence in the paragraph does not have the feel of a “main idea” sentence. It does not seem to give us enough new information to justify a paragraph. The next most likely place to look for the topic sentence is the last sentence of the paragraph.

Take this paragraph for example:

Some students prefer a strict teacher who tells them exactly what to do. Others prefer to be left to work on their own. Still others like a democratic discussion type of class. No one teaching method can be devised to satisfy all students at the same time.

Remember that the opening and closing paragraphs of a passage or chapter are particularly important. The opening paragraph suggests the general direction and content of the piece, while the closing paragraph often summarizes the very essence of what has been said.

Notes

1. 这段文字告诉人们在阅读中,应从一段文字的首句或最末一句来捕捉全段的主题思