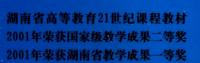


高等院校 英语专业 系列教材



● 英语专业阅读课系列



英语阅读技巧与实践

English Reading Skills And Practice

基本阅读技巧

◎刘学明/编署

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修订说明

《英语阅读技巧与实践》1~4册于1990年出版,1991年获湖南师范大学优秀教材奖,1995年获湖南省教学成果三等奖,1996年获湖南省优秀教材二等奖。1996年,经专家评审,该书被湖南省教委确定为湖南省高等教育"九五"重点教材。1997年,我们对1~4册进行了全面修订并续编了5~6册。2000年,又经专家评审,该书被省教育厅确定为湖南省高等教育21世纪课程教材后,我们再次对其进行了修订并新编了第7册。2001年,"英语阅读课教材、教学方法及测试改革(含教材)"获国家级教学成果二等奖和省级教学成果一等奖。

该书自出版以来一直受到广大教师的好评和广大学生的厚爱。为了更好地为使用者服务,此次我们对全书又做了如下修订:

- 1. 更新了部分内容,使内容更符合时代精神。
- 2. 练习中增加了一些新题型,以便让读者熟悉 PETS(公共英语等级考试)和 IELTS(雅思)等的阅读理解题型。
 - 3. 在每册的最后部分增加了词汇表,以方便读者。
- 4. 为了既方便教师,又克服以前练习答案附在书上使学生有依赖思想而不认真阅读的弊病,此次,我们把教材上的答案全部去掉,另外新编了一本《英语阅读技巧与实践(1~7册)教学参考书》。《教学参考书》共分三大部分:第一部分为教学使用说明;第二部分为"语言重点及难点"(教材上已用注释号标出);第三部分是"练习参考答案"以及难题解析。
 - 5. 我们还将开本扩大,以便使读者使用起来更加方便。

编者

2004年6月于湖南师范大学外国语学院

序

黄源深

阅读对于学习语言的重要性是不言而喻的。古人有言,"读书破万卷,下笔如有神",指的就是阅读对掌握语言、提高写作能力所起的作用。另一说"读万卷书,行万里路",也包含着类似的意思。至于"青灯黄卷"、"寒窗苦读",则除了倡导发惯学习,还说明了对大量阅读的重视。

语言学习是相通的。大量阅读对掌握外语也同样重要。阅读有助于培养语感。对一种语言的感受,是建立在对该语言的频繁接触上的。对在母语环境里的外语学习者来说,可以说没有大量阅读就不可能产生对所学外语的语感,而没有语感,则只能得语言之皮毛。大量阅读也有助于增加语汇和表达方式,无论是本国语还是外语,我们所掌握的用以书面传递思想的词汇和句法,大多是通过阅读得来的,节读得越多,掌握的表达方式也越多,表达能力也越强。阅读对写作所起的作用更为直接。通常,写不好的根本原因,除了思想贫乏、逻辑混乱等内在智力因素外,主要还应归结于读得太少,没有从阅读别人的文章中学得自己写作所需的语汇和表达方式。阅读还能丰富我们的文化知识,培根就认定"读书使人充实",而掌握有关国家的文化背景知识,对外语学习者来说尤为重要。一篇域外的文章,一部外国的小说,都会向我们展示一个新的世界,都有助于我们对其语言的了解和领悟。阅读对学习外语的重要性是怎么强调也不会过分的。

如果把英语学习中的阅读分为精读和泛读两类的话,那么现时人们的注意力往往过多地置于精读,而忽略了泛读。精读不能说不重要,古人也有"熟读唐诗三百首,不会吟诗也会吟"之类强调精读之说。问题在于我们大多着眼于试验田式的小块文章上的"精耕细作"(不厌其烦地释义,反反复复地解释语法,不无炫耀地解析词

汇等等),而把"大量阅读"放在极其次要的地位。虽然设有泛读课,但大多泛读不"泛",阅读量极其有限,说到底不过是精读的变种。尽管对一小篇课文的研读可以把文中的词汇与句式搞得滚瓜烂熟,对英语学习也有所帮助,尽管这种试验田里的悉心耕耘有着一定的必要性,但我们忽视了将其推向"大田",即放松了对语言学习至关重要的"大量阅读",无法获得真正的大面积丰收。小块文章的狭窄语境(加之缺乏重复)限制了学习者对词语的理解和领悟;靠反复诵读而记住的词汇和结构往往难以活用,导致生搬硬套而出错;很小的阅读量当然无法培养语感。其结果,学习者不得不依赖记忆中的语法条条和结构来遣词造句,所得句子也许语法无误,但往往不地道,甚至出现笑话,这应当说是轻视"大量阅读"所造成的恶果。

近几年来,这个问题已引起了部分院校的注意,开始在大量阅读上下功夫,其中我知道比较突出的例子是湖南师范大学外国语学院。他们采取了周密的措施来加强学生的阅读,尤其是课外阅读。说实在的,一种外语光靠课内的几个学时是无论如何也学不好的,必须大力开拓课外空间才行。湖南师范大学外国语学院的老师们深谙这个道理,并努力付诸实施。他们通过各种途径自筹经费,买来一批批课外读物,年复一年,日积月累,建立了一个粗具规模的图书室。每学期之始,教师开出书单,规定学生要读完这些书,并定期用口头和书面(写读书报告)的方式进行检查,检查结果计入成绩,作为学业评估的一个重要部分。几年坚持下来,学生的英语水平大幅度地提高,为其他院校所瞩目。除了因为该校的英语教学管理得当之外,这不能不说是落实大量阅读的一大功绩。

湖南师范大学外国语学院对阅读的重视,还体现在由刘学明教授牵头、有蒋洪新教授等参加,精心编写了一套《英语阅读技巧与实践》的阅读教材,对学生进行较系统的阅读技巧指导,使课内外阅读互相呼应。这套教材针对性强,注重实用,富有特色。它把讲授阅读理论与技巧同大量的阅读实践结合起来,使学生能在有关阅读理论的指导下,通过"大运动量"的阅读训练,掌握"根据上下文判断推理、抓大意、快速阅读"等技巧,达到最终提高阅读能力的目的。全套教材由浅入深,从基本阅读技巧入手,逐步过渡到有相当难度的评判性阅读和鉴赏性阅读,便于学生吸收和掌握。此外,该套教材内容丰富,体裁多样,涉及小说、散文、诗歌等。书中的文章短小精悍,富有时代气息,趣味性强,极具吸引力。总之,这是一部系统性强、富有创意、便于操作、编得相当出色的教材,特予以推荐。

前言

《英语阅读技巧与实践》是为高校英语专业学生编写的一套阅读(以前称为泛读)教材。全书共7册,可供英语专业本、专科生(1~7册)使用。本教材也可供教师进修学院、函大和夜大的英语专业学员使用。

该书依据《高等学校英语专业基础阶段英语教学大纲》和《高等学校英语专业高年级教学大纲》编写。按《大纲》的要求,基础阶段以事实性阅读为主,高年级阶段以评判性和鉴赏性阅读为主。

该书编写的目的是: 教给学生阅读理论和技巧,培养他们细致观察语言的能力和假设判断、推理验证等逻辑思维能力; 培养他们阅读的兴趣,使他们在较短的时间里尽快扩大词汇量和知识面,提高思想和文化素养,从而提高阅读水平和能力,通过阅读更快更好地获取世界上各国有用的政治、经济、文化和科技等方面的信息,为我国的改革开放和社会主义建设服务。

该书的特点是: 1. 编排和论述的独特性。全书以阅读理论和技巧为主线,使学生在理论和技巧的指导下进行实践。2. 内容的广泛性。书中既有政治、社会、经济、文化、历史、天文、地理、科普、图表等内容,也有小说和诗歌等。3. 所选材料的知识性。学生在学语言的同时学到很多领域方面的知识; 扩大视野。4. 课文的精练性。课文短小精悍,适合于课堂使用,避免文章太长而使学生产生厌烦情绪,以及过长

的 silent reading 而使课堂死气沉沉(长篇阅读在课外阅读中解决)。5. 练习的丰富性。"练习部分"具有很强的针对性和实用性,能牢牢吸引学生的注意力。

第1册为四个单元,集中介绍各种重要的阅读理论和技巧,并在技巧指导下进行实践。在第2~4册中,每册有40个 passages,每篇后注明有单词数并配有各种练习,便于学生综合运用各种技巧,进行计时阅读。第5册为评判性阅读,共四个单元。第6册为报刊阅读,共三个单元。第7册为鉴赏性阅读,共三个单元。

使用该书时,要求学生不进行预习(评判性和鉴赏性阅读除外),否则很多练习(尤其是猜新词和理解练习)将失去意义,而且教师也无法了解学生对技巧的掌握及他们的阅读速度和理解率。

全书主编刘学明(教授)。1、2册由刘学明编著。3、6册由吴丁娥(教授)编著,4、5册由刘金玲(教授)编著,第7册由蒋洪新(博士、教授)和郑燕虹编著。

该书的编写和出版得到了湖南省教委、湖南师范 大学、湖南师范大学出版社及湖南师范大学外国语学 院等的大力支持,我们深表谢意。湖南省各高校的英 语阅读教师对该书提出了很多宝贵意见,我们在此一 并表示感谢。

由于水平有限,尤其是对高年级阅读教材的编写 经验不足,书中一定会有许多不足之处,敬请广大读 者,尤其是使用该书的同行们提出宝贵意见,以便进 一步修正。

编者 2000年5月于湖南师范大学

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I TINU

Word Study

PART 1

Context Clues

fficient reading requires the use of various problem-solving skills. For example, it is impossible for you to know the exact meaning of every word you read, but by developing your guessing ability, you will be able to understand enough to arrive at the total meaning of a sentence, a paragraph, or an essay. These exercises are designed to help you improve your ability to guess the meaning of unfamiliar words by using context clues (Context clues refer to the sentence and the paragraph in which a word occurs). In using the context to decide on the meaning of a word, you have to use your knowledge of grammar and your understanding of the author's ideas. Although there is no formula which you can memorize to improve your ability to guess the meaning of unfamiliar words, you should keep the following points in mind:

- 1. Use the meanings of other words in the sentence or paragraph and the meaning of the sentence as a whole to reduce the number of possible meanings.
- 2. Use grammar and punctuation clues which point to the relationships among the various parts of the sentence.
 - 3. Use your general or common knowledge of the world.
- 4. Be satisfied with a general idea about the unfamiliar word; the exact definition or synonym is not always necessary.
- Learn to recognize situations in which it is not necessary to know the meanings of the word.

Sample Exercise

Each of the sentences in this exercise contains a blank in order to encourage you to look only at the context provided as you try to determine the possible meanings of the missing word. Read each sentence and supply a word for each blank. You must use context clues to help you provide a word which is suitable in terms of $^{\oplus}$ grammar and meaning.

- 1. I removed the ____ from the shelf and began to read.
- 2. Bob is a thief; he would _____ the gold from his grandmother's teeth and not feel guilty.
 - 3. Our uncle was a _____, an incurable wanderer who could never stay in one place.
 - 4. Unlike his brother, who is truly a handsome person, Hogartty is quite _____.
 - 5. But surely everyone knows that if you step on an egg, it will _____.
- 6. Tom got a new _____ for his birthday. It is a sports model, red, with white inside and bucket seats.

Explanation

1. I removed the _____ from the shelf and began to read.

book magazine novel newspaper

The number of things that can be taken from a shelf and read is so few that the word "book" probably jumped into your mind at once. Here the association or connection between the object and the purpose for which it is used is so close that you have very little difficulty in guessing the right word.

2. Bob is a thief; he would _____ the gold from his grandmother's teeth and not feel guilty.

steal take

Bob is a thief. A thief steals. The semicolon(;) shows that the sentence which follows contains an explanation of the first statement. Furthermore, you know the definition of "thief" is:a person who steals.

3. Our uncle was a ______, an incurable wanderer who never could stay in one place.

traveler drifter roamer normad

The comma(,) following the blank shows a phrase in apposition, that is, a word or a group of words which could be used as a synonym of the unfamiliar word. The words below

| the sentence are all synonyms of wance | derer" | |
|--|--------|--|
|--|--------|--|

4. Unlike his brother, who is truly a handsome person, Hogartty is quite _____.

ugly homely plain

Hogartty is the opposite of his brother, and since his brother is handsome, Hogartty must be ugly. The word "unlike" signals the relationship between Hogartty and his brother.

5. But surely everyone knows that if you step on an egg, it will _____.

hreak

You recognize the cause and effect relationship² in this sentence. There is only one thing that can happen to an egg when it is stepped on.

6. Tom got a new _____ for his birthday. It is a sports model, red, with white inside and bucket seats.

car

The description in the second sentence gives you the information you need to guess the word "car".

Exercises

In the following exercises, try to develop your ability to guess the meaning of boldface words by using context clues. Read each sentence carefully and then tick off the correct choice among A, B, C and D.

Exercise 1

| 1. Charles | asked | the | bank | for | a | small | loan | so | that | he | could | repair | his | house. |
|------------|-------|-----|------|-----|---|-------|------|----|------|----|-------|--------|-----|--------|
|------------|-------|-----|------|-----|---|-------|------|----|------|----|-------|--------|-----|--------|

A. sum of money

B. load

C. tool

D. road

2. One who is destitute has a great need for food and clothing.

A. very tall

B. very poor

C. very rich

D. dead

3. The flowers in the vase withered because they had no water.

A. became sweeter B.

B. became red C. became dry

D. became white

4. The bullet hit and maimed the young soldier for life.

A. wounded

B. saved

C. beat

D. made

5. That old man was so decrepit that he could hardly walk.

A. weak

B. strong

C. healthy

D. decayed

6. Just for fun, they decided to try a very circuitous country road instead of the more

| direct h | ighway. | | | |
|----------|------------------------|-------------------------------|-------------------------|-----------------------------|
| | A. direct | B. indirect | C. straight | D. round |
| 7. | That museum is so in | nmense that it will be | impossible to see all | the exhibits in one |
| day. | | | | |
| | A.small | B. large | C. dull | D. medium-sized |
| . 8. | The wind made the l | cite soar high above t | the trees in the park. | |
| | A. run | B. fly | C. sail | D. soak |
| 9. | Some of the prospe | ectors who came to | California to find go | ld and silver were |
| successi | ful. | | | |
| | A. engineers | B. doctors | C. miners | D. soldiers |
| 10 | .A lot of men were ki | illed during the fierce | battles of the Americ | an Civil War [©] . |
| | A. peaceful | B. violent | C. ugly | D. fruitful |
| | | | | |
| | | Exercise | 2 | |
| 1. | A tropical rain forest | is very lush because | it receives much rain | • |
| | A. green | B. yellow | C. brown | D. red |
| 2. | Trying to control a w | rild animal can be pe | rilous. | |
| | A. dangerous | B. easy | C. interesting | D. peaceful |
| 3. | The land is fertile; | the farmers can grow | many kinds of crops the | here. |
| | A. fruitful | B. fruitless | C. poor | D. hopeless |
| 4. | Unfortunately, the f | armer discovered too | late that the land h | e had bought was |
| barren | | | | |
| | A. fruitful | B. poor | C. rich | D. hopeful |
| 5. | The professor was | chosen to teach the | course because of his | expertise on the |
| subject. | | | | |
| • | A. interest | B. drive | C. knowledge | D. expert |
| 6. | The cake was so scr | umptious that Cindy | ate quite a few pieces | • |
| | A.bad | B. delicious | C. hard | D. tasteless |
| 7. | Some children eat to | o many sweets and th | eir teeth become decay | y ed . |
| | A. bad or rotten | - | B. good and strong | |
| | C. nice and clean | | D. hard and solid | |
| 8. | John moved from Nev | w York to a small fan | m because he prefers i | ural living. |
| | | _ | C. country | |

| 9. It was difficult | to keep law and order | in the Old West beca | nuse of all the outlaws. | | | | | |
|---|---------------------------------|-------------------------------|---------------------------|--|--|--|--|--|
| A. lawkeepers | B. lawbreakers | C. lawmakers | D. lawsupporters | | | | | |
| 10. The city was devastated by the powerful earthquake. | | | | | | | | |
| A. destroyed | B. repaired | C. built | D. renewed | | | | | |
| | | | | | | | | |
| | Exercis | se 3 | | | | | | |
| 1. I begged the | family not to kill the v | vild animal, and they | v finally listened to my | | | | | |
| pleas. | | | · | | | | | |
| A. requests | B. questions | C. suggestions | D. pleasures | | | | | |
| 2. As the fat man | sat down, the chair coll | apsed under him, with | h a loud noise of tearing | | | | | |
| canvas. | | | | | | | | |
| A. rose | B. broke | C. jumped | D. cooperated | | | | | |
| 3. Your library pe | rmit expires next month | . If you want to borro | w more books, you must | | | | | |
| request a new one. | | | | | | | | |
| A. starts | B. begins | C. ends | D. exports | | | | | |
| 4. The whole region | on is sparsely populated | ; our nearest neighbo | r lives ten miles away. | | | | | |
| A. thinly | B. thickly | C. over | D. fast | | | | | |
| Instead of comp | plaining to me that you a | re ailing , you should | see a doctor to find out | | | | | |
| what's wrong with you. | | | | | | | | |
| A.well | B. ill | C. hungry | D. aiding | | | | | |
| 6. Not wanting to | disturb the sleeping little | cat, I gingerly lift h | er from the box and put | | | | | |
| her on a blanket near th | | | - | | | | | |
| A. carelessly | B. hurriedly | C. carefully | D. hurriedly | | | | | |
| 7. The man behave | ed furtively and the po | liceman thought he r | night be the thief who | | | | | |
| stole the money. | | | | | | | | |
| A. secretly | B. bravely | C. slowly | D. openly | | | | | |
| 8. My first impress | ion of Tom was really no | ot good. He did his ho | mework haphazardiy. | | | | | |
| In a short essay of 500 v | vords, there were 30 sp | elling mistakes. | • | | | | | |
| A. skillfully | B. carelessly | C. carefully | D. cautiously | | | | | |
| 9. The old house is | s in perfect conditions b | ecause it has recently | been renovated. | | | | | |
| A. restored | B. damaged | C. destroyed | D. decayed | | | | | |
| 10. The president re | sumed his speech after | the audience had sto | pped applauding. | | | | | |
| A. stopped | B. went on with | C. gave up | D. reviewed | | | | | |
| | | - • | | | | | | |

Exercise 4

| 1. | Joe built a new house | in a remote area of | the desert so that he | could be away from |
|----------|-------------------------|-------------------------------|------------------------------------|----------------------------|
| the city | | | | |
| | A. near | B. beautiful | C. faraway | D. ugly |
| 2. | Jack was thrilled to | find out that he had | won a special award fo | or his work. |
| | A. angry | B. nervous | C. excited | D. sad |
| 3. | Very small infants w | ho are still feeding o | n [©] their mother's milk | are protected from |
| colds ar | nd other diseases. | | | |
| | A. babies | B. grown-ups | C. nurses | D. infantry |
| 4. | Mary is very pruden | t with her money; th | erefore, she never buys | s expensive things. |
| | A.free | B. careful | C. careless | D. proud |
| 5. | Jane dominated the | conversation so much | that nobody else had | a chance to speak. |
| | A. controlled | B. spoke | C. dismissed | D. started |
| 6. | Large freighters ca | urry all kinds of goo | ds or products across | oceans to foreign |
| countrie | s. | | | |
| | A. trains | B. trucks | C. ships | D. buses |
| 7. | The pilot increased the | he altitude of the air | olane in order to avoid | the rain clouds. |
| | A. height | B. weight | C. speed | D. number |
| 8. | Ancient mariners ma | ade long voyages acro | ss the ocean before fin | ding Hawaii [©] . |
| | A. nomads | B. seamen | C. airmen | D. postmen |
| 9. | That man is so sick t | hat the doctors will is | colate him from the res | st of the patients in |
| the hosp | ital. | | | |
| | A. put | B. separate | C. treat | D. cure |
| 10 | The mountain climber | rs will reach the sum | mit in a few hours. | |
| | A. foot | B. side | C. top | D. middle |
| | | | | |
| | | Exercise | 5 | |
| 1.J | ohn does not like swi | mming; therefore he d | oes not take part in a c | quatic sports. |
| | A. relating to air | | B. relating to water | - |
| | C. relating to land | | D. relating to gas | |
| 2. | The newly married | | antic cruise to seven | al islands in the |

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|-------------------|--|---------------------------|--------------------------|----------------------|--|--|--|
| Caribbe | ean [©] on an excellent b | ooat. | | | | | |
| | A. trip by water | | B. trip by land | | | | |
| | C. trip by air | | D. trip on foot | | | | |
| 3. | 3. Because of the heavy rain, a flood was imminent. | | | | | | |
| | A. likely to go | | B. likely to fall | | | | |
| | C. likely to come | | D. likely to die | | | | |
| 4. | After Mark lost his j | ob, his future looked | very bleak . | | | | |
| | A. bright and cheerfu | ıl | B. hopeless and disc | ouraging | | | |
| | C. hopeful and encou | ıraging | D. good and rich | | | | |
| 5. | It was so cozy by the | e fire that we hated to | go out into the cold | | | | |
| | A. warm and comfort | able | B. clean and dry | | | | |
| | C. dirty and wet | | D. dark and wet | | | | |
| 6. | After the attack on | civilians or people by | y army troops, a comi | mittee met to try to | | | |
| discover | what could have pro | voked such an action | l . | | | | |
| | A. prevented | B. led to | C. kept | D. went to | | | |
| 7. | Blind people meet wi | th countless difficulties | es in their lives but, h | appily, they succeed | | | |
| in copi i | ng with many of them | so they can live near | r-normal lives. | | | | |
| | A. catching up with | | B. dealing with | | | | |
| | C. keeping up with | | D. cooperating with | | | | |
| 8. | 8. For example, if a pilot averts a plane crash by making a safe emergency landing, he | | | | | | |
| may lau | gh as he describes his | experience. | | | | | |
| | A. avoids | B. awaits | C. awakes | D. asleep | | | |
| 9. | We did not have time | e to read the whole n | ovel, so the teacher p | repared a synopsis | | | |
| for us. | | | | | | | |
| | A. details | | B. everything | | | | |
| | C. summary or outline | e | D. synonyms | | | | |
| 10 | .Since Mr. Walter did | not expect to speak | and had not prepared | anything, his talk | | | |
| | | | | | | | |

was an impromptu one.

A. without preparation

B. with full preparation

C. uninteresting

D. impossible

Exercise

1. The town wakes up, alive and moving. Workmen, wagons, men, boys, all go hurrying