

□ 主编 于大羽

□ 审定 Paul D.Young[美]

新英语阅读教程

技能篇



Develop Your Reading Ability
—An English Reading
Course for College Students



中国经济出版社
www.economyph.com

Develop Your Reading Ability

—An English Reading Course for College Students

新英语阅读教程

技能篇

主 编：于大羽

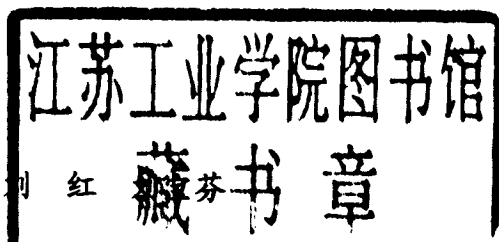
副主编：孙滨华 左维远

编 委：（按姓氏笔画排列）

孙小芬 李 明 刘 红

苏 燕 张丽华 周怡秀 葛秀莲

审 定：Paul D. Young [美]



中国经济出版社

图书在版编目 (CIP) 数据

新英语阅读教程·技能篇/于大羽主编. —北京: 中国经济出版社,
2004.2

ISBN 7-5017-6317-8

I. 新... II. 于... III. 英语—阅读教学—师范大学—教材
IV. H319.4

中国版本图书馆 CIP 数据核字 (2004) 第 007190 号

出版发行: 中国经济出版社 (100037·北京市西城区百万庄北街 3 号)

网 址: www.economyph.com

责任编辑: 张淑玲 刘 晨 (电话: 13910084005)

责任印制: 石星岳

封面设计: 白长江

经 销: 各地新华书店

承 印: 北京人民文学印刷厂

开 本: 787 毫米×980 毫米 1/16

印 张: 23.5 字 数: 425 千字

版 次: 2004 年 3 月第 1 版

印 次: 2004 年 3 月第 1 次印刷

书 号: ISBN 7-5017-6317-8/G·1221

定 价: 29.60 元

简介

这是一本专门为中国学生编写的英语阅读教学用书。该书系统介绍了英语阅读的基本技巧，并围绕各种技巧设计了一系列专项阅读技能训练，从词汇、语境、句子、段落、篇章、应试方法等不同层面，全面提升学员的英语阅读能力。通过本教程系统、科学的强化训练，学员的英语阅读水平可在较短时间内得到大幅度提高。

本书全文用英文写成，目的是让读者最大限度地沉浸在英语语境之中，“在英语阅读中学习英语阅读”，实践证明这是提高英语阅读能力的有效方法。本书语言通俗易懂，并经由美籍专家 **Dr. Paul D. Young** 逐词审定，原汁原味。

本教程除了对学员的英语阅读基本技能进行强化训练之外，还对大学英语四、六级考试阅读部分的命题规律和应对策略进行了分析点评，对部分真题作了精辟的讲解，能够有效地帮助学员通过大学英语四、六级考试。

本书从 1998 年开始，以讲义的形式在首都师范大学和北京部分高校内使用，受到学生欢迎，现经过补充修改，内容更加充实和完善。

本教程适合我国大专院校一年级或二年级开设英语阅读课使用，也可作为四、六级英语阅读强化班的培训教材，同时也适合参加托福、GRE、雅思、考研等各种英语考试的广大考生学习使用。

导 读

本书共十章，可分为三个相对独立又相辅相成的部分：一至八章重点强调英语阅读基本技能，第九章重点强调英语应试技巧，第十章是综合性的阅读练习。

第一章：Refine Your English Reading Style

Style 一词汉语多译成“风格”，在本文中则包含了“习惯，态度，技能，方法，模式”等多层含义。本章首先扼要地指出了某些不利于提高英语阅读效率的因素，包括认识层面的和阅读习惯上的（1.1），然后提出了改进的建议和方法（1.2），接着重点介绍了三种英语阅读技巧：skimming（略读，浏览中心大意），scanning（查读，寻读，寻找具体信息），study reading（细读，研读）（1.3）。这三种技巧（或阅读行为模式）是提高阅读效率的重要手段，也是本书各章经常用到的基本方法。在阅读实践中，这三种方法常常需要结合使用。本章对这三种方法分别进行了示范和演练。

第二章：Rapid Word and Phrase Recognition

阅读过程包含两个方面的内容，一是眼睛摄取文字信息的过程，一是大脑处理信息的过程。阅读的速度和效率受到来自这两个方面的影响。本章的目的是练习眼睛摄取文字信息的速度和准确性，锻炼浏览、查找和辨识文字信息的能力。本章的练习分为三部分：1. Rapid Visual Perception of Words（快速辨识单词），2. Rapid Visual Perception of Phrases（快速辨识短语），3. Rapid Word Meaning Recognition（快速辨识词义/同义词）。通过本项练习，能够有效提高 skimming 和 scanning 的速度和效率。

第三章：Context

本章主要训练学生利用上下文理解和猜测词义的能力。利用上下文理

解和猜测词义是提高阅读效率的重要方法，也是一个人阅读能力的具体表现。这种能力无形中扩大了一个人的词汇量，并能有效地提高阅读理解的判断和推测能力，因此利用语境猜测词义是阅读理解训练的重要内容。本章 3.1 介绍了 context（上下文，语境）的作用，3.2、3.3、3.4 分别介绍了三种利用语境猜测词义的方法，3.5 则是几种方法的综合运用。通过本章的训练，可以使读者的预测、推断能力达到一个新的境界。

第四章：Word Parts

词汇量是阅读的基础，阅读水平的高低往往与一个人的词汇量相对应。尽快扩大英语词汇量是迅速提高英语阅读水平的重要方法。本章深入浅出地介绍了英语构词法知识和一些常用的构词成分，并设计了一系列相关练习。4.1 简述了英语词汇的构成，4.2 讨论前缀，4.3 讨论词根，4.4 讨论后缀，4.5 是综合练习。本章的练习设计巧妙，构思新颖，读者在读完并做完了本章练习之后，便会轻松掌握这些重要的英语构词成分，使自己的阅读工具库更加丰富，使自己的词汇量迅速扩大。

第五章：Reading Sentences

句子是构成段落进而组成文章的基本单元，因而也是理解段落进而理解篇章的基础。本章 5.1~5.3 着重探讨如何理解英文句子。作者从阅读理解的角度出发，拨开貌似纷杂的句子表象，提挈出英语句子的本质特点，提供了破解英语句子的思路和方法。此外，英文标点符号是句子的有机组成部分，事关对句意的不同理解，因此也是阅读中不可忽视的内容。本章 5.4 探讨了如何正确理解英文标点符号。

第六章：Reading Paragraphs

本章着重讨论如何阅读理解英文段落。英文段落是构成文章的基础，在层次上介于句子和篇章之间，是篇章的组成部分。段落在结构特点上与篇章的结构有某些相似之处，比如段落有自己 topic, main idea, supporting details, 文章则有文章的 topic, thesis(controlling idea), supporting details; 段落有 introductory sentence, topic sentence, supporting sentences, concluding sentence 等，文章则有 introductory paragraph, thesis paragraph, supporting paragraphs, concluding paragraph 等。因此，解读英文段落是解读英文篇章的基础和铺垫，在英语阅读训练的程序中占有特别重要的位置。本章 6.1~6.2 分析了英文段落的构成要素，6.3 讨论如何确定段落主题（topic），

6.4~6.6 讨论如何确定段落大意 (main idea), 6.7 讨论如何确定段落细节 (supporting details), 6.8 讨论如何推导隐含的中心思想 (implied main idea)。通过本章的阅读训练, 读者对英文段落的特点会有一个透彻的了解, 对英文段落的驾驭能力会有一个质的飞跃。

第七章: Recognizing Patterns of Organization

本章讨论文章内容的表述方式 (或材料的组织形式)。一篇文章在叙述某件事情或表达某个意图时, 需要按照一定的逻辑方式进行组织安排, 否则行文就会杂乱无章。作为读者, 了解常用的行文手法和叙事方式, 对于理解和把握文章的脉络和思想内容极有帮助。本章重点探讨总结了四种常见的行文模式: 1. Simple Listing Pattern (简单列举法), 2. Sequence Pattern (先后顺序法), 3. Compare and Contrast Pattern (比较对照法) 4. Cause and Effect Pattern (因果法), 以及以这四种方法为基础的第五种方法: Mixed Patterns of Organization (混合法)。

第八章: Reading Longer Selections

在经过了前面章节的基础训练之后, 便进入长篇文章的阅读训练。关于篇章的各种要素在前面的章节中 (特别是第七、第八章) 其实都已涉及到, 只需略加变通后应用在篇章的阅读中即可。从结构上看, 一篇文章有 topic, thesis, supporting details, 与段落结构相似, 但层次高于段落。文章中的 introductory paragraph, thesis paragraph, supporting paragraph, concluding paragraph 类似段落的 introductory sentence, topic sentence, supporting sentence, concluding sentence, 只不过前者是对全篇整体而言, 后者只是针对具体段落。本章以具体范例阐述了如何把握篇章阅读技巧, 并提供了三个练习加以操练。关于篇章的阅读, 在后面的两章的训练中还将继续得到操练。

第九章: Test-Taking Strategies for Reading Comprehension

本章着重探讨阅读测试的应试技巧和策略。9.1 介绍了什么是客观测试 (Objective Test) 和主观测试 (Subjective Test); 9.2 介绍阅读测试的题型设计 (The Design of Reading Comprehension Questions); 9.3 总结了错误选项的特点 (The Feature of the Incorrect Answers); 9.4 提供了一些应试的经验诀窍 (Tips for Taking Objective Test); 9.5 总结分析了常见的考试题型和答题技巧 (Question Types and Strategies for Answering Them), 并针对每

种考试题型编排了相应的练习，意在通过有针对性的操练，提高读者的应试能力。本章内容乃是作者多年从事英语四、六级教学和举办各种英语考试培训班经验之结晶，有举一反三、事半功倍之功效，读后会有茅塞顿开之感。

第十章：Comprehensive Reading Practice

本章是综合阅读训练。要想提高阅读能力，除了应当了解必要的阅读规律和应试技巧之外，还须进行一定“数量”的阅读实践，这是提高阅读能力的重要环节。只有通过一定“量”的积累，才能产生“质”的飞跃，才能将“方法”转化为“能力”。为此，本章从历届大学英语考试试题中精选了部分文章，供读者进行阅读练习，这是本书训练内容的有机组成部分。为方便读者学习，本书为每道试题都提供了相应的汉语解析，对文中的一些难点也作了精辟的诠释，因此对于准备参加大学英语四、六级考试的学员尤为有益，对于从事大学英语教学的英语教师也不失为一套极好的教学参考资料。读者在练习时，应以 unit 为单位（四篇文章为一单元），在做第一遍时不看答案，不查字典，保持一定的速率，争取在 35 分钟之内完成，然后再回过头来对照答案，仔细重读，透彻理解。我们相信，经过本教程的系统训练，读者的阅读能力、包括词汇量、阅读速度、理解能力及各种应试能力，将会得到全面的提高。

Acknowledgments

- Laraine E. Flemming. 1999. *Reading for Results*. Houghton Mifflin
- Diane W. Creel. 1989. *Essential Skills for Reading College Text*. Wadsworth Publishing Company.
- Joe Cortina. 1992. *Comprehending College Textbooks*. McGraw-Hill, Inc.
- Harvey S. Wiener. 1994. *Basic Reading Skills Handbook*. Houghton Mifflin
- Deanne Milan. 1995. *Developing Reading Skills*. McGraw-Hill, Inc.
- Joe Cortina. 1995. *Opening Doors—Understanding College Reading*. McGraw-Hill, Inc.
- Harvey S. Wiener. *All of Us —A Multicultural Reading Skills Handbook*. Houghton Mifflin
- Carol Kanar. 1997. *The Confident Reader*. Houghton Mifflin
- Rose Wassman. 1990. *A Reader's Handbook*. Scott, Foresman and Company.
- M. A. Clarke. 1998. *Choice Reading*
- E. Margaret Baudoin. 1997. *Reader's Choice*
- Bruce Rogers. 1998. *Heinle & Heinle's Complete Guide to the TOEFL Test. Comprehension Skills Series*. Giroux & Williston Jamestown Publishers, 1981
- Broukal. 1990. *Macmillan Preparation for TOEFL*. M. Macmillan.
- W. Royce Adams. 1989. *Developing Reading Versatility*. Holt, Rinehart and Winston, Inc.
- Francoise Greller. 1981. *Developing Reading Skills*. Cambridge University Press.
- Christine Nuttall. 2000. *Teaching Reading Skills in a Foreign Learning*. Macmillan.
- Jeremy Harmer. 1998. *How to Teach English*. Longman Limited.
- Eddie Williams. 1984. *Reading in the Language Classroom*. Macmillan.
- Smith, Frank. 1994. *Understanding Reading and Learning to Read*. Lawrence Erlbaum Associates, Inc.

Contents

Chapter 1 Refine Your Reading Style	1
1.1 Some Misconceptions about Efficient Reading	2
1.2 Some Techniques to Help Refine Your Reading Style	5
1.3 Reading Style Flexibility.....	7
1. Intensive Reading and Extensive Reading	7
2. Skimming, Scanning, and Study Reading	8
Answer Key	18
 Chapter 2 Rapid Word and Phrase Recognition	
—Additional Drills on Skimming and Scanning ...	20
2.1 Rapid Visual Perception of Words	20
2.2 Rapid Visual Perception of Phrases	23
2.3 Rapid Word Meaning Recognition	29
 Chapter 3 Context	34
3.1 Using Context Clues for Word Meanings	34
3.2 Context Clues: Direct Definition and Explanation	35
3.3 Context Clues: General Sense of the Sentence	37
3.4 Context Clues: Contrast	41
3.5 Putting Context Clues to Work	46
Answer Key	49
 Chapter 4 Word Parts.....	51
4.1 The Structure of English Words	51
4.2 Prefixes	52
4.3 Word Roots	53
4.4 Suffixes	55
4.5 Comprehensive Exercises	58
Answer Key	63

Chapter 5 Reading Sentences	66
5.1 Core Parts of a Sentence	66
5.2 Multiple Subjects and Verbs	69
5.3 Finding More Than One Essential Thought	70
5.4 Finding the More Important Thought	73
5.5 Reading Punctuation	75
Answer Key	79
 Chapter 6 Reading Paragraphs	 81
6.1 Structure of a Paragraph	81
6.2 Learn to Recognize the Elements	82
6.3 Finding Topics	83
6.4 From Topic to Main Idea	90
6.5 Locating the Topic Sentence	91
6.6 Two-Step Topic Sentences	106
6.7 Locating Supporting Details	109
6.8 Locating Implied Main Ideas	120
Answer Key	124
 Chapter 7 Recognizing Patterns of Organization	 129
7.1 The pattern of Organization	129
7.2 Simple Listing Pattern	129
7.3 Sequence Pattern	134
7.4 Compare and Contrast Pattern	139
7.5 Cause and Effect Pattern	142
7.6 Four Patterns of Organization	149
7.7 Mixed Patterns of Organization	152
Answer Key	154
 Chapter 8 Reading Longer Selections	 158
Moving Beyond the Paragraph	158
Exercise 1	165
Exercise 2	168
Exercise 3	170

Answer Key	173
------------------	-----

Chapter 9 Test-Taking Strategies for Reading

Comprehension	175
9.1 Objective Test and Subjective Test	175
9.2 The Design of Reading Comprehension Questions	175
9.3 The Feature of the Incorrect Answers	176
9.4 Some Tips for Taking Objective Test	176
9.5 Question Types and the Strategies for Answering Them	177
1. Overview Questions	177
2. Detail Questions	187
3. Inference Questions	200
4. Reference Questions	211
5. Vocabulary-in-context Questions	215
6. Attitude and Tone Questions	219
Answer Key	224

Chapter 10 Reading Practice

Unit One	227
Unit Two	233
Unit Three	239
Unit Four	244
Unit Five	251
Unit Six	257
Unit Seven	262
Unit Eight	268
Unit Nine	274
Unit Ten	280
Unit Eleven	286
Unit Twelve	292
Unit Thirteen	298
Answer Key (with Chinese Explanations)	305
Key for Unit One	305
Key for Unit Two	310
Key for Unit Three	314
Key for Unit Four	318

4 *Develop your reading ability*

Key for Unit Five	323
Key for Unit Six	328
Key for Unit Seven.....	332
Key for Unit Eight	335
Key for Unit Nine	339
Key for Unit Ten	342
Key for Unit Eleven	346
Key for Unit Twelve	356
Key for Unit Thirteen.....	357

Acknowledgments	361
------------------------------	-----

Chapter 1 Refine Your Reading Style

Chapter Survey

- **Misconceptions about Efficient Reading**
- **Techniques to Help Refine Your Reading Style**
- **Reading Style Flexibility**
 - Intensive Reading**
 - Extensive Reading**
 - Skimming**
 - Scanning**
 - Study Reading**

We are living in an age of knowledge explosion. We survived the Ice Age, endured the Dark Age, and flourished in the Modern Age. And now, during our new Space and Computer Age, we are experiencing an Information Revolution. Today our knowledge of the world doubles almost every five years. Much of this information is recorded and communicated in the form of printed words. Just as everything else seems to be moving more quickly, we, too, have to speed up our reading rate and improve our reading efficiency so as to keep pace with the knowledge explosion and the fantastic increase in the volume of books and literature. The fundamental strategy to improve our English reading skills is to read more. However, the "catch" is that slow readers usually dislike reading since they deem it to be too time-consuming. Consequently, they usually read so little that they never practice enough to improve. On the other hand, better readers usually read a great deal and are constantly improving their reading skills. Thus, those who are good readers get better whereas those who aren't, don't.

This course is designed to offer some practical, effective reading techniques and plenty of selected reading materials for English learners, especially for college or university students and for those who will take part in the examination of CET-Band 4/6. The purpose of this book is to help those English learners refine their English reading style (in other words, their reading habits, attitudes, and skills) and develop their reading ability (especially the improvement of both their reading speed and comprehension) in a relatively short period of time.

In this chapter, we first will take a brief look at some of the misconceptions about efficient reading, and then we'll deal with several essential reading strategies, followed by relevant reading exercises.

1.1 Some Misconceptions about Efficient Reading

There are many misconceptions about English reading process. Let's examine the most commonly held beliefs about efficient reading.

Misconception 1: Efficient reading can only be learned by a gifted minority.

You do not need to have "superior" intelligence or exceptional vision to read better. Rather, you need an understanding of the reading process and an understanding of how *you* go about reading printed information. Armed with this awareness, you can learn some simple techniques and put them into practice every day to read more efficiently. The main ingredients for becoming a more efficient reader are practice and the willingness to devote time to changing the reading habits which keep you from reading well now.

Misconception 2: Tell me some specific rules and I'll become an efficient reader overnight.

Actually, there are no specific rules that can turn you into an efficient reader overnight. You learn to read by reading, not just by learning a set of rigid rules. Generally, the more you read, the better and faster reader you become. Although there is no such panacea as magic and once-for-all rules to learn, there are some useful techniques or methods you can learn to improve both your comprehension and rate. But remember that rules themselves are not ability, and knowing some reading rules is no substitute for reading practice and hard work. Methodology is one thing, and ability is another. Memorizing some rules or methods doesn't necessarily mean that you have already acquired or will automatically acquire the reading ability. The mastery of any ability needs corresponding practice. Without practice any good rules or methods will not work. What we advocate here is the combination of methods and consistent practice. In this way, you are bound to become an efficient reader.

Misconception 3: Reading happens when the eyes look at the words.

Many people think that reading is simply a visual process and all you have to do is gaze at words, and then the ideas will descend into your brain. Unfortunately, reading is not *that* simple. Reading is a process in which your eyes perceive (take in) the printed words and your brain interprets (understand) the meanings of words. Reading takes place when the eyes and mind work together. Your eyes

only play a part in the reading process. You must become actively and aggressively engaged in getting meaning from the text. Only when you are actively seeking meanings, can your eyes and mind work together to help you read quickly and efficiently. In a sense you are responding to the words in print with your own experience and knowledge. You are reconstructing a meaningful world based on both the text (文本) you are reading and the experience of your own. You can easily become bored with the words *unless* you respond to them.

But "How do I respond actively to the words?" you may ask. Use both your eyes and brain—begin by asking yourself questions about what you are reading, and try to communicate and interact with the author or the characters (of the text) while reading.

Misconception 4: Reading one word at a time aids comprehension and memory.

If you stop and concentrate on each word in print, you are creating comprehension problems for yourself. In addition, you may find that you often read a passage but cannot recall much about it. Have you ever had this experience? This frustrates many readers. Research shows that the brain, in just one second, can sort out 100 million separate messages, distinguishing between the important and the unimportant. The inefficient reader sends to the brain such "weak signals"—seemingly unrelated chunks of information—that the brain loses its focus on reading and gets distracted or bored. The eyes continue to look at the print but the brain wanders: thinking, planning, daydreaming about unrelated topics. If you are unable to concentrate while reading or become easily bored or restless, you are probably reading too slowly to engage your mind.

You do not stop between each word when you talk or speak. You usually speak in groups of words. Since you think in a similar fashion, why not read the same way—in idea clusters or thought units? Such is the natural way to read. Your comprehension will improve if you learn to read for meaning and concentrate on ideas, not words.

Misconception 5: The only way to read anything is slowly and carefully.

Most people read everything the same way—slowly—whether it is the TV guide, the evening newspaper, a textbook, or a novel. Skillful readers, however, learn there is more than just one way to read. They vary their rate, depending on two main factors: (1) The difficulty of the material. This includes not only the complexity of the material, but also your background or familiarity with the

information. (2) The purpose in reading. In other words, why you are reading — to relax, to gain information you need to understand and remember for the courses you take, or to increase your general knowledge. Different reading purposes need and decide different reading rates. (c.f. 1.3)

Misconception 6: Vocalization or mentally saying the words helps you understand the writer's thoughts.

Do you silently say the words or need to hear *each* word when you read? Then you are limiting yourself to the speed at which the words can actually be produced physically. You may either be "vocalizing"— moving your lips and saying the words in a whisper — or you may be "sub-vocalizing" — "hearing" them within your head. While you cannot eliminate mentally hearing all words when you read, you should not be mentally pronouncing every word. Good readers tend only to hear key words, those words which give meaning to the passage.

Misconception 7: Going over just-read material improves understanding.

If you have the habit of "regression," *constantly* and needlessly going back and rereading parts of sentences, not only will you be reading very slowly but you may also have trouble understanding what you are reading. The smooth, logical flow of thought is broken if you continuously regress while reading.

Many people "regress" because they don't think they can understand what they read the first time around. At times, rereading is necessary to understand difficult material or to remember additional details. But the "regression" discussed here is unnecessary, unconscious, and not helpful.

Misconception 8: Comprehension decreases as rate increases.

Continually, students say with great pride that they read slowly because they want to be sure to get the full meaning and remember every single word. Actually, by trying to digest every word, these students read so slowly that they hamper their comprehension and often find themselves confused and disinterested.

Readers who absorb 80 percent of what they read have excellent comprehension. Striving for 100 percent all the time makes you read more slowly than necessary. Although the subconscious mind does store all experiences, the conscious mind can only remember a limited amount of new information. If you try to remember everything, you usually wind up remembering very little and you become frustrated because of the impossibility