



硕士博士研究生英语系列教程

发展多方阅读

中国科学院研究生英语 阅读技巧

主审：彭 工

主编：姜文东



 **北京理工大学出版社**
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前言

阅读是语言学习的一个重要环节,是提高其他技能的基础和保障。经过十几年的英语学习之后,阅读技能对研究生来说应该并不陌生。但在阅读速度、归纳推论、把握文章中心思想和主要论点等方面仍有待提高。其一可能是源于词汇量小,阅读面窄;其二与不当的阅读习惯和对阅读技巧缺乏了解不无关系。

中国科学院研究生院外语系在教材建设方面已做出很大努力,也收到了较好的效果,《博士研究生英语精读》、《博士研究生英语续读》和《英语速读》(第一~三册)作为普通高等教育“九五”国家级重点教材已于2001年起陆续出版。作为中科院研究生英语教学改革与学科建设系列教材,《中国科学院研究生英语写作教程》、《轻松听 轻松说——中国科学院研究生英语听说教程》也已于2006年出版。这些教材的陆续出版无疑在很大程度上满足了中科院研究生院英语教学的需要。但阅读技巧方面的教材目前还是一个空白。

本书的编写原则就是通过对各类阅读技巧的讲解,以及针对性的训练,使学生掌握必要的阅读技能,扩大阅读范围,增加词汇数量,提高阅读速度,丰富语言知识,增强英语语感,培养独立阅读和广泛阅读的能力。

本书按照不同的阅读技能,分为10个单元:句子的分析理解、根据上下文猜测词义、总结主题思想、推论、预见、参照、略读、扫描、写作提纲和笔记;另外,针对阅读中的不良习惯,第一单元专门进行了讲解。其他9个单元每个单元讲解一种技能,并配有针对性的练习,供学生进行训练和巩固。练习选材广泛,既涉及自然科学,也包括社会科学;既有名家名段,也不乏报刊报道,尽量做到使文章知识性与趣味性兼备,使学生开阔视野,适应不同文体;内容以所讲技能为基础而设计,重点突出,针对性强,便于学生对各项技能的掌握;练习形式多样,包括选择题、填空题、判断题等,避免了单一练习形式造成的枯燥乏味。

每个单元后还专门设计了读者自测题,以便学生能将学到的阅读技能运用于实践,检测对阅读技能的掌握。题型设计与学位英语考试保持一致,文章长度及题目的难度也尽量做到与之统一,因此这部分也可视为综合阅读技能训练。

书中所有练习,包括读者自测题,均附有参考答案,以方便师生及其他读者使用。

本书共设10章,供一个学期使用,可与其他阅读教材(如精读)同步进行。读者对象主要为在校研究生,或水平相当的其他读者。对于准备英语考试的读者也不失为一本有益的参考书。

本书在编写过程中参阅了一些国内外出版物和网上的材料,部分参考书目和网站附在书



后，另有一些书目由于无法查证没有列出，在此一并向原书或文章作者表示感谢。同时，本书在编写过程中得到外语系领导的关注与支持，彭工教授在百忙之中审阅了书稿，北京理工大学出版社的责任编辑梁铜华为本书的出版花费了很多心血与努力，在此一并表示诚挚的谢意。

限于作者的水平，不足之处在所难免，恳请使用本书的教师、学生及其他读者给予批评指正。

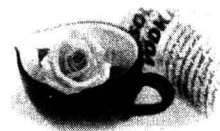
编 者

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Unit 1

Establishing Good Reading Habits



This book is designed to help you improve your reading comprehension by the use of necessary reading techniques. 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 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.

Before you really start reading the material, you can get a good idea about it by taking a few moments right off to read the title, chapter headings, section titles and headlines. The purpose of **scanning** is to get a quick understanding of what to expect from the reading, so that you will know what you are reading as you go along.

Maps, charts and pictures are clues that will help you to **cue in** on the content and organization of the material. This simple technique of scanning can help you read for ideas because you will know where you are going when you begin to read.

Another good reading habit is reading fast. The expression “haste makes waste” does not apply to reading. In fact, most people read much too slowly. Right now you are probably reading this slower than you need for good comprehension. Studies show that fast readers are the best readers, and that slow readers often lose their concentration and comprehension abilities because their minds will **wander** out of boredom. Remember, nothing hurts concentration more than reading too slowly. Your mind will keep up with your reading speed if you ask it to. By always reading at your top speed, you challenge your understanding and make it easier for your mind to concentrate on the material.

One obstacle to faster effective reading is “**vocalizing**.” Perhaps you have seen very young children learning to read or some beginners learning a foreign language. They move the index



finger along the line of print, pointing to each word, sometimes even to individual letters, saying the words or letters to themselves in a low voice. This is called “vocalizing.” Sometimes the learners make no sound though his lips may move to form the words, sometimes there is not even any **perceptible** movements of the mouth at all, but the learner is still activating his/her throat muscles slightly to “say” the words to himself/herself. He/She is still vocalizing.

However slight the extent of vocalizing may be it will still be impossible for such a reader to reach a high reading rate. The **appreciation** of written words must be entirely visual and we must **read more than one word at a time**. When you practice this, remember that your eyes will be one or two word groups ahead of the one your mind is taking in.

For a person with good reading habits, a printed page contains not only words but also ideas, actions, thoughts and feelings. But all these things are built on words. The more words you are familiar with, the less you are aware of reading words and the more you are aware of content and meaning. **Expanding your vocabulary** will help you to read more effectively and rapidly.

Many people simply **skip** over words they do not understand. This, naturally, hurts their overall comprehension. Other people stop at each new word and look it up in the dictionary, but this method can slow down the reading speed, affecting concentration and comprehension.

But you can build your vocabulary without using a dictionary each time. Here are two rules:

- 1) Pause for a moment on each new word and let it **register** in your mind.
- 2) Try to guess what the word means from context clues, from the words around it.

What happens with this method is that you will see the word again and again. Each time you will have a stronger impression of the meaning. Soon, the new word will be familiar and its meaning clear.

The key to the method is to be alert to new words. Don't skip over them. You'll find you are adding to your vocabulary each day and a good strong vocabulary is a great help to reading quickly and understanding accurately.

It depends on the purpose of your reading as how to decide which rule to use. If it is for your general reading practice or you are practicing to improve your reading speed, you can choose some fairly easy sort of book; you will not need to pause on each unfamiliar word or use a dictionary. However, if you are learning vocabulary through reading or if you really must know the dictionary meaning of all the words you meet (a doubtful necessity), pause for a moment on the unknown words or **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.” This will be further discussed in Unit 4. The point here is there is **no need to look up every unfamiliar word in the dictionary**; otherwise you will find you have lost the **thread** of the story.



To pay attention to paragraph structure is also important in reading. 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 attention to the first sentence 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. You can find detailed explanation of this in Unit 3.

Many students trying to increase their effective reading speed become discouraged when they find that if they try to race through a passage faster, they fail to **take in** what they have read. At the end, they have been so busy “reading faster” that they cannot remember what the passage was about. The problem here is that the material they are practicing on is either too difficult for them in vocabulary or content, or not sufficiently interesting. So it is important for you to **find things that you are interested in** when you practice in your own time.

Good reading habits like these can help you to be more successful in reading.

Practice 1

Directions: Select the answer which is most accurate according to the information given in this unit.

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. What is important before you start reading?
A. To know more about the author. B. To read the title and headlines, etc.
C. To find out when the material was published. D. To look up the new words.
3. According to the passage, rapid reading can make the reader _____.
A. concentrate on the material B. ignore unimportant information
C. lose some of the ideas in the material D. grasp the main idea more accurately
4. How will the reader feel about the material if he/she reads slowly?
A. Dull. B. Discouraged. C. Interested. D. Well informed.
5. The use of a dictionary is _____.
A. advisable for speed reading practice B. unnecessary for speed reading practice
C. essential for speed reading practice D. of no help in improving general reading ability
6. You can avoid the need for reference books by _____.



- A. learning many vocabulary items in advance B. choosing a fairly easy book
C. asking a friend D. simply ignoring unknown words
7. If you really want to know what all the words mean, _____.
A. make a note and check later B. use a bigger dictionary
C. ask your instructor D. read more slowly
8. To understand a general reading book, a knowledge of the meaning of every single word in that book is _____.
A. doubtfully necessary B. absolutely unnecessary
C. absolutely necessary D. most advisable
9. Even if you don't know a word you can often get the meaning by _____.
A. wild guessing B. working it out mathematically
C. working it out from the context D. comparing it with similar words
10. Sometimes we know the first sentence is not the topic sentence because _____.
A. it does not seem to give us enough information
B. it is not long enough
C. it does not have a subject
D. it does not provide detailed information

Practice 2

Directions: Find the following words in the passage and select the meaning you think most likely to correspond among the choices given.

1. cue in (Para. 3)
A. remember B. guess C. get familiar with D. get the main idea of
2. wander (Para. 4)
A. stroll B. move C. drift D. stop concentrating
3. vocalize (Para. 5)
A. point B. spell C. announce D. pronounce
4. perceptible (Para. 5)
A. loud B. observable C. excessive D. piercing
5. appreciation (Para. 6)
A. approval B. satisfaction C. perception D. increase
6. skip (Para. 8)
A. work B. think C. pass D. jump
7. register (Para. 9)



- | | | | |
|--------------------------------------|---------------|-------------|-------------|
| A. express | B. enlist | C. record | D. reveal |
| 8. jot down (Para. 12) | | | |
| A. underline | B. write down | C. forget | D. remember |
| 9. thread (Para. 12) | | | |
| A. cotton | B. step | C. detail | D. sequence |
| 10. take in (last but one paragraph) | | | |
| A. understand | B. adjust | C. memorize | D. say |

Practice 3

Directions: Each of the words italicized in the following sentences is a word you will probably not know. Simple equivalents for these words will be found among the twelve words at the beginning of the exercise. Try to work out from the context which words in the list can replace the italicized words in the sentences.

- | | | | |
|------------------|---------------|----------------------|---------------|
| a) produce | b) foretell | c) illogical | d) seaweed |
| e) stewpot | f) practicing | g) deputies | h) hunters |
| i) cave-dwellers | j) amusing | k) fifteenth century | l) packed cap |

- Many early types of human being were *troglydites* before they learned to build houses.
- Mohammed Ali was not fighting seriously in the gymnasium — he was only *sparring* with a friend.
- The Prince left most of the ordinary everyday decisions to his *satraps*.
- The crowd obviously enjoyed the fat man's *risible* efforts to compete in the 100 meters dash.
- Italian artists were more active in the *quattrocento* than in the sixteenth century which followed.
- General de Gaulle always wore a *kepi* with his uniform instead of a steel helmet.
- The Japanese are investigating the possibility of using marine resources such as plankton and *kelp* for human food.
- The soldiers did not have plates so they ate straight from the *dixie*.
- The politician was embarrassed when his argument was proved to be *specious*.
- The fortune-teller was unable to *prognosticate* the events of the following week.

Practice 4 Questions for Discussion

Directions: Read the unit and answer the following questions.

- What are the reading strategies that are discussed in this unit?
- How to decide when to look up the unfamiliar words in the dictionary?
- Why should we spend some time on the maps, charts and pictures in the materials we are



reading?

4. Why does “haste makes waste” not apply to reading?
5. Is “vocalizing” a good reading habit? Why?
6. How can we read more than one word at a time?
7. Do you agree with the statement “The larger one’s vocabulary is, the better his/her reading ability will be”? Why or why not?
8. Which one is more important in reading, speed or comprehension? How to strike a balance between them?

Reader’s Quiz

There are spectacular differences between financial markets on the Continent of Europe on the one hand, and in Britain on the other hand. In Britain, the market is really the City of London. It is a free market, and it controls most of the flow of savings to investment. On the Continent, either a few banks or government officials direct the flow of funds to suit their economic plans. In Germany the flow is directed by all-powerful banks. In Britain there is more free **interplay** of market forces and far fewer regulations, rules and “red tape.” A French banker summed it up this way: “On the Continent you can’t do anything unless you’re told you can; in England on the other hand you can do everything as long as you haven’t been told not to.”

There are many basic reasons for these differences. One is that Continental savers tend to prefer gold, cash or short-term assets. They invest only 10% of their savings in institutions like pension funds or insurance companies. But in Britain 50% of savings goes to them, and they, in turn, invest directly in equity market. A far lower proportion of savings is put in the banks in the form of liquid assets than on the Continent. Continental governments intervene directly or through the banks to collect savings together and transform them into medium or long-term loans for investment. The equity market is largely bypassed. On the Continent economic planning tends to be far more centralized than in Britain. In Britain it is possible to influence decisions affecting the country’s economy from within the City. It attracts a skilled and highly qualified work force. In France, on the other hand, an intelligent young man who wants a career in finance would probably find the civil service more attractive.

In Britain the market, or more accurately, money tends to be regarded as an end in itself. On the Continent it is regarded as a means to an end: investment in the economy. To British eyes Continental systems with possible exception of the Dutch seem slow and inefficient. But there is one outstanding fact the City should not overlook. Britain’s growth rates and levels of investment over the last ten years have been much lower than on the Continent. There are many reasons for this,



but the City must take part of the blame. If it is accepted that the basic function of a financial market is to supply industry and commerce with finance in order to achieve desired rates of growth, it can be said that by concentrating on the market for its own sake the City has tended to forget that basic function.

1. What does the word “interplay” (Para. 1) most probably mean?
A. Interaction. B. Communication. C. Revolution. D. Motivation.
2. What seems to be the most fundamental reason for this difference?
A. The British invest only 10% of their savings in pension funds.
B. On the Continent you can’t do anything unless you have been told you can.
C. Intelligent young men who want a career tend to go to civil service on the Continent.
D. The British tend to regard money as an end, whereas the Continental European consider it a means to an end.
3. According to the passage, the Dutch way of finance and banking _____.
A. has a low efficiency
B. is similar to that of the French
C. resembles that of the British
D. makes no difference whatever system it is compared to
4. In what way does the Continental system seem better?
A. It attracts intelligent young men.
B. It has less proportion of savings in the form of liquid assets.
C. In functions properly despite the fact that the British discount it.
D. The Continent maintains a higher growth rate and levels of investment.
5. This passage follows a pattern of _____.
A. narration B. comparison C. classification D. illustration
6. What is the best title of the passage?
A. Savings and the Growth Rate
B. Monetary Policy in Britain
C. The European Continent and Britain
D. Banking and Finance: Two Different Realities

Unit 2

Comprehending Sentences



Reading is the meaningful interpretation of verbal symbols. Understanding a written text means extracting the required information from it as efficiently as possible. Because sentences are the basic unit of a text, to understand each sentence in a passage would be critical to get the required information from it. In this unit, we will work on sentence comprehension skills.

I. Basic Types of English Sentences

In order to understand a sentence completely, it's helpful for us to have some knowledge of sentence structure. Generally, sentences can be divided into three types according to their grammatical structure: **simple sentences, compound sentences, and complex sentences.**

1. The Simple Sentence

The most basic type of sentence is the simple sentence, which contains only one clause. A simple sentence can be as short as one word. For example:

Run!

Usually, however, the sentence has a subject as well as a predicate and both the subject and the predicate may have modifiers. All of the following are simple sentences, because each contains only one clause. For example:

Melt!

Ice melts.

The ice melts quickly.

The ice on the river melts quickly under the warm March sun.

Lying exposed without its blanket of snow, the ice on the river melts quickly under the warm March sun.

2. The Compound Sentence

A compound sentence consists of two or more independent clauses (or simple sentences) joined by coordinating conjunctions like “and,” “but,” and “or.” For example:



We think every young couple should have a home of their own, and we pity the couple who have to share their home with their parents.

No one is born with knowledge; knowledge must be taught and learned.

Special Cases of Compound Sentences

There are two special types of compound sentences which you might want to note. First, instead of joining two simple sentences together, a coordinating conjunction sometimes joins two complex sentences, or one simple sentence and one complex sentence. In this case, the sentence is called a compound-complex sentence. For example:

The package arrived in the morning, but the courier left before I could check the contents.

The second special case involves punctuation. It is possible to join two originally separate sentences into a compound sentence using a semicolon instead of a coordinating conjunction. For example:

Sir John A. Macdonald had a serious drinking problem; when sober, however, he could be a formidable foe in the House of Commons.

3. The Complex Sentence

A complex sentence is made up of two elements: main clause and subordinate clause. These clauses are very much like simple sentences. We use this term just to indicate that these sentences do not enjoy the full sentence status in grammar. The difference between clauses in compound sentences and those in complex sentences is that the clauses in compound sentences are equal to each other, but in complex sentences, some clauses are more important than others. That's why we use the terms main clause and subordinate clause.

The main clause and the subordinate clause are linked by a word indicating their relation. The subordinate clause can be used as subject, object, predicative, attribute, or adverbial of the main clause. So in other words, a complex sentence is a sentence which uses a sentence as part of its elements.

Here are a few complex sentences:

I will tell him when I see him tomorrow.

You never know when chance might come for you.

If you like this book, you may take it with you.

Although my friend invited me to a party, I do not want to go.

II. Two Tips in Reading Sentences

1. Keyword Focus

A problem will arise when you are unable to get an immediate grasp of sentence structures.



You are unable to see the forest because of the trees. And this will cause discouragement and apprehension especially when you are faced with a new text with relatives, embedded clauses and complex structures. It is therefore important for you to discriminate quickly between what is essential or the “core” of the sentence (generally, the subject and the predicate of a sentence) and the padding (for example, modifiers, relative clauses, oppositions, etc.) which, in each sentence, only introduces some further details or qualifies the idea.

Natural speed-readers unconsciously skip words that are used in sentences for grammatical reasons. Depending on how they are used in a sentence, these words usually don't convey specific information such as some determiners (an, a, the), prepositions (of, for, at, by) and adverbs (very, extremely, highly, etc.). Keyword focus will allow readers to ignore less important words and focus on the subject and action of the sentence.

2. Phrase Reading

Slow readers read one word at a time. Good readers read in phrases. Good readers will see several words at a time and their eyes will stop only three or four times as they move across a page. Reading in idea-phrases speeds your reading and improves your understanding of what you have read. Phrase reading is a technique that builds fluency, aids comprehension, and improves reading. Underline the phrases in the sentences of a passage, then practice seeing more than one word at a time.

III. Sentences that Cause Reading Difficulty

1. Sentences with Many Modifiers

Words that describe or limit other words are called modifiers. Some common English modifiers are:

- a. a word;
- b. word groups, or phrases;
- c. clauses, such as an attributive clause.

If there are many modifiers within a sentence, it would be difficult for you to locate the subject and the predicate of the main clause. Therefore, it will hinder you from understanding the sentence. For example:

There are over 400 Christmas tree growers across the UK registered with the British Christmas Tree Growers' Association, where trees are grown according to strict guidelines which govern everything from sustainable seeds and cultivation to protecting local wildlife.

In this sentence, there are two defining attributive clauses. In these two attributive clauses, “where trees are grown according to strict guidelines” is written to modify the noun “the UK,” and



“which govern everything from sustainable seeds and cultivation to protecting local wildlife” is the modifier to the noun phrase “strict guidelines.” Therefore, locating these two attributive clauses and their antecedents respectively and mapping the structure of the sentence are critical in the comprehension of this long sentence.

2. Elliptical Sentences

Some sentences can be called elliptical sentences because part of their structure has been omitted. Elliptical sentences are actually incomplete in structure but complete in meaning. The parts omitted vary, and the recovery of these parts depends on many factors, such as the sentence pattern, the preceding context, or even on the context of a passage as a whole. And the key process in reading an elliptical sentence is to identify which part of the sentence is incomplete.

Generally, there are three common omissions which will confuse your reading.

Omission of verbs

Usually, if a verb is used more than once in a similar pattern within a sentence, it can be omitted in its second or third occurrence. For example:

Hardy's weakness derived from his apparent inability to control the comings and goings of these divergent impulses and from his unwillingness to cultivate and sustain the energetic and risky ones.

In this sentence, the verb “derived” is omitted before the phrase “from his unwillingness to cultivate and sustain the energetic and risky ones” in order to avoid the repetition of the same verb in one sentence and therefore to keep the sentence brief.

Omission of conjunctions

Coordinating conjunctions, such as “and,” “but,” and “or,” and even conjunctions in an adverbial clause, such as “if,” can be omitted in order to create a rhetorical effect. For example:

A number of White House staff people — stunned, silent, stumbling along as if dazed — walked with it. Mrs. Kennedy walked by the coffin, her hand on it, her head down, her hat gone, her dress and stockings spattered. She got into the hearse with the coffin. The staff men crowded into cars and followed. (Tom Wicker “The Assassination”)

In this example, the omission of conjunctions in describing the appearance of the White House staff and Mrs. Kennedy has created a stylistic effect in order to emphasize the feelings of shock, grief, loss and tragedy caused by the assassination of President Kennedy.

Omission due to grammatical requirement

Some parts of a sentence, especially auxiliary verbs (such as “be,” “have” and “do”) and modal verbs in the subjunctive sentences (such as “should”) can be omitted because the grammar permits. For example: