

English Reading Skills Development
and Comprehensive Practice

英语阅读技能 培养与实践

—— 阅读理论
—— 应试技巧
—— 实用阅读

主编 段维彤
主审 嵇纬武



天津大学出版社
TIANJIN UNIVERSITY PRESS

英语阅读技能培养与实践

——阅读理论,应试技巧,实用阅读

主 编 段维彤
副主编 李景琦
编 者 郭丽娜 龚丽英 张 佩
 李 楠 殷 鸣 李景琦
 段维彤 王晓梅 刘 勤
主 审 嵇纬武

天津大学出版社

图书在版编目(CIP)数据

英语阅读技能培养与实践:阅读理论,应试技巧,实用阅读/段维彤主编. —天津:天津大学出版社,2004.9
ISBN 7-5618-2027-5

I.英... II.段... III.英语—阅读教学—高等学校—教学参考资料 IV.H319.4

中国版本图书馆 CIP 数据核字(2004) 第 089677 号

出版发行 天津大学出版社
出版人 杨风和
地 址 天津市卫津路 92 号天津大学内(邮编:300072)
电 话 发行部:022-27403647 邮购部:022-27402742
印 刷 昌黎太阳红彩色印刷有限责任公司
经 销 全国各地新华书店
开 本 185mm×260mm
印 张 23.5
字 数 587 千
版 次 2004 年 9 月第 1 版
印 次 2004 年 9 月第 1 次
印 数 1-4 000
定 价 29.00 元

内容简介

《英语阅读技能培养与实践——阅读理论,应试技巧,实用阅读》一书从三个层面,全面分析阅读技能培养过程中各种要素的动态依存关系,提出理论方法在测试和实用阅读中的实施步骤。

全书共有 14 个单元,可以被分为三个部分,每个部分有若干单元,每个单元有四讲。

第一部分为与英语阅读有关的基本理论与方法,分 4 个单元(1-4),包括深化文字内容的回忆、培养阅读技能、评论性的阅读和培养词汇学习技能。这部分很好地做到了阅读知识的铺垫与阅读技能培养的指导。

第二部分与中外各类英语测试的阅读理解有关,分 6 个单元(5-10),涉及 CET-4、CET-6、NETM(研究生英语)及一些出国考试如 TOEFL、GRE、IELTS(雅思)。本部分的讲解以对第一部分内容的理解为基础,各个单元主题突出,融会贯通地为读者解决阅读理解中的重点、难点问题。

第三部分主要涉及的是实用英语阅读,分 4 个单元(11-14),这部分内容将指出报纸杂志英语、科技英语、商务英语、欧美文化和文学作品这些领域中的阅读材料中各自的规律性的内容,在结合第一部分内容的同时给读者以阅读上的指导,不仅如此,这部分同样会令参加英语测试的考生获益匪浅,因为很多中外测试中阅读理解部分所采用的材料均取材于上述这些阅读领域。通过这部分的学习能令读者掌握如何才能在阅读中最大限度地获取信息,并真正享受英文阅读的喜悦。

《英语阅读技能培养与实践——阅读理论,应试技巧,实用阅读》的编写,是专门为高等学校非英语专业学生的英语阅读选修课设计的,计划为一个学期的教学内容,每周 2 学时,32 学时完成。

同时我们也意欲使它成为阅读突破的必备辅导用书,本书可供报考 CET-4、CET-6、NETM(研究生英语)及一些出国考试如 TOEFL、GRE、IELTS(雅思)等人员以及各类英语培训班使用。对于那些在工作中要经常阅读英文材料的读者来讲,本书是为您解决实际问题的理想工具书。

前 言

阅读理解乃是各类英语考试中的“半壁江山”，但是长期以来英语阅读理解部分的教与学总是处于一种尴尬状态之中，一方面，人人都知道它的重要性。但另一方面，考生大量背诵篇章，拼命做题，外加分析、总结，经过长期不懈的努力之后，结果收效甚微。

考生常常发现文章并不难懂，可是通读全文后却不能正确回答题目，不是理解上和出题者有偏差，就是记后忘前，回忆不起文中的具体细节。即使那些有幸冲刺过了各类英语出国考试的中国考生，到了说英语的国家之后，都会感到自己的阅读能力明显不足。因为在国外，通常学生每次课后作业需要阅读长达数十页到数百页的文章，非常不适应，他们感到自己多年来在中国练就的高超语法水平（如虚拟语气有多少种特例，很多八百年都用不上一次的词语搭配）却无用武之处。

本书第一个特点，就是首先立足于阅读理论，传授给读者促进英语阅读能力发展的思维规律和基本的阅读方法，让学生在掌握一定的思维方法之后，能够从现有的知识里马上抓住阅读材料中自己所需要的东西，在完全不熟悉文章内容的情况下，能很好地理解文章思想，这才是培养了学生的阅读能力。

学生阅读能力的提高，首先要体现在能激励学生的表层动机，本书的第二个特点就是能帮助考生在各类测试的阅读理解部分的成绩有显著的提高。一直以来，绝大多数奋战在英语考场上的莘莘学子大量地练习阅读理解，读各种晦涩难懂的文章，做各种刁钻古怪的模拟题，已经饱尝了奋斗历程中的痛苦折磨，大多数同学已经或深或浅地陷入了题海之中。但问题是：题海战术真的会那么有效吗？而且由于现代竞争的日趋激烈，许多考生为了在日后步入社会时更具竞争力，在各种英语测试中疲于奔命，如果我们不冷静下来，理智地思考一下：自己的阅读水平是否有所长进，最终的结果就是做模拟题只是成为一种自我安慰、自欺欺人的手段。

本书的第三个特点是针对考生阅读测试中普遍存在的问题，分类逐项地解析阅读理解中各类题目在应答时正确的答题步骤与方法。考生切记：对于题目，不论您是做对了，还是答错了，这些都不重要，重要的是记住我们所讲的解题思路和命题原则。一道题做完了，就可以忘了它，但解题思路和方法却不可忘记，这些东西是永恒的，周而复始，不断往复。在测试指导这一部分，本书的突出特点是系统性，以往考生要参加 CET-4 了，买了一大堆四级辅导书，要参加 CET-6，又买了一大堆六级辅导书。不仅造成金钱上的浪费，时间上更是耽误不起。本书力求挖

掘各类考试的相似和不同之处,最终能够达到举一反三、触类旁通、“一石二鸟”的效果,在吃透每类测试中规律性的内容和掌握了一定的阅读方法和技巧之后,相信无论是参加哪类英语阅读测试,您都会有一份自信,单有这份自信笔者就确信您定能成功。

不见高山不显平地,一旦我们建立了这份自信,就会真正享受到阅读英语文章的乐趣,因为通过阅读不但能领略异国悠久的历史文化,更能获取您今后工作中所需的处在国际前沿的最新动态。面对丰富的阅读材料和宝贵的时间,读者要精读和泛读结合,准确与速度并重。

从阅读最基本的概念出发,我们可以把它分为精读和泛读,精读学习的目的是掌握英语语言知识;泛读的目的是最大化地用英语获取信息。著名语言学家 Brumfit(1977)指出: Intensive reading is reading for accuracy and extensive reading is reading for fluency.

对于实用阅读这部分,2004年1月出台的《大学英语课程教学要求(试行)》中有了更为明确的要求,具体内容见前言的附录。令笔者兴奋的是,本书是编者长时间进行英语阅读研究和教学经验的结晶,恰在《要求》出台的时候,本书初稿完成,比照《要求》的具体内容,本书能引导读者循序渐进地达到《要求》中的较高要求,如果本书能为推动大学英语阅读教学新模式的建立给师生一些启发的话,那将是对我们编者的一种最好的回报。

本书在编写的过程中曾得到天津大学和天津大学社会科学外国语学院的大力支持;也曾得到社外学院广大教师和学院领导的关心与帮助,以及黎恋恋老师和孙维娟老师的大力协助,特此表示衷心的感谢。

本书的第1至第4单元由段维彤编写;第5至第7单元由李景琦编写;第8单元由李楠和刘勤共同完成;第9单元由李楠编写;第10单元由殷鸣编写;第11单元由龚丽英编写;第12单元由邬丽娜编写;第13单元由王晓梅编写;第14单元由张佩编写。谨此一并致谢。

我们虽已尽力,但由于编者水平有限,本书中的错误与不妥之处在所难免,敬请广大读者和专家批评指正。

目 录

Unit 1	Developing Literal Recall	深化文字内容的回忆	(1)
Lesson One	Reading for Main Ideas	读出中心思想	(2)
Lesson Two	Reading for Details	把握细节	(9)
Lesson Three	Reading for Paragraph Organization	段落整体阅读	(15)
Lesson Four	Reading Textbook Selections	全篇宏观阅读	(23)
Unit 2	Developing Reading Skills	培养阅读技能	(28)
Lesson One	Reading Speed	阅读速度	(29)
Lesson Two	Developing Study-Reading Strategy	学习型阅读策略	(34)
Lesson Three	Developing Skimming Skill	快速“略读”技能	(38)
Lesson Four	Developing Scanning Skill	有效“寻读”技能	(43)
Unit 3	Critical Reading	评论性的阅读	(47)
Lesson One	Distinguishing Facts from Opinions	辨别事实与观点	(48)
Lesson Two	Understanding Purpose and Tone	理解作品传达的作者的写作目的和语气	(53)
Lesson Three	Making Inferences	进行推论	(58)
Lesson Four	Evaluating What You Read	自我评价阅读材料	(65)
Unit 4	Developing Vocabulary Skills	培养词汇学习技能	(70)
Lesson One	Recognizing Vocabulary Studies	认识词汇学习	(71)
Lesson Two	Context Clues to Word Meaning	通过上下文线索识别词义	(75)
Lesson Three	Word Part Clues to Meaning	通过构词线索把握词义	(79)
Lesson Four	Approaches to Vocabulary Acquisition	词汇记忆方法	(84)
Unit 5	CET-4 Reading	英语四级阅读	(89)
Lesson One	A Brief Introduction to CET-4 Reading	四级阅读简介	(90)
Lesson Two	Question Types and Strategies (I): Global Questions	题型及对策(I):全局题型	(96)
Lesson Three	Question Types and Strategies (II): Local Questions	题型及对策(II):局部题型	(103)
Lesson Four	Phrases and Translation in Reading Comprehension	阅读中的短语和翻译问题	(114)

Unit 6	CET-6 Reading 英语六级阅读	(121)
Lesson One	A Brief Introduction to CET-6 Reading 六级阅读简介	(122)
Lesson Two	Improving Reading Speed and Comprehension 提高阅读速度及理解能力	(128)
Lesson Three	Reading Focuses 阅读注视焦点	(134)
Lesson Four	Polysemy and Translation in Reading Comprehension 阅读中的一词多义和翻译问题	(142)
Unit 7	NETM Reading 考研英语阅读	(148)
Lesson One	A Brief Introduction to NETM Reading 考研英语阅读简介	(149)
Lesson Two	Keys to Reading 阅读关键	(156)
Lesson Three	Approach to Solving Questions 问题处理	(162)
Lesson Four	Synonyms and Translation in Reading Comprehension 阅读中的同义词、近义词和翻译问题	(169)
Unit 8	Reading Comprehension in TOEFL 托福阅读	(175)
Lesson One	An Overview of Reading Comprehension in TOEFL TOEFL 阅读概述	(176)
Lesson Two	Types of Questions TOEFL 阅读题型	(180)
Lesson Three	Tactics 答题方法	(186)
Lesson Four	Reading Comprehension in Computer-Based Test TOEFL 阅读机考	(190)
Unit 9	Reading Comprehension in GRE GRE 阅读	(201)
Lesson One	GRE and Reading Comprehension GRE 中的阅读理解	(202)
Lesson Two	Understanding the Articles 读懂文章	(207)
Lesson Three	Understanding the Questions and the Choices 理解问题和选项	(213)
Lesson Four	Comprehensive Analysis 综合分析	(218)
Unit 10	Reading in IELTS 雅思阅读	(226)
Lesson One	IELTS Is Gaining Popularity 解读雅思风靡	(227)
Lesson Two	IELTS Reading Strategies 雅思阅读技巧	(231)
Lesson Three	IELTS Reading Breakthrough 雅思阅读突破	(236)
Lesson Four	General Training Module 普通培训类考试	(240)
Unit 11	Reading Newspapers and Magazines 阅读报刊文章	(247)
Lesson One	Newswriting Style and Structure 新闻的写作风格及结构	(248)

Lesson Two	Interpret Headlines, Leads and Background Information 解读标题、导语段及背景信息	(256)
Lesson Three	Feature Story and Opinion Writing 新闻特写与评论性质的文章	(264)
Lesson Four	Read between Lines and beyond Lines 言外之意与文外之意	(274)
Unit 12	English Reading for Special Purposes 专业英语阅读	(286)
Lesson One	English Reading for Special Purposes 专业英语/特殊用途英语	(287)
Lesson Two	English Reading for Academic Purposes 专业英语/学术英语阅读	(294)
Lesson Three	English Reading for Science and Technology 科技英语阅读	(301)
Lesson Four	English Reading for Occupational Purposes 职业英语/商务英语阅读	(307)
Unit 13	Culture and Reading Comprehension 文化与阅读理解	(316)
Lesson One	Cultural Influence on the Understanding of Words and Idioms (I) 文化对单词与习语的理解的影响(I)	(317)
Lesson Two	Cultural Influences on the Understanding of Words and Idioms (II) 文化对单词与习语的理解的影响(II)	(323)
Lesson Three	British Culture and Reading Comprehension 英国文化和阅读理解	(328)
Lesson Four	American Culture and Reading Comprehension 美国文化和阅读理解	(334)
Unit 14	Literary Appreciation 文学赏析	(340)
Lesson One	Jane Austen and <i>Pride and Prejudice</i> 简·奥斯汀和《傲慢与偏见》	(341)
Lesson Two	Charlotte Bronte and <i>Jane Eyre</i> 夏绿蒂·勃朗特和《简·爱》	(345)
Lesson Three	Henry David Thoreau and <i>Walden, or Life in the Woods</i> 亨利·大卫·梭罗和《华尔滕或林中生活》	(350)
Lesson Four	F. Scott Fitzgerald and <i>The Great Gatsby</i> 弗·司哥特·菲茨杰拉德和 《了不起的盖茨比》	(355)
参考答案		(361)
参考书目		(362)

Unit 1

Developing Literal Recall

深化文字内容的回忆

认认真真地阅读一篇英文材料时,很多读者经常会出现读后忘前的情况。还有的时候,对一篇阅读材料的单词都认识,可是读下来之后,却不知其所云。问题在于:你多年养成的阅读思维模式(从单词到句子到段落进行理解)有一定的局限性。这种阅读模式应与本单元帮助读者建立的另一种阅读模式互为补充,从而克服上述问题,有效地提高你的阅读理解能力。

- ◆ Lesson One: Reading for Main Ideas
- ◆ Lesson Two: Reading for Details
- ◆ Lesson Three: Reading for Paragraph Organization
- ◆ Lesson Four: Reading Textbook Selections

Lesson One

Reading for Main Ideas

读出中心思想

学习目标:

学习本讲之后,读者能学会在阅读一段话之后

- ① 找到该段的主题;
- ② 在作者没有直接阐明主题的情况下推断主题;
- ③ 更为重要的是了解如何发现一段话的主题句,并且通过它明白该段的中心思想;
- ④ 在没有主题句的情况下如何推断该段的中心思想。

一般的英语阅读者在阅读过程中过于注重识别单个单词或生词的含义,从而破坏了阅读思维的连贯性。英语阅读效率高的读者,必须具备分析所读段落的主题和中心思想的能力,从整体上把握作者所要表达的中心内容,从而与作者在思想上有一定的交流,这样有助于读者对文章文字内容的回忆。

所以,如何帮助读者提高对所读内容主题与中心思想的认知能力,是本篇课文的核心问题。在阅读中我们会发现有两种段落结构:一种是段落中包含有主题句(topic sentence);另一种是作者没有在段落中写明主题句,但是我们却能概括出作者在该段尽力传达的中心思想。

无论是这两种段落的哪一种,所有的段落都有一个共同的特点,那就是它们必定包含有一个主题(topic),所以我们的讨论也从这个关键点切入。

Topic

* 发现主题

为了解我们所阅读的内容,应该先从挖掘主题入手。主题通常是一段中常被提及的某人、某地或某件事情。我们在阅读中只要不断地问自己这样一个问题“这段是关于什么人的或是关于什么的?(Who or what is this paragraph about?)”,就不难发现主题。我们以下面一段话为例:

“Writing to Read” is a program that was instituted by Dr. John Henry Martin, the former school superintendent of Mount Vernon, New York. With the aid of Dr. Martin’s program, hundreds of preschool children across the country have learned to convert the words they speak into words they can read and write. Using computers, the children hear a voice introduce the names of familiar objects. They then learn to associate

the sound of the word with its written form. After several repetitions, the voice in the computer tells the children to type the words they have been seeing and hearing. Within ten or fifteen minutes, most children do precisely that. In this way, their reading and writing vocabulary keeps abreast of their listening vocabulary.

这一段中的每一句话不是提及 Writing to Read, 就是对它有所指, 因此, 它毫无疑问地成为本段的主题。该段中涉及的其他人物(例如: Dr. John Henry Martin), 或者其他事物(例如: computers) 都称不上是本段的主题, 因为在本段中, 它们只被提及一次。主题必须在该段中反复被提到或者对其有所指, 并且对该段的内容有主导作用。

我们还应注意到, 这段话的主题用了一个三词短语来表述——Writing to Read, 因为它是一个程序的名称。有时候, 一段话的主题可用一个单词囊括, 但是通常情况下, 为了更准确地表述主题, 使用两个或者更多的单词是十分必要的。我们以另外一段话为例:

U. S. aviator, Charles Augustus Lindbergh's strong and independent character shaped every event in his altogether spectacular life. In 1927, when he decided to fly nonstop over the Atlantic, everyone said it was impossible. But Lindbergh would not listen and flew anyway, making the first solo flight of the Atlantic. When the public demanded that Lindbergh return a medal given to him by the Nazis, he refused. No matter how unpopular his decision, he would not bend to public opinion. More important to him were the dictates of his own conscience. When Lindbergh knew he was about to die of cancer, he methodically planned the details of his funeral. Characteristically, he was not about to leave such an important event in the hands of anyone else. Lindbergh wanted to die just as he had lived — on his own terms.

起初, 读者可能会认为这段话的主题用一个单词 Lindbergh 就可以表述, 因为本段多次提到这个人物。但是, 如果以此作为本段主题, 未免显得过于笼统。因为, 本文并不是在这样一个笼统的主题下, 谈及这个人物方方面面的事情, 例如: Lindbergh 的兴趣爱好或者是饮食习惯。这段话的焦点始终集中在 Lindbergh 坚强与独立的性格, 以此作为主题要比选择 Lindbergh 作为主题具体得多。因此, 本段准确的主题应该是“Lindbergh's strong and independent character”。那么, 这个主题可以囊括段中讨论的所有内容, 同时又可准确地把该段中未讨论的方面完全排除在外。

* 构建主题

然而作者并不总是采用平铺直叙的方式把主题呈现给读者, 有时候, 他们会分步骤、分阶段地让读者去把握一段话的主题。那么, 我们在阅读过程中, 必须能够合并那些被作者按照步骤分布在不同句子当中的关键

词,将它们构建成该段的主题。下面一段话可以作为很好的例证:

Napoleon Bonaparte plunged France into war and took away her political liberty. But he also provided France with something she had not had before: a generous and efficient government. At Napoleon's insistence, a committee of lawyers worked day and night until the laws of France were organized. In addition, Napoleon appointed new and more competent judges and instituted special courts that helped bring order to the country. Following the Revolution, the leaders had designed a system for national education. But it was Napoleon who carried the plans to completion. Most importantly, at least to the poor of France, Napoleon's government decreased taxes.

当我们开始阅读这段话的时候,很有可能把 Napoleon 作为本段的主题。但是随着进一步阅读,我们会发现本段的焦点并不是 Napoleon 本人,尽管文中多次提到他的名字。本段的核心是在他的领导下建立起来的高工作效率的政府。然而“efficient government”在本段的第三行中才出现,为了准确地表达本段的主题——“Napoleon's efficient government”,我们必须把 Napoleon 和“efficient government”在阅读过程中从不同的句子中发现,进行组合,从而构建出该段的主题。

这种在阅读过程中逐步构建出主题的方法是很常见的阅读行为。作者通常采用渐进的方式揭示主题:在段落开始部分,作者只是笼统地介绍主题,在进一步行文过程中,作者使得主题变得越来越具体。故此,读者应在阅读过程中从该段的不同部分发现关键词,进行组合,从而构建出该段的主题。

* 推断主题

在阅读过程中,我们还会发现并不是所有的段落都明确地陈述出主题,有时候,段落主题只是被暗示给读者。如果是这样,读者必须做出适当的推断,我们以下面一段话为例:

In the eighteenth century, the English economist Thomas Malthus predicted that future populations would increase faster than food supplies — with disastrous results. But in the past two hundred years, technological advances have profoundly influenced food-production methods. In the developed countries, the same amount of food can be produced in less time than it took half a century ago. Similarly, increased knowledge of agriculture has helped grow more food on less land. By the same token, land once considered unfit for food production has become arable. As we learn more about the ocean, we may be able to produce food not just from land but from the sea as well.

我们认为“the prediction of Thomas Malthus”是这段的准确主题。

当然这个词组不曾出现在本段的任何一处,我们也不能通过组合该段的

不同部分构建出这一主题,但是,出现在本段中的某些单词,作为暗示语,已经为推断主题给出了足够的暗示,例如“predicted”。

我们在阅读过程中,如果不能直接发现主题或者构建主题,而是需要自己推断出该段的主题,只要我们不断地问自己这样一个问题,就不难找到答案,这就是“本段自始至终作者都在对什么人、什么地方或者什么事有所指?”

关于中心思想

* 从主题到中心思想

如果要更好地理解 and 记忆一段话的内容,只了解这段话是关于什么人的或是关于什么的(Who or what is this paragraph about?) 还远不够,我们必须具备发现中心思想(main idea)的能力,从而了解到作者在文中要传达的讯息是什么。为此,在阅读中,我们可以不断地思考这样的问题: 1. 针对该段主题作者要表述什么?(What does the author want to say about the topic?) 2. 在该段中作者对什么思想作了最为详实的解释或者充分的发展?(What one idea receives the most development or explanation within the paragraph?) 我们以下面一段话为例:

Some words are loaded with pleasant associations. Such words as home, happiness, tenderness, contentment, baby, and mother usually bring out favorable feelings or connotations. The word “mother”, for instance, makes most people think of home, safety, love, care, food, security, and the like.

这段话的主题是“some words’ connotations”,而我们要进一步了解作者的意图,就是要发现贯穿该段的中心思想是什么。恰巧这段话的第一句话表述了该段的中心思想:有些单词可以让人产生愉快的联想(Some words are loaded with pleasant associations.)。该段的其他句子则是用更为具体的例子对这一中心进行解释。

这段话还有一点值得我们注意,本段的首句恰巧是主题句(topic sentence)。因为主题句概括地介绍了该段的中心思想(main idea),通过阅读它,我们可以迅捷地把握作者的意图,而其他句子围绕这一主题句进行更为具体详实的解释。

然而,读者应明白一点,主题句不一定总是首句,它可以出现在一段话中的任何位置,包括句首、段中或者段尾。有些段落的首句只是一些导言性的句子(introductory sentences),这些句子的作用只是为主题句的出现作铺垫。它们或是做一些背景知识的介绍,或是激发读者的阅读兴趣,但是它们所表述的内容绝不会贯穿该段的始终。我们通过阅读下面一段话来作进一步的讲解:

The director George Romero has a number of horror films. But none of them has ever achieved the fame of his first, The Night of the Living

connotation:
meaning
suggested by
word in
addition to
the former
meaning

Introductory
Sentence

Topic

Sentence

Dead, perhaps the most horrible of all horror movies. Made on a low budget with inexperienced actors, the film tells the story of technology gone wrong. Radiation in the atmosphere has caused the dead to come back to life and attack the living. Not only have the dead come back to life, they have become cannibals as well. Even worse, the living corpses are practically indestructible. Only a bullet through the head can stop them, a discovery not made until the film is half over and the audience has been properly horrified. Not surprisingly, Romero's film has become a cult classic, and true horror fans know the dialogue by heart.

这段话的首句介绍说导演 George Romero 拍了许多恐怖片,但是本段并没有对他拍过的其他电影作任何介绍,所以首句并不是贯穿全段反映中心思想的主题句(topic sentence)。本段的第二句话才是主题句,该段中的其他句子则围绕这一中心进行更为具体的描述。

我们还以本段为例,主题句的出现是以“but”为转折词引导出来的,这种情况通常是作者通过首句铺垫之后,主题句阐述一个与首句矛盾或者截然相反的观点,在阅读中我们要时刻保持敏感,注意这些连词的变化,很可能为我们发现主题句提供一定的帮助。

* 推断中心思想

另外有些段落,我们在段中的任何位置都找不到它们的主题句,因为作者只是在字里行间暗示出段落中心思想,而不是通过主题句直接阐明。作为读者,我们应该具备推断中心思想的能力。为此,在阅读中,我们可以不断地思考这样的问题:1. 在我阅读之前,作者假设读者对所阅读的内容已然了解些什么?(What does the author assume that I know already, even before I start to read a paragraph?) 2. 作者期望读者在阅读过程中填补什么信息或结论?(What information or conclusions does the author expect me to fill in as I read along?) 这样在阅读过程中,读者就不必过多地注意自己对一段话的主题已经有所知的部分,而应关注作者在行文过程中要尽力表达的观点,从而进行正确的推断。

我们通过阅读下面一段话来推断该段的中心思想:

The philosopher Arthur Schopenhauer lived most of his life completely alone and separated from his family. Distrustful of women, he never married and he fathered no children. Always fearful that he would be robbed, he kept all of his belongings under lock and key. Moreover, it was rumored that he kept a loaded pistol by his bed when he slept. Schopenhauer's only real companion was a small poodle called Atma. But even she occasionally annoyed him., and at those moments he would grow irritated and shout at her, calling her Mensch, the German word for "human being".

在阅读过程中,读者要推断中心思想,首先应对作者已阐述的文字内容

有明确的理解。本段多次提及 Arthur Schopenhauer 对周围人不信任的态度,他惟一的伙伴是“poodle”。这个词对正确推断中心思想有一定的作用,它的意思是“狮子狗”,看来 Arthur Schopenhauer 宁愿与动物为伴,也远离人群。更有甚者,当“poodle”惹恼他的时候,他会朝它大叫“human being”,由此我们得出结论 Arthur Schopenhauer 对人是多么的仇视。我们无法在本段中找到主题句,不能直接了解该段的中心思想,只有通过上述分析推断出中心思想:“Arthur Schopenhauer hated people”。

在此,有一点要补充,阅读一段文章的时候,如果我们采用快速阅读的方式,有些内容是必须要读出来的东西,因为如果在没有主题句、需要读者正确推断中心思想的时候,有些词的作用是不容忽视的(例如本段中的 poodle),所以,快速阅读时应注意内容的取舍。

最后,为了深化对本讲内容的理解消化,请认真完成课后的练习。

Concept Questions

1. What is the topic of a paragraph? In what way can we find the topic?
2. What is a topic sentence? What is the relationship between the topic sentence and the main idea of a paragraph?
3. How do you infer the main idea of a paragraph?

☆ Test 1

Part A: (寻找主题句练习) *Read each paragraph to identify the precise topic. If the precise topic is completely expressed in a single sentence, underline it. But if the topic has to be constructed or inferred, write it on the blank line that follows the paragraph.*

1. During World War II, the Nazis completely surrounded the Russian city of Leningrad and cut off the Russians' access to outside supplies. As a result, food was in short supply, and countless numbers of people starved to death. The men and women of Leningrad were so hungry they were forced to eat beloved family pets, and dogs and cats disappeared from the city. Even more horrible were the stories of cannibalism. Those who did not die from cold and starvation survived with emotional scars that could never be completely healed.

2. At the beginning of the Expressionist movement, we see the work of Van Gogh. Not at all concerned with producing a copy of what he painted, he used color and form to express his feelings about his subject. He also used broad brushes and palette knives and sometimes squeezed paint directly from the tube in his haste to get his feelings onto the canvas.

3. During his short lifetime, the young Canadian athlete Terry Fox proved himself to be an extraordinary human being. In 1979, doctors told Terry that he had to have his leg amputated because of cancer. In response to this tragedy, Terry reacted with his usual courage. He made up his mind to fight back against what seemed insurmountable odds. With only one

leg, he decided to run a 3,000-mile marathon across Canada. To raise money for cancer research, he asked that people donated money for every mile he completed. Although Terry died before he could finish the marathon, he achieved his goal. He raised enormous sums of money for cancer research. But even more importantly, he showed the world that his illness had not destroyed or even dimmed his heroic spirit.

Part B: (寻找主题句练习) *Read the following paragraph. If the paragraph has a topic sentence, underline it. If the main idea is implied rather than stated, put that main idea into a sentence and write it on the blank lines.*

1. Today's marketplace is crowded with sellers competing for your money and your attention by offering different services, prices, specials, bonuses and quality of goods. There are so many kinds of stores and deals that it is hard to keep them straight. To get the best bargain you need to carefully weigh the advantages and disadvantages of each deal before making your final selection.

2. A major part of our self-image is shaped by the work we do. Consider how we describe ourselves: "I'm just a janitor." "I'm only a housewife." "I'm senior vice president of the company." "I'm out of work right now." "I'm the boss here." Even our friends and fellow workers refer to us by our status (teacher, student, lawyer, doctor, pilot) and by what we do.

3. In Europe, some private hospitals offer special treatments just for aging patients. For several thousand dollars, men and women can receive a miraculous treatment called "cell therapy". In this procedure, the patient is injected with cells taken from baby sheep. The object is to rejuvenate the skin, erasing wrinkles and lines. What the patient does not know — although the doctor undoubtedly does — is that animal cells, when injected into the body, are treated like any other foreign substance. The body gathers its defenses and rejects them. Within twenty-four hours, the cells are destroyed, leaving the patient poorer but not younger.

4. During World War I, India supported Britain; and its 300 million inhabitants remained loyal to the "Emperor" in London. After a victory was achieved in 1918, Indian nationalists hoped that the British would show their gratitude by granting India the privileges of responsible self-government that Canada, South Africa, Australia and New Zealand already enjoyed. Instead, the Parliament at Westminster enacted a compromise, the Government of India Act of 1919, which provided for an all-India parliament of two chambers and promised legislative councils for the provinces. Matters of lesser and local importance were to be entrusted to these bodies, but decisions on major problems and policies would continue to be made by the