

怎样提高 阅读技巧

□ 主 编 张蝶兰

贵州教育出版社

怎样提高阅读技巧

主 编 张蝶兰
副 编 陈薇丽 何克勇

贵州教育出版社

怎样提高阅读技巧

贵州教育出版社出版

(贵阳市中华北路 289 号)

贵阳印刷厂印刷 贵州省新华书店发行

787×1092 毫米 16 开本 $16\frac{1}{2}$ 印张 370 千字

印数 7,001~9520

1992 年 6 月第一版 1992 年 11 月 第 2 次印刷

ISBN7-80583-264-1/G·263 定价:6.95 元

《怎样提高阅读技巧》

一书编委名单

主 编	贵阳医学院	张蝶兰	
副主编	贵阳医学院	陈薇丽	何克勇
审 校	贵州师范大学	丁廷森	
编 委	北京工业大学	陈国田	
	安徽医科大学	叶 静	
	江西医学院	方 娅	程光舜
	贵州师范大学	徐培成	
	山东轻工业学院	辛运国	
	贵州大学	王建芳	
	遵义医学院	张 林	徐岗
	贵州农学院	黄 珏	
	贵州人民大学	孙方琴	

前 言

由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学合作编写的《大学英语》一至四级系列教材(文理科本科用)问世以来,被全国几百所高等学校选作非英语专业学生的英语教材。该教材的广泛使用在很大程度上改变了大学英语教学的面貌,对提高教学质量起着重要作用。其中精读课本是培养学生语言基础的主要材料。每单元课文后除附有大量形式多样的练习外,还有阅读技能及阅读材料,从理论上系统而全面地阐述了提高阅读技能的方法。阅读材料多选自原文,内容丰富,题材多样,趣味性强,语言结构有一定难度。这份材料对提高学生的阅读能力具有理论和实践上的指导意义,对学生颇有裨益。

但是,在教学过程中,由于教学时数的限制,教师对这部分材料往往不能兼顾。而且,在很多地区,特别在边远省份,中学外语教学水平不高,学生进入高校后,接受《大学英语》一至四级系列教材已感吃力,要求他们对这部分材料进行自学,确有困难,但弃之不用又实为可惜。

为了更有效地实现《大学英语教学大纲》培养学生有较强的阅读能力的目标,贵阳医学院联合了全国九所兄弟院校对阅读技能及阅读材料进行了翻译,旨在帮助学生自学时作参考,从而让学生从理论上掌握阅读技能,并付诸实践,以提高阅读能力。

本书为广大研究生、高中英语教师及英语爱好者提供了丰富的语言材料,不失为一本很好的自学参考书,对提高阅读能力同样具有理论和实践的指导意义。

由于时间仓促,编者水平有限,译文中难免有不妥之处,敬请广大读者批评指正。

本书全部译稿由张蝶兰、陈薇丽、何克勇审校编纂后,蒙贵州师范大学外语系主任丁廷生副教授最后审校,特此致谢。

Contents

Book One

Unit One

Skill: Basic Reading Skill I

—How to Read a Text (Part I) (1)

Learning to Read—in College (2)

Unit Two

Skill: Basic Reading Skill I

—How to Read a Text (Part II) (7)

To Swim the English Channel at 58 (7)

Unit Three

Skill: Basic Reading Skill II

—Reading in Thought Groups (12)

The Young and the Old (13)

Unit Four

Skill: Reading Attack Skill I

—Using Context Clues for Word Meanings (Part I) (18)

A New Toy (19)

Unit Five

Skill: Reading Attack Skill I

—Using Context Clues for Word Meanings (Part II) (25)

An English Christmas (26)

Unit Six

Skill: Reading Comprehension Skill I

—Reading for the Main Idea (Part I) (30)

Dialogue (31)

Epilogue (33)

Unit Seven

Skill: Reading Comprehension Skill I

—Reading for the Main Idea (Part II) (37)

The Lost Gold Piece (37)

Unit Eight

Skill: Reading Comprehension Skill II

—Recognizing Important Facts or Details (42)

Thank you, M'am (43)

Unit Nine

Skill; Looking for the Topic Sentence (50)

Perception (51)

Unit Ten

Skill; Reading for Full Understanding (56)

The Hitchhiker (56)

Book Two

Unit One

Skill; Reading Attack Skill I

—Using Word Part Clues for Word Meanings (61)

Passage; Fresh Air Will Kill You (62)

Unit Two

Skill; Reading Attack Skill I (Follow—Up)

—More Prefixes and Suffixes (68)

Passage; An Important Lesson (69)

Unit Three

Skill; Reviewing Work (73)

Passage; The American Ideal of a Great Leader (73)

Unit Four

Skill; Reading Comprehension Skill II

—Making Inferences While Reading (78)

Passage; Black Boy (79)

Unit Five

Skill; Reading Beyond the Lines (85)

Passage; Alfred Nobel—A Man of Contrasts (85)

Unit Six

Skill; Reading for Implied Meanings (90)

Passage; A Doctor on Night—Call (91)

Unit Seven

Skill; Reading Comprehension Skill IV

—Drawing Conclusions While Reading (95)

Passage; 38 Who Saw Murder Didn't Call the Police (96)

Unit Eight

Skill; Review of Drawing Conclusions While Reading (102)

Passage; A Question of Honor (102)

Unit Nine

Skill: Reading Comprehension Skill V

——Understanding Figurative Language(1) (109)

Passage: Angels on a Pin (110)

Unit Ten

Skill: A General Review of Reading Skills (115)

Passage: My Wonderful Lousy Poem (115)

Book Three

Unit One

Skill: Basic Reading Skill I

——How to Use a Dictionary (121)

Passage: Justice Gets Its Shot at Policeman (122)

Unit Two

Skill: Reading Attack Skill II

——Scanning(1) (127)

Materials for Scanning (127)

Unit Three

Skill: Reading Attack Skill II

——Scanning(2) (132)

Materials for Scanning (132)

Unit Four

Skill: Reading Attack Skill II

——Scanning(3) (139)

Materials for scanning (139)

Unit Five

Skill: Reading Comprehension Skill V

——Understanding Figurative Language(2) (143)

Passage: The Day I Met My Mother (143)

Unit Six

Skill: Basic Reading Skill IV

——Increasing Word Power (149)

Passage: To Make Papa Proud (149)

Unit Seven

Skill: Reading Attack Skill IV

——Recognizing Signal Words(1) (155)

Passage: The Big Change (156)

Unit Eight

Skill; Reading Attack Skill IV

—Recognizing Signal Words(2) (163)

Passage; Dreams—What Do They Mean? (164)

Unit Nine

Skill; Reading Comprehension Skill VI

—The 5Ws (169)

Passage; The Fall of Mussolini (169)

Unit Ten

Skill; Reading Attack Skill V

—Recognizing Word Chains (174)

Passage; Knowledge As Fuel (174)

Book Four

Unit One

Skill; Basic Reading Skill V

—Avoiding Vocalization and Inner Speech (178)

Reading Passage; Winter Ice—Cream Man (178)

Unit Two

Skill; Basic Reading Skill VI

—Broadening Eye Span (184)

Reading Passage; Life and Death and Life (185)

Unit Three

Skill; Reading Attack Skill VI

—Skimming(1) (191)

Reading Passage; Science Truth (192)

Unit Four

Skill; Reading Attack Skill VI

—Skimming(2) (199)

Reading Passage; Soccer's Wild World Cup Scramble (199)

Unit Five

Skill; Reading Comprehension Skill VI

—Distinguishing Fact from Opinion(1) (206)

Reading Passage; The Man Who Wrote His Own Obituary (206)

Unit Six

Skill; Reading Comprehension Skill VI

—Distinguishing Fact from Opinion(2) (214)

Reading Passage: Take It Easy to Learn Better	(214)
Unit Seven	
Skill: Reading Comprehension Skill VII	
—— Making Sound Judgments(1)	(219)
Reading Passage: John Rossiter's Wife	(219)
Unit Eight	
Skill: Reading Comprehension Skill VII	
—— Making Sound Judgments(2)	(226)
Reading Passage: 2001 Space Shuttle	(226)
Unit Nine	
Skill: Reading Comprehension Skill IX	
—— Recognizing Denotation and Connotation(1)	(231)
Reading Passage: Real—Life Shangri—La	(231)
Unit Ten	
Skill: Reading Comprehension Skill IX	
—— Recognizing Denotation and Connotation(2)	(237)
Reading Passage: Work	(237)
Key to Reading Practice	(244)

Book One

Unit One

Reading with understanding depends on the interplay(相互作用)of three factors(因素): vocabulary, structure (grammar), and meaning; in other words, successful comprehension depends on one's actual command(掌握)of the language. But generally a good knowledge of reading techniques or skills will not only make reading easier, but also help improve reading comprehension to a certain extent(程度).

Skill: Basic Reading Skill I

How to Read a Text (Part I)

It is advisable to read a comprehension passage at least twice; the first time, to obtain(获得) a general impression(印象) of the text, and then a second time to concentrate on the important details(细节). Sometimes a third reading is necessary—to check items(项目) that caused difficulty.

First Reading

Read the following text once, at your normal speed, trying to get a good general idea of what the passage is about, and do Exercise A.

Learn the following new words before reading the passage:

tuition /tju' iʃən/ *n.* 学费

optimistic /ɒpti' mistik/ *a.* 乐观的

principal /' prinsɪpl/ *n.* (中、小学)校长

urgent /' ə:dʒənt/ *a.* 紧迫的

guarantee /, gæ'rən'ti:/ *vt.* 保证

fly into a rage 勃然大怒

complain /kəm' pleɪn/ *v.* 抱怨

Learning to Read—in College

The Timkens sent their child Laura off to college with a check for \$7,000 in tuition and thought that was the end of it. But soon after they received a letter from the dean of studies (教务主任).

"We are happy to announce that we have started a remedial reading class for college freshmen and strongly advise that your daughter Laura participate in it. If she doesn't, it is our opinion that Laura will not be able to keep up with her studies. The cost will be \$250."

Timken read the letter "I thought Laura could read," he said to his wife.

"So did I. I think the problem is she can read, but she does not understand what she reads".

"What did they teach her in public school and high school?"

"I have no idea, but if the college says she needs remedial reading we'd better see that she gets it or \$7,000 will be thrown away."

A few days later they got another letter from the dean.

"The English Department has informed us that your daughter Laura cannot write. They have suggested that she enroll in (报名参加) the remedial writing class. We started it two years ago when we discovered this was a common problem for most college students. If you agree that Laura should get this special help, please send a check for \$250."

Timken was angry now.

"How did she get in college if she can't write?"

Mrs. Timden was much more optimistic about it. "Laura can write. She just can't write complete sentences."

"She went to school for 12 years and she can't write a sentence?" Timken said. "They made an illiterate out of my daughter!"

"Oh, I believe that's a bit strong. I'm sure, anyway, the college can help her learn to write. After all, it is an institution of higher learning."

"So now we have to pay \$250 for something they should have taught her in grammar school?"

"Don't you remember what the principal said years ago? It was the school's responsibility to make good citizens out of the students, and the parents' responsibility to teach the children to read and write. It seems that we're the ones who failed."

Timken sent in the check, and was not surprised to find another letter waiting for him a week later.

It read: "We have found that no one in the freshman class can add, multiply, subtract or divide simple sums. We feel it is urgent that this deficiency (缺陷) be corrected early in a student's college career. Therefore, we are setting up a special remedial arithmetic course. The fee will be \$250. If you do not want your daughter to take this course we cannot

guarantee she will graduate."

Once again Timken flew into a rage. "I thought Laura got A's in math in high school."

Mrs. Timken said, "That was conceptional math. She never could add or subtract. Don't you remember when you complained once about it and Laura's teacher told you, 'She can always learn to add and subtract when she gets to college.'?"

—Art Buchwald

Exercise A

Answer the following questions without turning back to the passage. You may answer in a word, a phrase, or a complete sentence, just to see whether you have got a general idea of the passage. If you find it somewhat easy to answer these questions, it may mean that you can increase your reading speed; if you have much difficulty with the exercise, it probably means that you should have read a bit more slowly; adjust (调整) the rate of reading to suit your case.

1. Does the story take place after or before Laura entered the college?
2. How is she getting along with her studies in general?
3. How many letters did her parents get from the dean of studies?
4. What is the first letter about? What advice did the dean offer in this letter?
5. What is the second letter about? What did the English Department suggest?
6. What is the third letter about? What did the college urge Laura's parents to do?
7. How much did the college ask Laura's parents to pay for each of these remedial courses?
8. How did the Timkens feel when they were told that their daughter should attend all these remedial classes?

Second Reading

Now read the passage again. This time, try to remember the important details and pay due (适当的) attention to points that seem difficult. If there is a word you are not familiar with, do not waste too much time worrying about what it might mean. Just look at what comes before and after, make an intelligent guess and then go on. When you have finished the second reading, do the following multiple choice (多项选择) exercise.

Exercise B

Choose the best answer for each of the following questions. You may look at the text if you want to.

1. When the Timkens sent their daughter Laura off to college and paid the tuition, they thought
 - a. they had done what the parents had to do and they could do nothing more about it.
 - b. they had paid what they ought to pay and the college would take care of her studies.

- c. she had entered the college and would enjoy a successful college career.
 - d. all of the above.
2. A remedial class is
- a. a class for college freshmen.
 - b. a class for those students who are interested in reading or writing.
 - c. a class for elementary arithmetic study.
 - d. a class for those students who need special help to keep up their studies.
3. From what the dean says in his second letter we know for sure that
- a. Laura is a student in the English Department majoring in (主修) English writing.
 - b. Laura is very poor in writing and has failed an important examination.
 - c. Laura is very poor in writing but she is only one of the very many who fail to write well.
 - d. No college student can write, so that is really a common problem.
4. What is an "illiterate"?
- a. A person who cannot add, multiply, subtract or divide simple sums
 - b. A person who is unable to read and write
 - c. A person who has been to school for 12 years but cannot write a sentence
 - d. A person who has not formed good study habits
5. When Mrs Timken said, "Oh, I believe that's a bit strong".
- a. she was blaming her husband for using strong language.
 - b. she thought her husband was exaggerating (夸大) the fact in a way.
 - c. she thought it unnecessary for her husband to get so angry.
 - d. she was not very happy to hear her husband describing her daughter as an illiterate.
6. "An institution of higher learning" refers to
- a. a college or university in general.
 - b. a college or university of high reputation.
 - c. a college which can produce good writers.
 - d. a college which is able to correct the students' deficiencies in time.
7. The statement "We're the ones who failed" could be most suitably replaced by
- a. we failed to cooperate with the school and teachers.
 - b. we did not keep in good contact with the school and teachers.
 - c. we neglected (忽略) our duty as parents to teach our child to read and write.
 - d. we failed to keep in mind what the principal said.
8. What is Mr. Timken's attitude toward his daughter's need for remedial courses?
- a. Anger and confusion
 - b. Happiness and joy
 - c. Love and hate
 - d. Disgust (厌恶)

9. What is Mrs. Timken's attitude toward her daughter's need for remedial courses?

- a. Acceptance of the fact that she needs them
- b. A feeling that she's failed Laura somehow
- c. A willingness to pay the fees
- d. All of the above

10. The title "Learning to Read—in College" means

- a. students who are not good at reading are offered a good chance of learning to read in college.
- b. it is more effective to learn to read in college.
- c. it is ironical (令人啼笑皆非的) that a college student still needs to learn to read in college.
- d. all of the above.

Check your answers. If you got several wrong it may suggest that you did not pay enough attention to detail; be careful to look at all the words, both in the text and in the questions.

第一册 第一单元

理解性阅读取决于三要素的相互作用:词汇、(语法)结构和意思。换言之,成功的理解取决于运用语言的实际能力。一般说来,掌握阅读技巧(也称为阅读技能),不仅能使阅读比较容易进行,而且在某种程度上还有助于提高阅读理解能力。

技能:基本阅读技能之一

怎样阅读一篇文章(一)

理解一篇文章的最好方法是至少读两遍。第一遍获得通篇文章的整体印象,然后读第二遍,注意力集中于重要的细节。有时还有必要读第三遍——核查一下引起阅读困难的词句。

第一遍阅读

用正常的阅读速度将下列短文读一遍,充分理解该文大意,然后做练习 A。

阅读材料

在高等学府学习阅读

蒂姆肯夫妇把女儿劳拉送进大学,用一张七千美元的支票付了学费,以为就此了事。谁知不久,就收到教务主任的一封来信。

“校方愉快地通知阁下,我们为大学新生举办阅读补习班,奉劝令媛劳拉报名参加,否则,我们认为她的功课难以跟上。补习班所需费用为二百五十美元。”

蒂姆肯看信后对妻子说：“我认为劳拉是会阅读的。”

“我过去也这么认为，我想问题出在她虽能阅读，却不能理解所读的东西。”

“公立小学和中学都教了她些什么呢？”

“我也弄不清，不过，要是学院说她需要补习阅读，我们最好让她进补习班，要不然，七千美元也就白花了。”

几天后，他们又接到教务主任的另一封信。

“英语系通知我们，阁下的女儿劳拉不会写作，建议劳拉报名参加写作补习班。两年前，我们发现学院大多数学生普遍存在这个问题，就开办了这种补习班。如赞同我们的看法，认为劳拉需要得到额外帮助，请汇一张二百五十美元的支票。”

这回蒂姆肯生气了。

“如果她不会写作，她是怎么进大学的呢？”

蒂姆肯太太对这事要乐观得多：“劳拉是能够写的，只是不会写完整的句子罢了。”

“她读了十二年的书，难道还写不出一个句子？”蒂姆肯说，“他们把我女儿培养成文盲了！”

“噢，你说得有点过份了，不管怎么说，学院肯定会帮助她学会写作，这毕竟是高等学府嘛。”

“那么现在我们就得为他们在中学早就该教会她的东西再付二百五十美元吗？”

“你不记得几年前校长说的话了吗？学校的职责是把学生培养成好公民，而家长的职责是教会孩子们读书和写字。看来是我们没尽到责任。”

蒂姆肯寄走了支票。一星期后，当他看到又一封等他答复的来信时，并不感到吃惊。

信中写到：我们发现一年级新生中没有一个人会简单的加、减、乘、除。我们感到这一缺陷急需在大学初期加以弥补，因此，我们办了一个专门的算术补习班，费用为二百五十美元。如果令媛不参加该课程的补习，我们就无法保证她能毕业。

蒂姆肯太太说：“那只是概念上的数学，她从没学会过加减法。你不记得有一次你对这事表示不满时，劳拉的老师还对你说，待劳拉上了大学，她还要不断地学习加减法吗？”

Unit Two

Skill: Basic Reading Skill I

How to Read a Text (Part II)

Read the passage once to get an overall impression of what it is about, and then reread it concentrating on the details.

First Reading

Carefully read the following text at your normal speed. After the first reading, do

Exercise A

Learn the following new words before reading the passage:

channel/'tʃænəl/n. 海峡

supermarket/'sju:pə ma:kit/ n. 超级市场

challenge/'tʃælindʒ/ n. 挑战

fit a. 健康的

once conj. 一旦

goal/gəʊl/ n. 目标

tough/tʌf/ a. 困难的, 艰苦的

To Swim the English Channel at 58

A little over a year ago I began training to swim the English Channel this September. I will be 58 years old then.

My friends thought I had lost my mind; my wife didn't think I was crazy but she was somewhat worried. The question I was asked over and over was this:

Why?

When a student reporter at Indiana recently asked me this question, I said, "First, let me ask you a question. What are your plans for this summer?" He replied that he was going to work in a supermarket. I didn't have to say more; he understood my point.

A challenge and something of an adventure are welcome whether you are 20 or 58, and preparing to swim the Channel is far better than working in a supermarket, especially when you have a choice.

But why did I decide to swim the Channel at 58? Perhaps I myself can hardly give a satisfactory answer.

The Channel has always been the greatest challenge to swimmers; a test of ability,