

ENGLISH

江苏省人事考试外语学习丛书

江苏省人事考试中心组织编写

英语

(下册)

JIANGSUSHENG RENSHI

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第一章 概 述

阅读是人们获取信息、进行交流的重要途径。在当今信息时代,我国专业技术人员要从英语资料中获得国外科学技术发展的新信息,没有较强的英语阅读能力是不行的。阅读能力包括速度和理解两个方面。较强的阅读能力表现在能迅速准确地从资料中获取最大量的信息。这种能力的获得取决于多种因素。具有扎实的英语语言基础,包括熟练地掌握相当量的词汇、习惯用语与基本语法规则,以及了解英语民族的文化习俗,是提高阅读能力的基础与前提。此外,还需要掌握正确的阅读方法和技巧,而这只有通过学习这些基本方法并进行大量的阅读实践才能获得。

根据不同的阅读目的采用不同的阅读方法,是进行有效阅读的前提。一般说来,阅读可以分为略读、查读和细读三种。

1. 略读(Skimming)

略读是浏览式阅读,目的在于了解文章的主旨、大意和文章的总体结构。因此,略读时要着重注意文章的开头段、结尾段以及正文中每一段的段首句和段尾句,因为它们往往概括了文章或段落的中心内容。略读时可以有意识地忽略次要的部分或个别的生词与难懂的句子。在接触一份资料之初,可以用略读的方法首先了解主旨与大意,以决定该资料是否值得进一步细读。而在应试时,略读可以用于解答有关主旨与大意的题目。

2. 查读(Scanning)

查读的目的在于查找所需的具体信息。查读时,可以一目数行地寻找有关的词句而不顾其它,以快速确定所需信息的具体位置,然后再细读该具体信息。查读常用于查字典、百科全书以及索引等。在应试时,可用于解答有关细节或事实的题目。

3. 细读(Reading for full understanding)

细读是对文章逐句、逐段地仔细阅读,对关键的词、句深入思考,以求准确理解。既理解单个句子的意思,也理解句与句之间的逻辑关系;既弄清文章的字面意思,又理解字里行间的含义,做到融会贯通。

阅读能力强的读者善于根据不同的阅读目的,选择适当的阅读方式进行有效的阅读,而不是只会逐词逐句地、缓慢地进行阅读。

要提高阅读能力,还应掌握必要的阅读技能。基本的阅读技能包括:

A) 掌握文章的主旨和大意;

B) 了解阐述主旨的事实和细节;

C) 根据上下文和构词法判断词义;

D) 既理解单个句子的意义,也理解句与句之间的逻辑关系;

E) 根据文章内容进行一定的判断和推理;

F) 领会作者的观点和态度。

人事英语考试大纲要求应试者掌握必要的阅读技能,并具有综合运用英语语言知识和阅读技能理解书面材料的能力。本书上篇将从文章的结构特点入手,介绍基本的阅读技能,以便读者提高阅读理解能力与应试能力。

阅读与写作具有相辅相成的关系。对作者来说是通过写作表达思想感情;对读者来说则是通过阅读文章了解作者的思想感情。作者与读者之所以通过文章能够沟通,是因为作者的写作是遵循一定的章法的。因此懂得文章的基本组成规律,可以提高阅读理解的效果,使人善于读书。

第二章 篇章的基本特点

上面说到,写文章是有一定的章法可循的。这里仅就篇章结构、层次与段落组成三个方面做一些简要的介绍。

2.1 篇章结构

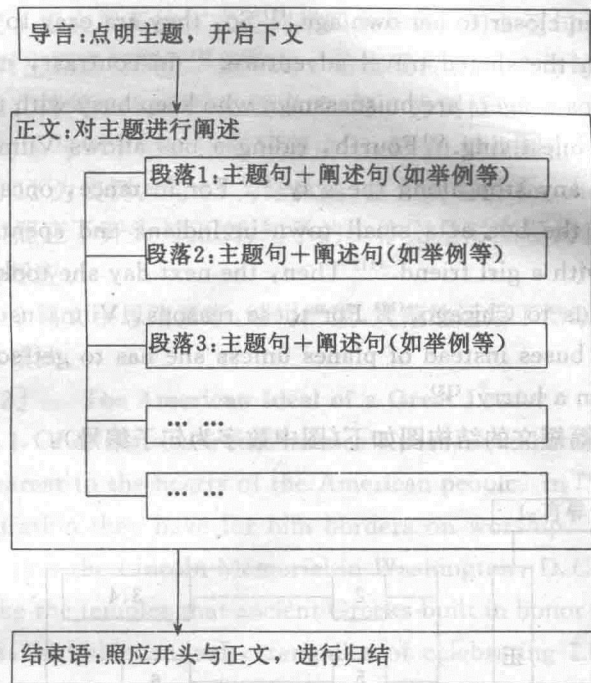
文章的结构,概括地说,就是把准备写进文章中的全部内容进行有序的组织。所以篇章结构就是作者在立意基础上的谋篇布局,是作者要表达的内容的整体表现形式,其层次安排直接体现作者的思想脉络。以普通的说明文为例,完整的篇章结构通常包括三个部分:导言、正文和结束语。

1) 导言(Introduction)是文章的开头部分,作用是点明主题,并规定围绕主题展开文章的方式,开启下文。

2) 正文(Body,也称 Development)是文章的主体。它按照导言的规定,对主题进行阐述。正文通常包括若干段落,每个段落围绕一个中心意思(Main idea 或 Controlling idea),从一个方面阐述主题。通常段落中有表达中心思想的主题句(Topic Sentence)和围绕主题进行阐述的辅助句(Supporting Sentences)。有的段落还有结尾语,对主题进行重述,以示强调。

3) 结束语(Conclusion)是文章的收尾部分。并非每篇文章都有结束语,但好的结束语能起到照应开头和正文、使文章首尾呼应的作用。

篇章的结构用图表示如下：

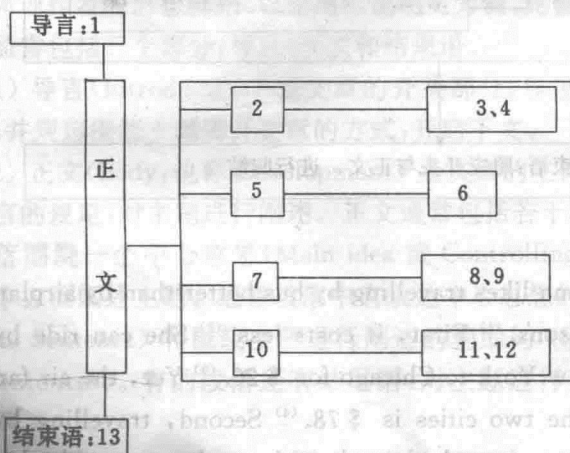


[例 1]

Vilma likes travelling by bus better than by airplane for four reasons. ⁽¹⁾ First, it costs less. ⁽²⁾ She can ride by bus from New York to Chicago for \$ 20. ⁽³⁾ Yet, the air fare between the two cities is \$ 78. ⁽⁴⁾ Second, travelling by bus gives her a closer look at the cities and countryside than she could get from a plane. ⁽⁵⁾ For example, she enjoys driving through the big cities of Philadelphia, Pittsburgh, and Fort

Wayne.⁽⁶⁾ Third, Vilma finds that the passengers on the bus are often closer to her own age.⁽⁷⁾ So, they are easy to talk with on the shared travel adventure.⁽⁸⁾ In contrast, many airline passengers are businessmen who keep busy with their work while flying.⁽⁹⁾ Fourth, riding a bus allows Vilma to explore any stop along the way.⁽¹⁰⁾ For instance, once she got off the bus at a small town in Indiana and spent the night with a girl friend.⁽¹¹⁾ Then, the next day she took another bus to Chicago.⁽¹²⁾ For these reasons, Vilma usually prefers buses instead of planes unless she has to get somewhere in a hurry.⁽¹³⁾

这篇短文的结构图如下(图中数字为句子编号):



这则短文虽只有一段,共13句,却具有完整的结构。首句

是导言,点明了全篇的主题,并通过介词短语 for four reasons 规定了正文展开的方式是列举四条理由。句 2 至句 12 是正文,对主题进行阐述。其中句 2 给出理由一,句 3 与句 4 通过对比支持句 2;句 5 给出理由二,句 6 为例证;句 7 给出理由三,句 8 与句 9 用对比解释理由三;句 10 提出理由四,句 11 与句 12 为实例。句 13 为结束语,由介词短语 for these reasons 照应了开头与正文,句子的主体则是对主题的重述,与开头呼应。

全文文字思路清晰,结构严谨,规范地运用了篇章结构的基本模式。

[例 2] **The American Ideal of a Great Leader**

1. Of all figures from America's past, Abraham Lincoln is dearest to the hearts of the American people. In fact, the admiration they have for him borders on worship. Writers note that the Lincoln Memorial in Washington, D. C. is not unlike the temples that ancient Greeks built in honor of their gods, and that annual ceremonies of celebrating Lincoln's birthday in schools and public places have sometimes had characteristics of religious services(仪式). Certainly Lincoln is America's ideal of a great leader. He had many of the qualities of leadership that Americans admire.

2. First of all, Lincoln's career fits a popular American belief that every child can dream of becoming President. Americans admire the self-made person—the one who, with neither money nor family influence, fights his or her way to the top. Lincoln was born of poor parents. His mother died

when he was young. He had little opportunity for schooling. His early study was done alone at night by the light of a fireplace. He did hard manual labor through the day—splitting rails for fences, taking care of livestock(牲畜), working on a riverboat or in a store. But as he grew older he studied law in his spare time and became a lawyer. He was a good speaker and student of political philosophy. His ability finally made a name for him and eventually he became President of the United States.

3. Lincoln is also admired because of his leadership during the difficult period of the Civil War. He dared to do what he thought was right at a time when his beliefs were unpopular with many people. He, in a sense, represents the spirit of union among the states. Before the Civil War, the economy of the South depended on an agricultural system which made use of slave labor. When reformers(改革家) in the northern states put pressure on Congress not to permit slavery in western territories that later became states, some of the southern states wanted to secede, or withdraw, from the United States. They argued that the question of slavery was a matter for the individual states to decide rather than the federal government, and they did not want to accept its decision. The national government said that no state had the right to secede, and the Civil War was the result. If the South had won the war, what is now the United States might well have been divided into several countries. Lincoln

worked hard to preserve the union, and the northern states were victorious.

4. Furthermore, Lincoln had many personal qualities that made him dear to the hearts of his countrymen. He had infinite patience and tolerance for those who disagreed with him. As President, he appointed men to high government positions whom he considered most capable, even though some of them openly scorned him. He was generous to his opponents. There are many stories about his thoughtful treatment of southern leaders. When the war was over, he showed the South no hatred. Since generosity toward a defeated opponent is admired by Americans, Lincoln fitted the national ideal of what is right.

5. Shortly after the Civil War ended, Lincoln was shot while attending a play in a Washington theater. He died within a few hours. The uncontrolled emotional reaction of the nation to his death was almost unbelievable and demonstrated the deep esteem(敬重) in which he was held. Newspapers were edged(加边) with black; religious leaders gave praise of Lincoln instead of their prepared sermons(讲道). His funeral procession in Washington was miles long. Lincoln's body was taken by train back to his former home in Springfield, Illinois, but in all the major cities through which the train passed, the coffin(棺材) was paraded through streets lined with sorrowful thousands. In the small towns through which the train passed, bells rang in honor

of the dead President. Citizens lit torches along the railroad track to show their last respects.

6. The circumstances of his death set Lincoln apart from other American leaders. Had Lincoln lived, it might well be that his postwar policies would have brought criticisms upon him that would have tarnished his popularity. Instead, an assassin's bullet erased in the minds of Americans any faults he had and emphasized his virtues.

这篇文章可分为三大部分：第一段是导言，第二至五段为正文，第六段是结束语。

导言段的第一句点明全文的主题：林肯是美国人最为敬爱的领袖。倒数第二句的内容与文章的标题相呼应，是第一句的重述，强调了主题。末句提示下文将围绕林肯的领袖品质 (the qualities of leadership) 对主题进行阐述，将主题具体化。导言段很好地完成了点明主题与开启下文的任务。

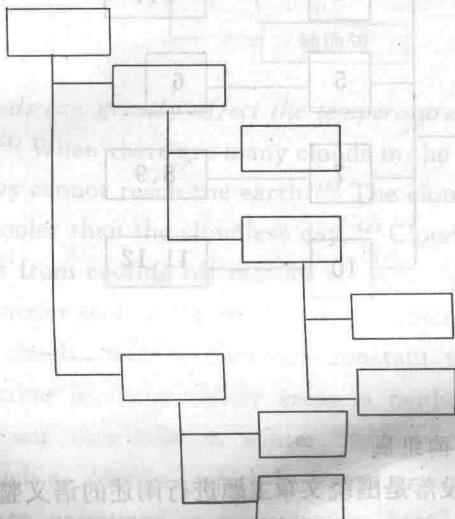
第二、三、四段各从一个方面阐述了主题。第二段表现林肯的自我奋斗精神，第三段说明林肯在国家分崩离析之时，力挽狂澜，具有大智大勇的领导才能，第四段叙述林肯的品德——耐心和宽容大度。凡此种种，使林肯成为美国人心中的楷模。第五段描写在林肯遇难后，人民对他的深情哀悼，进一步阐释了主题。

第六段是结束语，对正文进行归结，得出合乎情理结论。An assassin's bullet erased in the minds of Americans any faults he had and emphasized his virtues.

2.2 层次

层次是对文章的内容所作的次序安排,它是为突出中心思想服务的。只有通过层次的安排,才能把众多的内容有条不紊地组织起来。层次不清的文章使读者感到语无伦次,思路混乱。分层次就是分主次,不同层次上的句子在意思上处于不同的平面,它们之间存在着主从关系。表示主题的段(或主题句)为第一层次,概括性最强;直接阐述主题的为第二层次;对第二层次的内容加以具体阐述的是第三层次。依此类推,其概括性逐渐减弱,具体性逐渐加强。层次结构用图表示如下:

Most General (最概括)		→Most Specific (最具体)		
LEVEL 1 (层次 1)	LEVEL 2 (层次 2)	LEVEL 3 (层次 3)	LEVEL 4 (层次 4)	Etc. (等)

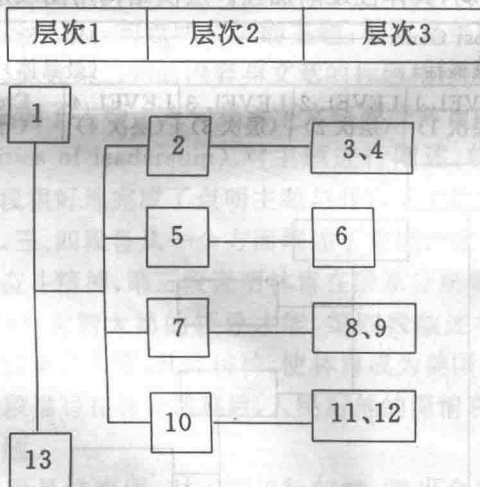


例1就是一篇层次分明的短文。它分三个层次：

第一层次：句1和句13。句1为导言，也就是主题句。句13为主题的重述，两句同属一个层次。

第二层次：句2、5、7、10。列举四条理由说明句1。它们从属于第一层次。

第三层次：句3、4、6、8、9、11、12都属于这个层次。它们通过举例、对比等方式分别支持一条理由。句3与句4支持并属于第二层次中的句2，句6支持并属于第二层次中的句5（其余句子的从属关系见下图）。



2.3 段落

2.3.1 段落的组成

文章中的段落是围绕文章主题进行阐述的语义整体。以