

Lively English Series



活学英语丛书

Six Factors, Twelve Skills
& Three beliefs for
Reading Comprehension

增强阅读理解 能力21式

杨霭权 编著

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活学英语丛书

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杨霭权 编著

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丛书介绍

“活学英语丛书”(Lively English Series)主要是针对英语从初级至中级程度的人士而编写,适合初三至高三年级的同学阅读,旨在**强化同学们的英语能力**。本丛书注重教授基本的英语**形式及功能 (Forms and Functions)**,包括不同的**语言项目 (Language Items)**、其运用方法及**传意功能 (Communicative Functions)**,例如常用的英语词汇、联结词、介词等,以及如何避免犯各种英语错误,藉以巩固读者的英语基础,为进一步学习英语运用技巧及应付公开考试作好准备。在此基础上,丛书进而涵盖了多方面的英语运用技巧,包括:会话、写作、表达技巧及阅读理解能力,强调活学活用,藉以切实提高读者的英语水平。

“活学英语丛书”以活泼生动的教授方式,列举简洁、浅白及**具真实感**的例子;并借助**富趣味性**的文章、故事和对话内容,增加读者阅读的兴趣。至于取材方面,主要是围绕学校生活、家庭和衣、食、住、行等生活各方面,以提高读者阅读时的投入感。此外,所有例句都是中英对照,而每章皆附有适当的练习,让读者能即时测试是否能活用每章所学。当读者掌握了本丛书的内容后,除了能强化英语基础外,更可将所学知识充分地运用于日常生活中,大大增强了学习效益。

本丛书摆脱一般英语学习书沉闷的表达方式,并于内容旁边加插**重点提示**,这除了是配合学习内容的需要外,还希望提高读者阅读的兴趣,令读者更易掌握正确的英语运用。作者亦特别保留了**反复学习**的编写概念,将所教授的知识适当地运用在其后的章节内,使读者能在阅读的过程中不断重温,加深印象。

作者除了希望本丛书能使读者在英语学习上有所裨益外,更乐意通过**电子邮件信箱**(okdennis@hotmail.com)解答读者在英语学习上的疑难,共同分享学习英语的经验和心得,并欢迎读者发表对本丛书的意见。这样既可配合信息科技教育的发展,亦鼓励读者主动学习,从而达到“活学”英语的目标。

.....前言.....

“阅读理解” (Reading Comprehension) 的意思是阅读某篇文章，并理解它所表达的信息。对阅读理解普遍存在的错误观念有两种：其一是认为阅读理解只不过跟考试的某一部分有关；其二则是认为只要多掌握些英语单词，便能理解各类文章。

其实读者经过细想后，便会意识到，几乎试卷的每一部分内容都跟阅读理解有着不同程度的关联。阅读理解能力较弱的考生，可能在不同试卷中都会遇到困难，例如不明白“作文”的题旨、不能在众多的文字资料里分辨出哪些是有用的资料、不能理解“小组讨论”的指引等。既然阅读理解能力如此重要，接着的问题便是：如何增强阅读理解能力？

无可否认，多认识些词语对增强阅读理解能力有一定帮助。但熟读整本词典并不等于有很强的理解力。作者在本书提出了直接影响阅读理解能力的 **“六大因素”** (Six Factors)：

1. 建立自己常用的基本词汇 (Having a basic vocabulary)
2. 熟悉英语语法及其含意 (Being familiar with grammatical rules and their implications)
3. 能分析和理解复杂的英语句子结构 (Being able to understand complex sentences)
4. 拥有批判性的思考及分析能力 (Being able to exercise critical thinking)
5. 拥有相关的亲身体验 (Having relevant personal experiences)
6. 拥有足够的常识 (Having adequate general knowledge)

除了上述的因素外，还要能够掌握 **“十二项技能”** (Twelve Skills)：

1. 速读并搜寻所需的资料 (Scan and search the information needed)
2. 细阅文章的引言及结语 (Study the introduction and conclusion)

3. 细阅每段文字的首、尾句子 (Focus on the topic sentences)
4. 找出联结词 (Locate the connectives)
5. 将已理解的主要信息储存起来 (Save the essential messages)
6. 精读其中特别难懂的部分 (Read intensively the difficult parts)
7. 找出深奥的词语，尝试推敲并剖析其意思 (Dissect the difficult words)
8. 略读重复的信息、过于详细的解释、题外话及难懂的部分 (Skim and skip the repetitive, irrelevant and difficult parts)
9. 尝试以 where、why、what、when 等疑问词为首的问题思辨，帮助分析文章所表达的信息 (Ask “wh” questions and think)
10. 特别留意文章内所运用的标点符号、介词及连词 (Focus on punctuation marks, prepositions and conjunctions)
11. 研读文章里的标题及副标题 (Study heading and subheadings)
12. 留意斜体字、粗体字或其他强调某些词语及短语的特别记号 (Pay attention to special print marks)

从实际的阅读经验中得知耐力和意志力的重要性也是十分重要的，因为面对较为深奥的文章内容时，很容易会产生放弃的念头。为了帮助读者培养毅力和信心，作者特别提出“**三种信念**” (Three Beliefs)：

1. 一些较为深奥难懂的词语并不一定成为阅读的障碍，可从上下文中领悟到文章所传递的信息 (Inferring from context is possible)；
2. 很多不常用或艰深的词语，都可用较浅显或简单的同义词取代 (Easier synonyms can be found)；
3. 只看表面的陈述并不足够，某些隐藏了的信息需要读者主动发掘及推敲 (Some messages may be hidden)。

读者可依循以下六个步骤研习本书：

1. 细阅作者于前言所介绍，能增强阅读理解能力的“六大因素”(Six Factors)、“十二项技巧”(Twelve Skills)及“三种信念”(Three Beliefs)。
2. 熟习每章首分别介绍各类“文体简介”(Type of Text)，并且认识每篇文章所运用的词语，藉以“建立词汇”(Building Vocabulary)。
3. 阅读作者所选取的各类文章及附注的“文章剖析”(Text Analysis)，学习如何灵活地运用各因素、技巧及信念。
4. 研习文章后的“深入探讨”(Close-up)部分，其内容集中探讨21式中的个别因素、技巧及信念，帮助读者掌握增强阅读理解能力的要诀。
5. 完成针对每章重点教授的“应用练习”(Revision Task)，达到活学活用的目标。
6. 参考书末的“分析历届会考试题”(Analyzing Past Papers' Questions)，以21式中的各个因素、技巧及信念分析会考试题，为应试作好准备。

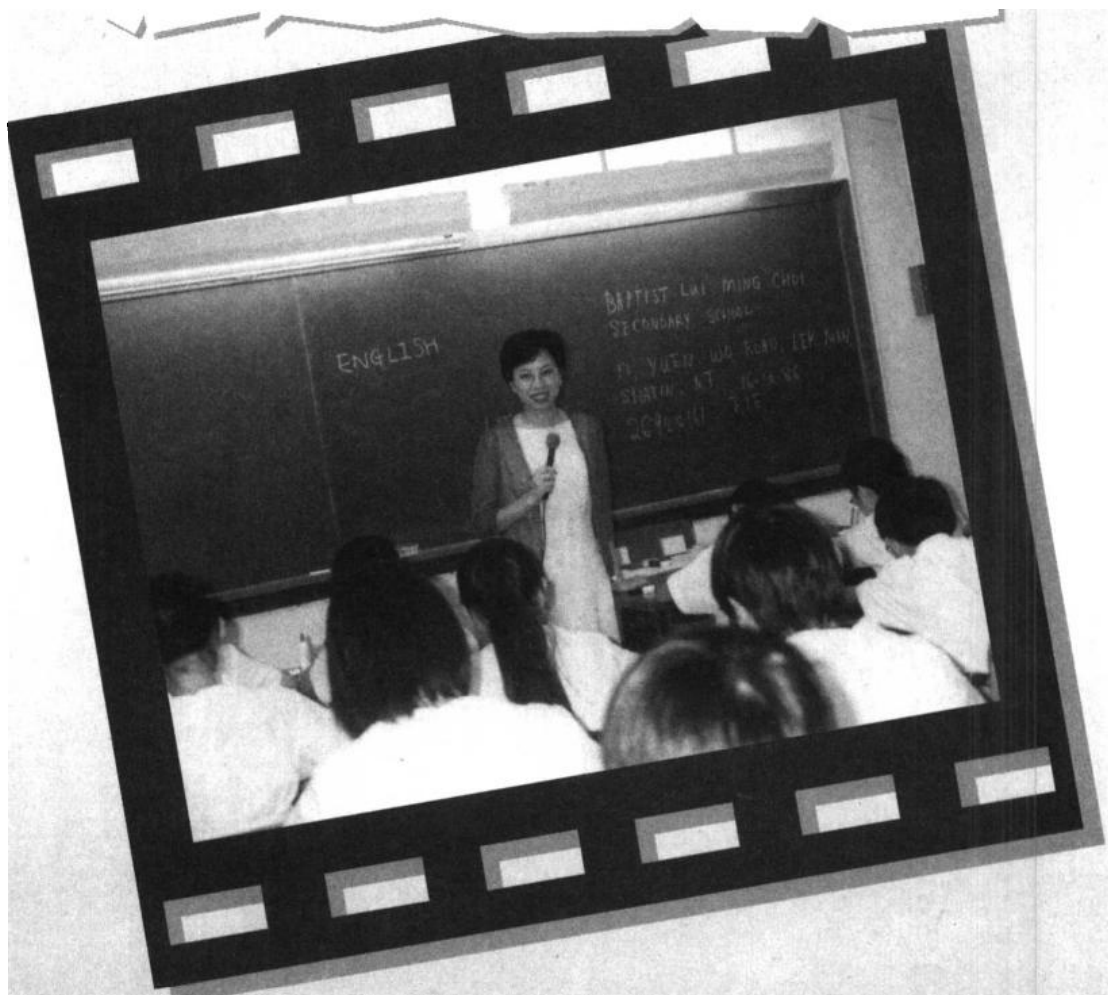
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My favourite teacher



1 Article: My favourite teacher

Typo of Text

Article (报刊上的文章)

目的：

通过撰写文章，将个人的感受、意见或经验，在报章、杂志或学生刊物上跟其他读者分享。

特点：

1. 没有一定的格式，撰写时可以有较大的自由度。
2. 文章内段落分明，通常每段只包含一至两项要点。
3. 一篇三四百字的文章约分为四至五段。
4. 每段的首句或末句多说明该段大意。
5. 文章的首段为引言 (introduction)，而末段是结语 (conclusion)。
6. 现在时 (present tense)、过去时 (past tense) 和将来时 (future tense) 等不同时态都可能在同一篇文章内出现。

阅读报刊上的文章时须注意的事项：

1. 为了避免在阅读的过程中迷失方向，应该先看引言及结语，并将重要的词语划上记号，以便对文章大意建立基本概念。
2. 阅读每段文字的时候，先留意首句及末句，初步掌握该段的主旨，然后再从该段文字里找寻支持主旨的各项要点。
3. 应该将主观经验和客观论点分开。对主观经验可持欣赏及聆听的态度，但对客观论点的部分则应该抱审慎及批判的态度。



Building Vocabulary

1. extraordinary	不平凡的
2. memorable	值得纪念的
3. eager	渴望的
4. acquire	获得
5. devote to ...	投入……/ 致力于……
6. awful expression	可怕的表情
7. troublesome	麻烦的
8. humane	仁慈的
9. tenderness	温和 / 亲切
10. impress	使留深刻印象
11. cheerful	快乐的
12. absolutely fluent	绝对流畅的
13. disturbance	扰乱 / 不安
14. attentive	留心的
15. highly qualified	资历非常高的
16. enthusiasm	热爱 / 热心 / 热情
17. study atmosphere	学习气氛
18. delightful moments	愉快的时刻
19. depressed	沮丧的 / 情绪低落的
20. zealous	热心的
21. sympathetic	有同情心的
22. gratitude	感激 / 感谢

My favourite teacher (我最喜爱的老师)

林同学在就读中三的时候，从教授英文科的陆老师处得到很大的启发。陆老师以灵活轻松的教学手法，大大提高了英语课的趣味性，而且她对同学们的关怀和爱护，令林同学深受感动，因此林同学投稿到学生报，向陆老师致敬。

My favourite teacher

To me, Form Three was an extraordinary and memorable school year. I can never forget how enjoyable the school days were. The days were filled with **gaiety** and **avidity**. Each day I went to school with joy and was eager to acquire knowledge. I became more and more **devoted** to school life. For all these things, I must thank my English teacher Miss Luk who guided my way and lighted up my life.

Before I was taught by Miss Luk, I was an **egotist**. I was rather cool and never cared about others' feelings. As a result, I had only very few friends. When I was in **tantrums**, I just remained silent and put an **awful expression** on my face.

Text Analysis

Heading

首先阅读这标题便能明白全篇的中心信息，并理解到这篇文章的方向，就是其内容将描写“我最喜爱的老师”。

Contextual inference

gaiety 和 avidity 不算是常用字，但可以从上下文推测它们的意思可能分别是“快乐”和“渴望”，因为前一句说明笔者十分享受那段日子。

Basic vocabulary

若能理解 devoted (投入) 这个字，将有助于掌握句子的意思。

Dissecting word

ego 的意思是“自我”，所以可推断 egotist 是指“自我主义者”。

Contextual inference

从上下文推断，tantrums 应是指某些不好的情况，而它的实际意思就是“发脾气”。

Basic vocabulary

awful expression 解作“可怕的表情/难看的脸色”，若要准确地理解笔者对自己的描述，明白这词语是相当重要的。

How **troublesome** a person I was! Miss Luk was an altruist. She was humane and warm-hearted. She always considered the interests and happiness of students first. Her **tenderness** and unselfishness impressed me and eventually brought changes, perhaps the most important changes, into my life.

Miss Luk always spoke in a cheerful way in her absolutely fluent English. (To me, her English fluency was as good as that of the BBC's speakers.) **As well as this**, she was always willing to listen to us. She used to ask us which textbook we should use for the next lesson. **Also** whenever we were to have a dictation or a test, she asked us which day would be the most suitable for us. **In addition**, when some naughty students changed their seats before class, if they did not cause a disturbance, they were allowed to do so. **Therefore**, while we were having an English lesson, **we enjoyed much freedom**.

Dissecting word

-some 可用来构成形容词，其意是“会引起……的”，所以 troublesome 应解作“麻烦的”。

Contextual inference

从上下文可推断 tenderness (温和/仁慈) 是指陆老师的品格或对别人的态度。

Connective

这一段包含了四个联结词 (As well as this, Also, In addition, Therefore)，以表达五项重点信息。若明白这些词语的作用，便能更快捷准确及有条理地辨别各项重点信息。

Save the message

we enjoyed much freedom (学生在课堂上感到很自由) 就是这段的大意。若能记下这信息，再往下阅读时，便不易忘记这重点，而当下文再提到 freedom 时，更可作为前后呼应，以帮助理解文章所表达的信息。



Some might think that we were not attentive in class due to the freedom we got. However, they are completely wrong. We respected Miss Luk so much and were very glad to be her students. Thus we were especially attentive in English lessons. Besides, Miss Luk was a highly qualified and responsible teacher. She prepared well for every English lesson. She could turn the boring grammar and language usage into something interesting through games, competitions and other activities. We never found a single English lesson boring. Therefore, our enthusiasm for studying English grew stronger and stronger. As time went by, our English was greatly improved by her excellent teaching skills and our study atmosphere was better than before.

Although Miss Luk brought so many delightful moments to me, sometimes I was still upset by other factors. As I mentioned above, I looked terrible when I was depressed. However, Miss Luk never left me alone when I was sad. She consoled me which really soothed my troubled mind and encouraged me. She was not just a nice teacher, but indeed a zealous and sympathetic counsellor.

Topic sentence

这两句是这段文字的主题句，说明其大意是“学生们虽然享有自由，但仍然专心学习”。

Scan & search

若要于短时间内找出这段的要点，可以速读来搜寻支持主题句的重点词语，例如 respected、attentive、qualified、responsible、prepared well、interesting、enthusiasm、improved 及 atmosphere。集中注意力于这些词语上，有助于牢记已发掘的重点。

pun./prep./conj.

Although (连词，解作“虽然”) 可以帮助我们推论 delightful 的意思是“美好的/愉快的”。

Easier synonym

console 和 soothe 分别解作“安慰”和“安抚”。可以用较浅白的词语来取代它们，例如 consoled 可以改为 spoke kind words to，soothed 可以改为 comforted，这有助于理解和储存信息。

Basic vocabulary

事实上，若未能理解 consoled 和 soothed 的意思问题也不大，但若不明白 encourage 是解作“鼓励”，则无法领会这句话的意思。