



SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

COLLEGE
ENGLISH

大学英语

分级快速阅读教程

上海外语教育出版社



大学英语

分级快速阅读教程

萧立明 编

上海外语教育出版社

(沪) 新登字 203 号

大学英语
分级快速阅读教程
萧立明 编

上海外语教育出版社出版发行
(上海外国语学院内)
上海外语教育出版社欧阳印刷厂印刷
新华书店上海发行所经销

开本 787×1092 1/16 31 印张 766 千字
1993 年 9 月第 1 版 1993 年 9 月第 1 次印刷
印数: 1—5,000 册
ISBN 7-81009-707-5/H·358
定价: 15.00 元

前 言

《大学英语分级快速阅读教程》一书,是根据国家教委颁布的《大学英语教学大纲》的要求编写的,符合欲通过四、六级考试的文、理、工、农、医等各类本科生的实际需要。在编写过程中,我们也参考了英语专业《基础阶段英语教学大纲》,因此,本书也宜于用作专业英语四级考试的快速阅读材料。

本书的独特之处在于它严格按美国普遍采用的雷格尔难易度测定法(详见本书《代序》),将阅读材料分成 GVII、GVIII、GIX、GX、GXII、GXIII、GXIV 等八大级别,以使读者能真正做到循序渐进,按语言习得的规律,稳步地、有效地提高英语阅读理解能力以及阅读理解项目的应试能力。

书中八大级别大致反映我国大学英语一至六级的阅读教学。大学英语四级和六级考试中,阅读理解项均为四篇短文,难易度不一,但据我们的初步分析,四级考试中的四篇短文平均级别在 GXI 左右,而六级考试中的四篇短文平均级别在 GXII 以上。由此类推,我们认为, GIX 至 GXII 符合大学英语四级教学要求,而 GXII 至 GXIV 符合大学英语六级教学要求。众所周知,为了加强区分度,一套四级或六级试题可能由好几个级别的试题组成,但我们在教学实践中,则只能循序渐进。因此,我们将大学英语各级与雷格尔各级进行对照如下:

一级——GVII 至 GVIII;

二级——GVIII 至 GIX;

三级——GIX 至 GX;

四级——GXI 至 GXII;

五级——GXII 至 GXIII;

六级——GXIII 至 GXIV。

全书共选原文 240 篇,每级 30 篇,篇末标出本篇字数,并要求读者记下读完本篇所用的时间,以使读者按大纲要求掌握阅读速度,纠正阅读方法,掌握计时阅读的要领。

为了使读者有针对性地进行强化阅读训练,每篇篇后附有五道选择题,与四、六级考试的题型相吻合并在书后附录中列入参考答案;这样,既便于读者提高应试能力,又有助于教师选材组题。

生词过多是会影响阅读理解的,因此,凡超出四、六级词汇表的生词,一般用汉语注明词义。但有些生词是可以通过读上下文而猜测出意思来的。而且,猜测词义,本身是强化阅读训练的目的之一;因此,这类生词一般不注出词义。注释也随级别上升而减少至无。

编者通过教学实践,发现运用分级阅读材料比用其他书本或材料更能有效地提高学生的阅读理解能力,故汇集国内外参考书中的有关阅读材料,分门别类,通过实践,编辑成册,以飨读者。由于编者水平有限,经验不足,书中可能存在不少缺点和错误,恳请学界前辈、同仁和广大读者不吝赐教。

本书所选材料是编者所组织的长沙铁道学院八九级试点系和九 0 级试点班所采用过的。在大面积教改实践中,编者曾先后得到彭继辉、孙洪波、刘锡宜、谢金莱、陈武云、陈坚、王文等

同志的支持和配合,他们提供的反馈信息和实际数据,对本书的编排起了重大作用。本书在定稿过程中,曾由中南工业大学外语系曹红辉和长沙铁道学院外语系彭继辉两同志,依据多种版本,校正打字稿中的拼写错误和疏漏之处。为此,编者谨向上述所有同志专肃鸣谢!

编 者

1991年2月于长沙梅岑

语言习得与阅读理解

(代 序)

中国有两句成语:一曰“一目十行”;二曰“过目成诵”。前者指读速之快,后者指理解之强。此典出自于《晋书》,可见,我国古代就有不少人具有极强的阅读理解能力。至于后人,实例则不胜枚举。哪怕是凡夫俗子,只要喜欢读书,大致都可以学到这种功夫,而且男女无别。例如《红楼梦》中的混世魔王贾宝玉和弱不经风的林黛玉,都已修炼成功。在《西厢记妙词通戏语》那一回中,黛玉就直言不讳地表达了自己的这种才能:“你说你会‘过目成诵’,难道我就不能‘一目十行’了!”由此可见,实践可以磨炼出活用语言的真本领。

英语快速阅读理解是一种能力,一种活用语言的能力。中国人学英语,究竟以知识传授为主,还是以能力的培养为主,这主要取决于我们的教学目的。关于教学目的,国家教委颁布的《大学英语教学大纲》是这样阐述的:“大学英语教学的目的,是培养学生具有较强的阅读能力,一定的听的能力、初步的写和说的能力,使学生以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。”为了达到这一目的,大纲对各级读、听、写、说等能力还作出了具体的规定。例如四级阅读能力,要求学生读速达 90w / pm,准确率达 70%。又如六级阅读能力,要求学生读速达 120w / pm,准确率达 70%。大学英语四级考试中,阅读理解项所占时间是 35 分钟,应试者须读完 200—300 字的短文四篇,且须随即作答。该项所占比重为 40%。综上所述,我们不难看出阅读能力在整个大学英语教学中的重要地位。

阅读理解既然如此重要,那么,我们应当通过什么途径来提高这种能力呢?一般初学者往往以为阅读能力的提高关键在于词汇量。其实不然。词汇量的大小虽然会影响到阅读理解,但不是决定因素。北京外国语学院喻爱菊同志的成人英语培训实验报告表明:“在一定限度内,生词量可能不会影响读速和理解率。”(《外国教学与研究》1988 年第 3 期)。我们认为,阅读能力的培养,关键还在于阅读实践本身。

大学英语课堂教学,是一种知识传授与能力培养相结合的综合课。认真听课,及时温习,这都是十分必要的,不可缺少的。但光靠周四、周五的课堂教学是不够的,因此大纲细则也规定了一定比例的自学时间。况且,我国高校的课堂教学,本身还存在一些有待改进的地方。对此,胡文仲同志曾作出了这样的描述:“在中学教学和公共外语教学中,强调语法条条,忽视提供足够的“C·I”(即可理解性材料输入)的情况还十分普遍。不少人误以为,‘语法条条+词汇=语言掌握’,把许多宝贵的课堂教学时间,花在无休止的语法分析上面。……殊不知掌握外语必须依靠学习者自己的努力,依靠学习者大量接触实际的语言材料。”因此,他主张使学生“沉浸”在实际的语言海洋之中(以上详见《外国语》,1984 年第 1 期)。这样做,就是要遵循有名的克拉申理论,即遵循语言习得理论。

克拉申是美国南加利福尼亚大学语文系副教授。克拉申认为:成人发展外语能力依靠两个途径:一是下意识的自然吸收,即语言习得;二是有意识的学习语言规律,即语言学习。我们

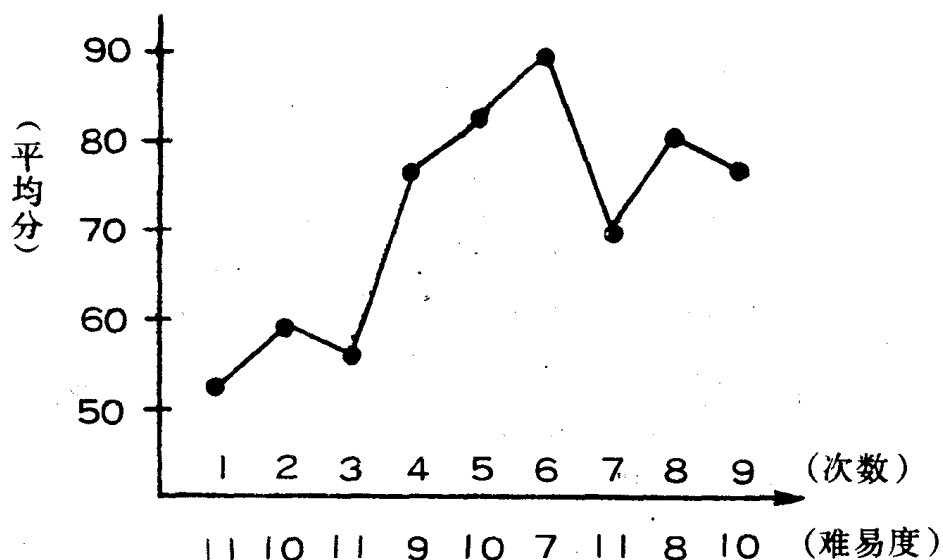
现在的课堂教学,恐怕偏重了语言学习,因此就存在胡文仲同志所指出的那些问题;因为依据克拉申理论,“习得比学习更重要”。克拉申还认为:语言习得的全过程含输入、吸收、监查、输出四个阶段,而要强化此过程,主要靠增加输入量,也就是学习者接触的语言材料要丰富。同时,他强调这种语言材料应略高于学习者的现有水平。换句话说,要强化阅读训练,关键在于对阅读材料的选择。有些人学英语,天天读已精讲过的课文,甚至去死记硬背,结果收效甚微。有些人则走另一个极端,好高骛远,无视自己的基础,一股脑儿地去啃原著,结果也是收效甚微。克拉申理论强调“C·I”材料的输入量,就是指略高于现有水平的可理解性材料输入(comprehensible material input)。实践证明,谁违背这些规律,谁就会适得其反。

决定阅读材料难易度的因素很多。除题材之外,主要因素是长词长句。美国语言学家们认为:拼写较长的词、生僻的词和专业术语,一般使难度增大。句子太长,复句多,也使难度增大。于是,有些专家便依据这两大因素来制定难易度测定法,例如弗莱测定法、雷格尔测定法等等。

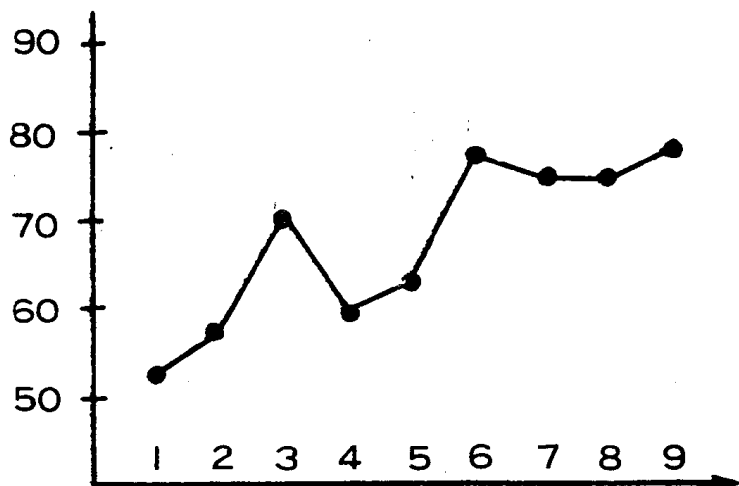
雷格尔测定法是最简便的方法。具体做法是:先数出一篇文章的字数,然后数出句数和长词数(即拼写在六个字母以上的单词),再算出全篇平均每百个词中的句数和长词数。得出这两个数据后,最后参看雷格尔难易度指示图,就可以确定本篇的难易度级别。

雷格尔测定法一般将阅读材料分成 12 级,即从 GIII 到 GXIV。每一级代表美国中小学阶段和大学阶段各年级的水平。例如 GVII,就代表美国初中一年级水平。编者用此测定法对我国近年来高考试卷中阅读材料进行评估,结果发现偶尔出现的最高级别为 GVIII,最低为 GIII,而平均级别在 GVI 左右。由此推测,我国大学英语一级大致相当于雷格尔 GVII 至 GVIII 级;二级相当于 GVIII 至 GIX 级;三级相当于 GIX 至 GX;四级相当于 GXI 至 GXII 级。而六级相当于 GXII 级以上。

为了证实雷格尔测定法的可靠性,我们曾在自己所教的本科班级中进行过针对性实验。该班共有学生 27 人,处于刚进入大学三级教学阶段。我们将国外 *Reading Laboratory IV a* 第三册中的阅读材料作为快速阅读材料,进行九次随堂测试,每次时限按字数给足 10—15 分钟。结果得出学生得分率随难易度变化而起伏的结论。学生得分率如下图所示:



测试实验延续一个月。按理,学生阅读能力应逐渐上升,而上图说明学生实际阅读能力起伏不定,表明难易度对阅读能力的影响。后来我们采用同一级材料进行测试,发现学生得分率稳步上升。结果如下图所示:



图示中第三次测试出现了较大的波动,对此我们也作过分析。出现这次波动是因为测试内容与精读课教材中一篇课文内容雷同。但纵观全过程,学生得分率呈稳步上升趋势。通过对比实验,我们不能不相信,雷格尔难易度测定法还是比较准确的。于是,我们坚持采用分级阅读材料进行训练,使试点班学生阅读能力大大提高。该班在以后每次期中和期末考试中,平均分数列全校之首,四级通过率也为全校之冠。

有了科学的难易度测定法,我们大可以选择适当级别的材料进行阅读训练,来有效地提高阅读理解能力。对阅读的有效性又怎样评估呢?我们还是听听语言专家们的见解吧。应用语言学家们一致认为,一个阅读能力很强的人,务必具有以下能力:

1. 能理解所读文章的中心思想;
2. 能领会文章的层次结构;
3. 能领会文中细节及有关信息,并能加以运用;
4. 能记住通过阅读而获取的信息内容;
5. 能在参考资料中查到所需要的信息;
6. 能领会作者的写作意图和口吻;
7. 能鉴别信息可靠与否;
8. 能按学习范围应用不同观点与技巧;
9. 具有跳读(skim)能力;
10. 能按需要随意改变读速;
11. 能从材料中得出结论;
12. 能拓宽词语的含义。

上述这些能力,主要是就学习本族语而言的。这些能力的获取主要靠语言实践,也就是靠语言习得。如前所述,中国学生学英语靠两个途径,即语言习得和语言学习。但按照克拉申理论,两者不可并驾齐驱,而要偏重于语言习得。外语的语言习得又与学本族语不尽相同。所以,不必象上面那样面面俱到。就阅读能力的培养而言,中国学生特别要注意在习得过程中培

养下列习惯或技巧:

第一,养成计时阅读的习惯,也就是要按大纲要求,达到一定的读速,提高单位时间的阅读效率。

第二,养成默读的习惯。中学英语教学为了训练口语和纠正语音,强调朗读,这当然是必要的。到了大学阶段,选一些精采的片断朗读背诵,也是必要的。但快速阅读则需要默读,因为读出声来势必影响读速。

第三,养成成组视读的习惯。在这一方面,要求读者熟练掌握英语句子结构和篇章结构,这样便可以真正做到“一目十行”。

第四,要根除“回视”的毛病,也就是能做到“过目成诵”,或至少做到“过目能记”。读完一遍,立即就能做出后面的选择题,准确率应在70%以上。有的读者先看试题,后读材料,或囫圇吞枣地看一遍,不得文章中之信息,就去做题,做不出又来看。这些,都是影响阅读能力的坏习惯,务必改正。

第五,能悟意阅读,也就是根据上下文或语言结构分析,来推测并确定生词的词义,不必一遇生词就去查字典,因为那样就会大大降低阅读效率。悟意尤指对作者的意图作出推断,这是阅读能力很强的一种表现。

总之,语言习得理论为我们阅读训练指出一条正确的途径,那就是贯彻分级阅读。凡有阅历的读者,不妨回顾一下自己的经历,看是否做到上述几点,以便总结经验教训,纠正学习方法,进行更有效的阅读实践。初学者切记借鉴前人的经验,少走一些弯路。但更重要的是真正领悟语言习得的科学道理,遵循科学的规律,脚踏实地,循序渐进。我国英语界前辈,早在三、四十年代就提出学英语必须做到“五到”,即耳到、口到、眼到、手到、心到。他们所强调的就是语言实践,也就是我们今天所讲的语言习得。由此可见,外语学习方法是一脉相承的。只不过前人的观点主要来自经验,而今人的理论则植根于科学分析罢了。所以,学习英语切不可急于求成,而要按习得的规律去点滴积累。分级阅读教学的目的,就在于切实指导读者循序渐进。

古人言:“不积跬步,无以致千里;不积小流,无以成江河。”编者奉献本书,其目的就是旨在帮助广大读者行远自迩,跬步寸进,最终练就出“一目十行,过目成诵”的过硬本领。

编 者

1990年10月于长沙

目 录
Contents

GVII (一级)	1
GVIII (一至二级)	61
GIX (二至三级)	121
GX (三级)	181
GXI (四级)	241
GXII (四至五级)	301
GXIII (五至六级)	361
GXIII (六级)	421
Appendix	481

GVII (一级)

GVII—01

People from different lands went to America because they needed the chance for a new life. Among those who went in the nineteenth century was a large group of people from Ireland (爱尔兰).

In the 1800s, life was very hard for the peasants of Ireland. The peasants rented the land on which they lived. In order to pay the rent, they spent much of their time farming for their landlord.

The British government ruled Ireland at this time, and most of the food grown in Ireland was shipped to England. Because the peasants had no money, they depended on potatoes for food. Potatoes could be grown on a small piece of land for a few pennies. For more than half the people in Ireland, potatoes were the only food.

In 1845, disaster came to the potato fields. A plant disease attacked the potato plants, and they turned black and rotted. For three years, the potato crop of Ireland was destroyed.

With their only source of food gone, the peasants were starving. People searched the countryside for food, and starving crowds gathered in the cities. The English government tried to help by setting up "soup kitchens" to feed the hungry. But it could not feed everyone. More than a million people died, and many of those left decided that they had to leave Ireland.

A great migration to America began. Thousands of people gathered at the seaports. Then they took steamships to a new land and a new life.

247 words

reading time 2.3

Questions based on the passage:

1. In Ireland during the 1800s, half the people lived on _____.
A. bread
B. meat
C. ice cream
D. potatoes

2. Implied but not stated: _____.
- A. The people who came to America from Ireland stayed here
 - B. The peasants of Ireland had been starving for centuries
 - C. Most of the food grown in Ireland was sent to America
 - D. Most of the food grown in Ireland was eaten by the peasants
3. On the whole, this story is about _____.
- A. how to set up "soup kitchens" in Ireland
 - B. why many people left Ireland in 1800s
 - C. how to search the countryside for food
 - D. how a plant disease destroyed potato plants
4. Why were the potato crops destroyed for three years?
- A. The landlords ate all the potatoes.
 - B. The government made the people destroy the potatoes.
 - C. The peasants wanted to plant other crops.
 - D. A plant disease attacked the potato plants.
5. Which statement does the story lead you to believe?
- A. The people of Ireland came to America to grow potatoes.
 - B. The potato plant disease was not easy to stop.
 - C. The peasants in Ireland lived with their landlords.
 - D. America was suitable to grow potatoes.

GVII—02

The welcome which a Kurdish (库尔德人的) tribe gives a guest is not only hearty but it is a bloody affair as well. On the outskirts of the village a delegation of men hold a bull ready for the slaughter, and as the guest approaches, one of the tribesmen stabs the animal in the throat. There is the last painful moment when the bull lets loose a bloody, gurgling (汨汨而流的) sound before it is dragged across the road, leaving a stream of blood in its wake. The guest then steps across the blood. The killer saws vigorously on the neck of the beast until the head is cut off and then throws it to the side of the road. The khan (首领), or other ranking host, turns to the guest, takes him by the hand, and says in a loud, ringing voice, "May that happen to the heads of all your enemies."

The new arrival is now a member of the tribe. He has special privileges, too. Each tribesman would give his life to defend him. Every man, woman, and child will cater to his needs and show him every courtesy. People of the Western world also want to receive their guests cordially, but the Western version of hospitality certainly seems far less extreme.

210 words

reading time _____

Questions based on the passage:

1. The best title for this article would be _____.
 - A. A Kurdish Welcome
 - B. Tales of a Traveller
 - C. A Kurdish Warning
 - D. Putting Out the Welcome Mat
2. To enter the village, a guest must _____.
 - A. stab the bull in the throat
 - B. drag the bull across the road
 - C. step across a trail of blood
 - D. behead the bull
3. The head of the bull represents the _____.
 - A. head of the guest
 - B. heads of the guest's enemies

- C. head of the tribal chief
 - D. heads of all visitors
4. In addition to being a ceremony of welcome, the rite described is also _____.
- A. a sacrifice to the gods
 - B. a tribute to the khan
 - C. a preparation for a meal
 - D. an introduction into the tribe
5. After the ceremony, the guest is entitled to _____.
- A. each tribesman's life in his defence
 - B. the respect of every member of the tribe
 - C. his choice of any of the chief's wives
 - D. both A and B

GVII—03

When Brian first met Hank he thought he was a nice person. Later Brett told him that Hank was responsible for the financial fraud (骗局) that had taken place in the city government. A couple of days later Hank and his business partner Fred disappeared. Within a week, Fred returned, vowing to make restitution (赔偿) for the missing funds. He carried through on his promise and, with the support of both Brian and Brett, was able to be elected mayor. Only on his deathbed did Fred acknowledge that he, not Hank had removed the funds in the first place. When asked why he thought Hank had never returned to the city, Fred admitted he had killed him and left him on the desert.

122 words

reading time _____

Questions based on the passage:

1. What did Brett think of Hank?
 - A. He was dishonest.
 - B. He was a nice person.
 - C. He should be mayor.
 - D. He was a responsible person.
2. Why didn't Hank return?
 - A. He was afraid to.
 - B. He didn't want to.
 - C. He was disliked by the people.
 - D. He was dead.
3. Who stole the money from the city?
 - A. Brett.
 - B. Fred.
 - C. Hank.
 - D. Brian.
4. When he returned, what did Fred promise to do?
 - A. Repay the money.
 - B. Be friends with Brian.

- C. Become the mayor.
 - D. Help his partner.
5. When did Fred tell the truth?
- A. After Hank left the city.
 - B. Before he became mayor.
 - C. When he was dying.
 - D. Within a week after returning.

GVII—04

To camouflage (伪装, 掩饰) something means to disguise it. From the ancient Greeks comes a legend of a camouflage so successful that it won a war!

The Trojan War (特洛伊战争) began with the kidnapping of a beautiful woman. Paris, the son of the King of Troy, fell in love with Helen, wife of the King of Sparta. He kidnapped Helen and brought her to his home in Troy. The angry Greeks decided to bring Helen home and destroy Troy. For ten long, hard years, Trojans fought Greeks outside the walls of Troy, but neither side was able to conquer the other.

At last, a Greek leader thought of a way to get inside the strong Trojan walls. He ordered a huge and hollow wooden horse to be built. The horse was so tremendous that it could easily hold 100 Greek soldiers. The wooden animal, with soldiers hidden inside, was placed outside the walls of Troy. The Greeks then made a big show of leaving Troy and sailing off in their ships.

The Trojans, seeing the Greeks leave, flung open the gates of their city and crowded around the great wooden horse. A wise priest warned that it was a trick, but the curious Trojans moved the horse inside the gates. They insisted it was not a trick. With their own eyes they had seen the Greeks depart.

That night, while the Trojans celebrated their seeming victory, a Greek prisoner managed to reach the horse and open a hidden door in its side. The Greek soldiers slipped quietly out of their hiding place, opened the gates of Troy, and signaled the Greek ships.

The city of Troy fell that night to the clever Greeks.

279 words
reading time _____

Questions based on the passage:

1. Implied but not stated: _____.
 - A. Cleverness can be more important than strength
 - B. Everything that happened was Helen's fault
 - C. Most wars last at least ten years or more
 - D. The Greeks always fought in a hiding place
2. The wooden horse was placed _____.