



普通高等教育“十一五”国家级规划教材



(修订版)

College English Fast Reading

大学英语快速阅读

张强乾 主编



北京大学出版社
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大学英语快速阅读网络资源系列教材

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北京外国语大学

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前言

普通高等教育“十一五”国家级规划教材《大学英语快速阅读》(1), 是北京大学出版社出版的大学英语立体化网络化系列教材之一, 共收录短文 32 篇; 内容涉及科学教育、网络技术、风俗人情、饮食文化、假日旅游、语言知识和社会焦点等各个方面。按主题分 8 个单元。

依据《大学英语课程教学要求》关于大学英语四六级学生的快速阅读要求和《关于试点阶段的大学英语四级考试说明》, 本次修订对部分文章进行了更换, 在练习设计上编者没有按照以语言为中心的旧模式编写, 而是侧重培养学生快速浏览和查读能力, 以及正确理解文章的大意、抓住主要事实和有关细节的能力。题型的设计包括是非判断、句子填空和多项选择, 练习数量为 7 题。同时为了便于读者更好地把握阅读速度, 编者还给出了每篇文章阅读所需要的参考时间, 对于篇幅稍长且难度较大的文章可适当调整阅读速度。作者还增加了快速阅读技巧部分, 通过实例与翔实的讲解, 使学生了解如何更好地练习快速阅读。

编写此书时, 编者除注意到内容的科学性、文化性、可读性和趣味性外, 还突出体现了内容的丰富性、新颖性以及语言的地道性和准确性, 同时对其实用性也给予了充分的注意, 以满足广大院校学生的需求。

本教材旨在帮助读者扩大英语词汇量, 提高快速阅读速度和增强阅读理解能力, 从而广泛深入地了解有关历史、文化、经济、风俗、人情以及自然科学和人文科学方面的信息。本教材着重学生英语快

速阅读策略和技巧的培养,通过本教材系统、科学的强化训练,学生的英语阅读速度可在短时间内得到大幅度提高。

本册教材适合我国高校非英语专业大学一年级第一学期开设快速阅读课程使用,也适合参加公共英语等级考试和大学四六级考试的广大读者学习使用。

由于编者水平和时间所限,难免还有不足之处,敬请广大读者批评指正。

编者



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快速阅读技能指南

“快速阅读”现在又被称为“全脑速读”，它是一种讲究效率、节省脑力和视力、有利于记忆的阅读。与传统的阅读法(俗称为慢读)不同的是，前者则是以意群、组、行、块、段为整体进行阅读，后者是按字、词等少数几个单字为单位进行阅读。“慢读”耗时多、速度缓，虽利理解但不利记忆。其原因是此种读法的缓慢节奏与大脑处理信息的节奏不甚协调，故影响记忆。“快读”则不然。经过“快读”训练的人一般均具有超宽的视觉能力。而这种能力所提供信息的节奏更容易与大脑处理信息的节奏相一致。实践证明，经过严格、系统、科学的“快读”训练者，其对阅读材料的理解和记忆绝不逊色于“慢读”者，但他摄取的信息量及阅读速度则又是“慢读”者所不可比拟的。鉴于快速阅读是一种需要系统训练的阅读技能，这种技能要求一定的语言能力、心理素质和速读的实用技巧，下面就快速阅读和阅读中的解词技巧做以介绍，并附以部分练习，以此提高学习者的快速阅读能力。

一、快速阅读技能

1. 设定积极的目标主动阅读 (Setting up a positive goal to read initiatively)

阅读帮助人们获取信息，相互沟通及产生共鸣，其意义于当今信息时代更为凸显。根据研究分析，一个有效的阅读受到各种因素制约，如读者本身(读者的身体状态、心理状态、阅读技能技巧、语言知识水平等)、阅读材料(题材、类型、难度等)和其他客观条件(阅读时间、外界环境等)。为了提高读者的阅读效果，包括阅读速度和理解准确率，读者首先应设定下积极的目标并主动地阅读。一个积极的阅读目标是指读者希望通过阅读获取所需的、最为全面的信息交流，扩大其知识面，开拓视野，增加灵感，促进未来的发展。在阅读过程中，读者会对阅读材料注入更多的感情，以助理解。同时，主动地阅读是指读者在阅读时主动地思考：作者的意图、文章或书的用途、与读者的联系等等。比起填鸭式的被动接受信息，读者主动地分析消化书本内容是更为行之有效的阅读方法。

下面是一种常见的鱼骨头分析法(fishbone analysis)：鱼头是你需要达到的目标，主干鱼骨是可能阻碍你实现目标的因素，副鱼骨列举了具体情况，请对照主、副鱼骨分析你的阅读状态(符合的鱼骨头越多则表示越需要改进你的阅读态度和方法)。

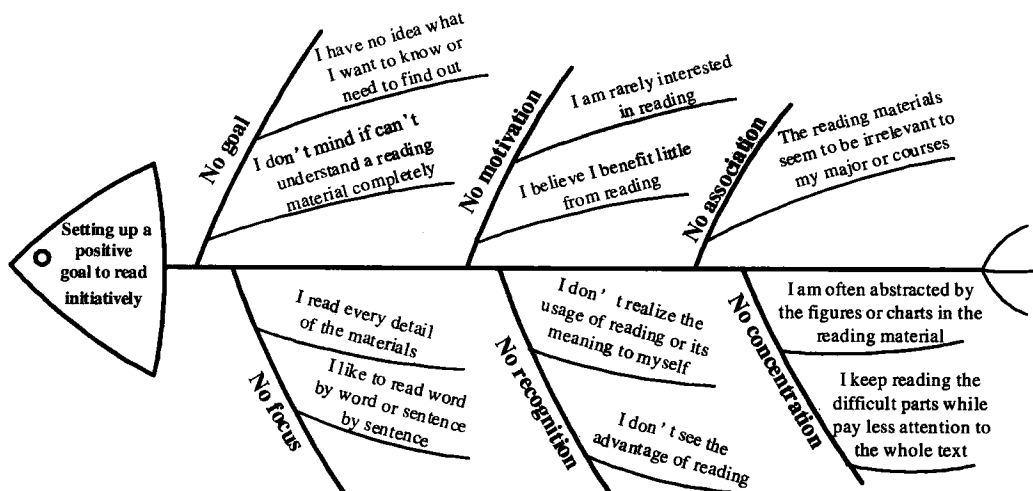


图 1

Exercise: Reading Simulation (阅读仿真)

阅读仿真能够将读者带进模拟的特定阅读中，是一种让读者真实地体验某种阅读效果的仿真练习。下面设计的阅读仿真练习就是为读者模拟出两种不同方式的阅读，其中阅读材料 A 和 B 在信息量和难度上十分接近。请读者依照仿真步骤(steps)及要求来完成并体验设定积极的目标主动阅读所产生的不同阅读效果：

Step 1: 阅读 A 部分

A ELITEBOOK 6930P

The premium EliteBook 6930p, though a military-grade machine, actually looks fantastic good. The 14.1-inch notebook owns an inner magnesium alloy(镁合金)shell thermally built into an exterior aluminum casing(铝外壳). The casing is scratchproof, as proudly demonstrated by enthusiastic HP executives who vigorously attacked it with a ball of steel wool as proof of its unbeatable feature. The EliteBook has a shock-resistant hard drive and a spill-resistant keyboard. Being engineered to withstand extreme temperatures, this unforgettable laptop will release next month and price at US\$1,179.

Step 2: 覆盖原文 A, 列举至少 3 项 EliteBook 6930p 的特点。

Feature 1: _____;

Feature 2: _____;

Feature 3: _____.

Step 3: 读者将自己模拟成一名电脑职业者,对即将阅读到的这篇介绍新型电脑性能的文章要产生积极的兴趣,并在阅读 B 部分前给自己设定以下的问题:

Question 1: What is the appearance of this computer, e.g. weight, size, color?

Answer: _____

Question 2: How many ports can it be connected with and what are they?

Answer: _____

Question 3: Where can I get it and how much will it be?

Answer: _____

Step 4: 阅读 B 部分

B VOODOO ENVY 133

Voodoo Envy 133 is a 1.5 Kg, 0.7-inch notebook, only available in North America at the moment. It is an almost unjustly good-looking 13.3-inch ultra-mobile powerhouse in the eyes of computer critics. The Envy boots in seconds and equips a multi-gesture touchpad. An external optical disk is bundled with every unit. The super-thin battery is easily replaceable. You can get a USB port, a shared e-SATA/USB port, a headphone/microphone jack and even an HDMI port. Besides, the Ethernet port has been built into the power supply brick. Priced at US\$2,099 and up, the Envy comes in a variety of colors, ranging from red, green, black, pink to white.

Step 5: 覆盖原文 B, 回答上面 3 个问题。

Step 6: 总结仿真。对两次阅读效果及完成问题做个比较, 相信读者此时能体验到在阅读过程中带有积极的目标主动阅读的好处了。

2. 不良的阅读习惯 (Bad reading habits)

不良的阅读习惯往往让读者的阅读速度和效果事倍功半, 因此应该找出它们并尽量克服:

1) 发音 (vocalization)

很多人错误地认为阅读是由眼睛的“阅”和嘴巴的“读”组成的, 常常边看文章边读出来。其实, 发音阅读会大大地降低阅读的速度和效果。为了配合嘴巴出声, 眼睛不能完全发挥其扫视的运动, 因而速度也会变慢。对于任何读者来说都应克服边看边读出声的不良习惯。

2) 潜在发音 (sub-vocalization)

心里默读文章是一种潜在发音, 也是读者自然而然产生的一种不良倾向。同样, 潜在发音使读者注意力分散, 表面上像是正常的阅读, 但是读者不自觉地思考如何读某个单词、某句话等, 这样就破坏了阅读的速度和效果。当分析自己的阅读习惯时, 读者需要注意自己是不是有这种潜在发音的做法, 在阅读时要不断提醒自己不要在心里默读材料。

3) 头部摆动 (head movement)

中国古代的读书人读起书来常摇头晃脑。受此影响,现代有些人在阅读英语材料时也喜欢随视线的移动而摆动头部。这是一个常见却又不必要的小动作,它同样会影响整体的阅读速度和效果。所以,读者在阅读时只运动眼睛就足够了。

4) 复读 (regression reading)

当遇到陌生的单词和有难度的句子、段落时,很多读者喜爱把它们复读一至两遍,甚至多遍。大量的研究表明,阅读时过分地关注一些难懂的语言知识同样会阻碍整体的阅读速度和效果。语言在语境中能产生细微的差异,脱离整体的语境单独地理解语言中各个字、词、句、段不是有效阅读所应该提倡的方法。读者在遇到不熟悉的语言知识时,可以暂时跳过继续阅读下面的内容。阅读中可运用推断、比较、分析等方法从上下文中获得帮助,从而增强理解能力。

5) 潜在翻译 (sub-translating)

潜在翻译是指读者在阅读时把读到的外语文字翻译成母语以帮助理解。实际上,英语和汉语属于不同的语系,它们在文化习俗、生活习惯以及语言表达上存在着很大差距。因此,要把一篇英语阅读材料对等地翻译成中文在短时间内是一件出力不讨好的事情。假如读者把读到的每个句子都翻译成中文来理解的话,他的阅读速度一定会很慢。正常的阅读不应该通过翻译来完成,阅读者应该先直接理解英文,在此基础上再有翻译才对。

6) 频繁停顿 (frequent intervals)

在阅读时,读者应保持注意力集中将整个阅读过程一气呵成。有些读者喜欢中断阅读过程,过多地分析段落、句子、语法等,还有些读者在阅读的时候不时地去查阅词典,这些频繁停顿使得阅读无法连贯地进行下去从而达不到最佳的效果。

为了保证能快速正确地阅读英文材料,读者可以分析自己平时的阅读习惯,对照上面所列的不良习惯并加以改正。

3. 训练眼睛的移动 (Training eye movement)

正常的阅读过程是由眼睛摄取到信息,通过大脑对摄入的信息进行解码 (decoding and interpretation) 和整理 (arrangement and organization), 最后获得信息传达的整体内容和意义。那么,有效地使用眼睛来摄入信息就是达到良好阅读效果的关键所在。

摄入信息时,眼睛的移动方式可以分为三种:从左到右型、Z 字型和由上到下垂直型。这三种方式中不论是眼睛移动的速度还是灵活性都依次提高,所以读者可以分阶段训练眼睛的移动,从而加快阅读的速度。

1) 从左到右型:一般读者会习惯从左到右阅读每行文字。此阶段读者首先要纠正不良阅读习惯,然后眼睛由左到右连贯地扫视下去。

2) Z字型:如图2,虚线表示阅读材料的每行文字,读者借助笔、手指或其他工具指在实线处来引导眼睛做Z字型快速移动,眼睛扫视的范围保持在图中所示的2—3厘米。读者的目标是训练自己眼、脑配合,摄入处理信息的能力。先从小段阅读材料开始,扫视完成后尝试回忆其内容、关键字、词、信息点等。熟悉Z字型移动方式后,再练习较长的材料。

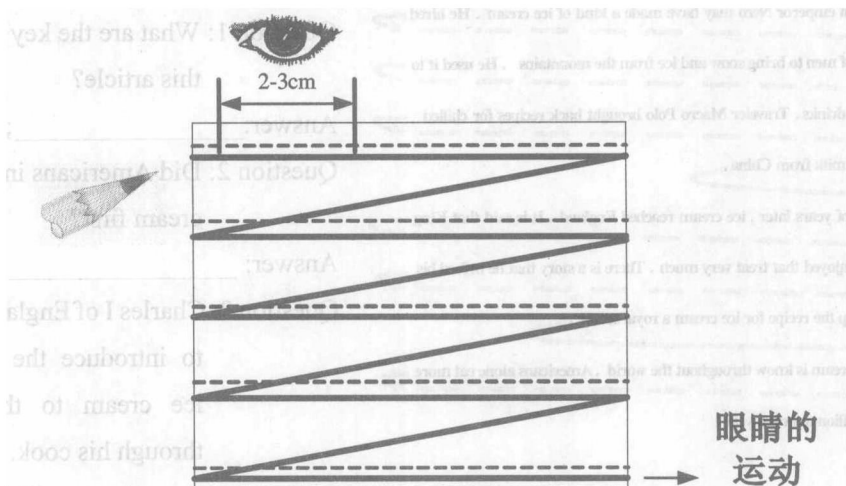


图 2

3) 由上到下垂直型:在Z字型眼睛移动练习后,读者可以扩大眼睛扫视范围,请参照图3,由上到下垂直地阅读。每行文字的左右两端各留出2—3厘米,读者眼睛的目光停留在中间的部分,由上到下垂直移动进行阅读。眼睛的余光快速地扫视每行两端的部分。读者可以选择较窄短的材料(如报纸、杂志中非整幅的文章)训练自己眼睛从上到下垂直扫视的感觉,培养这样阅读的习惯,就能最大限度地发挥垂直和水平边缘视觉能力,使看清的字数和行数逐渐增多,速度增快。

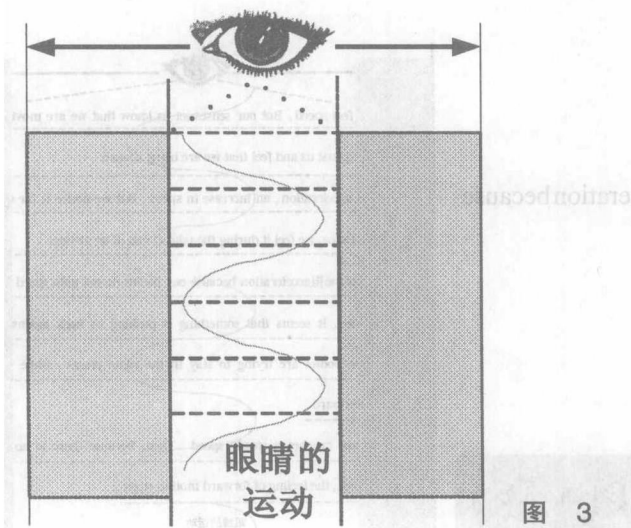
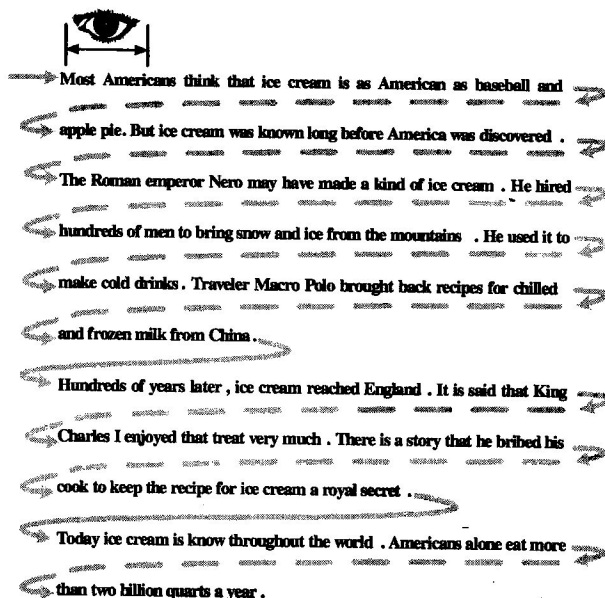


图 3



Exercise 1:

请用笔或手指或其他工具指引在虚线处，按 Z 字型移动方式扫视文章，最后完成问题。

Question 1: What are the key words of this article?

Answer: _____;

Question 2: Did Americans invent ice cream first?

Answer: _____;

Question 3: Charles I of England wanted to introduce the secret of ice cream to the public through his cook.

True False

Exercise 2:

请用由上到下垂直型眼睛移动方式快速阅读下文，其中左、右两侧 2 厘米的阴影部分用眼睛的余光扫视，然后完成问题。

Question 1: We can tell that we are moving by _____.

- a. watching things moving past
- b. feeling the speed
- c. feeling ourselves being shaken
- d. both a and c

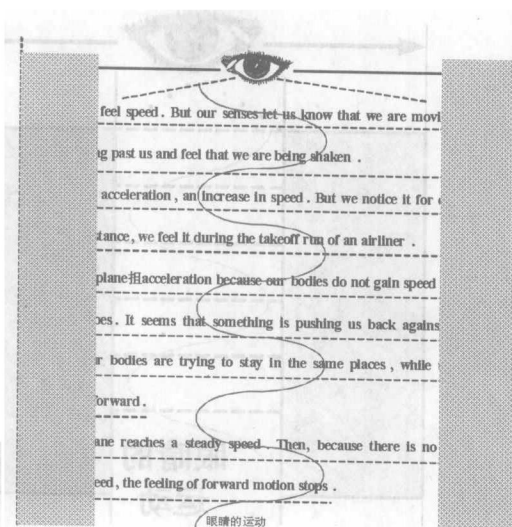
Question 2: Acceleration means _____.

- a. an increase in speed
- b. a steady speed
- c. any kind of movement
- d. the movement of a plane

Question 3: We feel the plane's acceleration because our bodies gain speed _____.

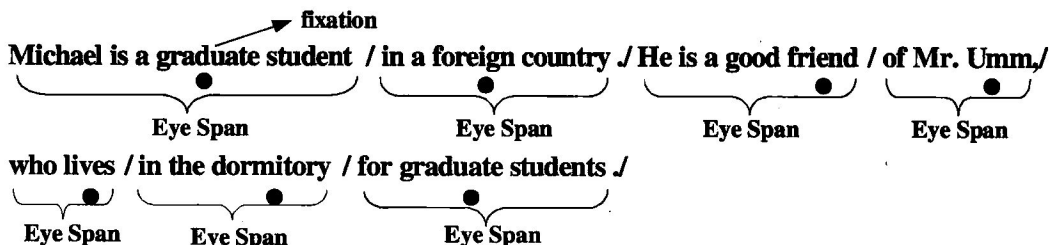
- a. just as fast as the plane
- b. faster than the plane
- c. more slowly than the plane
- d. before the plane

Key: 1. d 2. a 3. c



4. 协调的注视节奏 (Harmonious fixation)

优秀的阅读者可以像个演奏家演奏音乐一样,有节奏、有重心地阅读。前面说过的眼睛扫视范围是读者眼睛的识别幅(eye span),识别幅越宽,阅读速度就越快,反之亦然。而和识别幅关系紧密的就是眼睛的注视点(fixation)——眼睛在摄入信息时最终聚焦的位置。国内外的研究表明,人类眼睛最大的识别幅可以达到 25—29 个字母的长度。读者可以确定一个这样长度以内的、由 3—4 个词组成的语言意群,像词组 in the afternoon, write in English, be widely accepted, people all support that 作为一个识别幅;同时把眼睛的注视点放在当中某一个关键词上(如 afternoon, English, accepted, support)。下面以一个长句为例:



而对于语言水平较高的读者,可以扩大识别幅,但注视点仍要放在其中某个单词上。

Exercise:

请读者划分短文意群,尝试确定每个意群的关键词,即注视点(fixation)。

Michael is a graduate student in a foreign country. He is a good friend of Mr. Umm, who lives in the dormitory for graduate students. They share a similar sense of humor and enjoy many activities together. Since Michael is interested in architecture, Mr. Umm decides that it would be a good idea for Michael to meet his older friend Mr. Smith, a professor of design at the university. First he tells Michael all about Mr. Smith's architectural research. As it turns out, Mr. Smith's research is exactly what Michael needs for his thesis. Michael is so excited that the next day he went directly to Mr. Smith's office, introduced himself, and briefly mentioned Mr. Umm's name. The two men spent several hours discussing their research ideas. That evening Michael told Mr. Umm how much he enjoyed meeting Mr. Smith. Mr. Umm reacted very coldly. His serious tone told Michael that something was wrong, but Michael had no idea what the problem might be.

Reference Key:

Michael is a graduate student / in a foreign country . / He is a good friend / of Mr. Umm, /
 who lives / in the dormitory / for graduate students . / They share / a similar sense of humor /
 and enjoy / many activities together . / Since Michael is interested / in architecture , /
 Mr. Umm decides / that it would be a good idea / for Michael to meet / his older friend Mr. Smith, /
 a professor of design / at the university . / First he tells Michael / all about Mr. Smith's /
 architectural research . / As it turns out, / Mr. Smith's research is / exactly what Michael needs /
 for his thesis . / Michael is so excited / that the next day / he went directly / to Mr. Smith's office, /
 introduced himself, / and briefly mentioned Mr. Umm's name. / The two men /
 spent several hours / discussing their research ideas . / That evening / Michael told Mr. Umm /
 how much he enjoyed / meeting Mr. Smith. / Mr. Umm reacted ery coldly. /
 His serious tone told Michael / that something was wrong/ but Michael had no idea /
 what the problem might be.

5. 略读写作意图 (Skimming for writing intention)

略读 (skimming) 是迅速移动目光扫视整篇阅读材料的阅读技巧,即带着寻找答案的目的进行跳跃式阅读,旨在掌握文章脉络,抓住中心思想,获得足够的信息量。略读要求读者不是漫无目的地浏览或是将自己的注意力平均到文章的每个细节上,相反,它要求读者的注意力放在以下方面:大标题、小标题、作者、年代、目录、黑体字或着重号、首段、主题句(如开头句和结束句)等。

总之,略读的关键是把阅读的视野放到整句、整段,而不纠缠在语言和内容的细节上,这样才能提纲挈领地领会文章的中心思想、框架结构、体裁、作者的写作意图、写作风格等。本小节先介绍运用略读技巧发现作者的写作意图。

读者可以从标题上判断作者的写作意图。比如,标题 The Founding of the European Union 告诉读者这篇阅读材料的写作意图是说明欧盟的建立过程;再如,标题 An Unforgettable Experience Abroad 的写作意图是向读者叙述在国外的一次难以忘怀的经历。

有时读者还可以通过主题句、关键词推断出作者的写作意图。请看下例:

Figures can be deceiving. For example, *Time* magazine recently reported that the average

Yale graduate of the class of 1944 was making \$35,111 a year. Well, good for him! But what exactly does that figure mean? Is it proof that if you send your child to Yale you won't have to work in your old age and neither will he? What kind of sample is it based on? You could put one Texas oilman with two hundred hungry writers and report their average income as \$35,111 a year. The figure is exact, but it has no meaning. In ways similar to this, the facts and figures pour forth every day. They are used to point out truth, when in fact they inflate, confuse, and over-simplify the truth. The result is "number nonsense." (133 words)

短文的第一句话“Figures can be deceiving.”帮助读者判断作者的写作意图——告诫读者数字是可以具有欺骗性的。文章另一关键句“But what exactly does that figure mean?”直接引起读者思考数字真正的意义何在。文章的最后一句话中关键词组“number nonsense”也进一步表明了作者这篇短文的写作意图是给读者指出被列举的数字有时没有意义的一面。

Exercise:

请略读短文并完成练习。

a) You will find that college classes are very different from high school classes. You will have more work and responsibilities without being pushed as much. On the other hand, you will have more freedom—freedom to choose what to study, when to study, or whether to study. You will need to exercise maximum self-discipline. This is the hardest kind of discipline because it is self-imposed, and you have only yourself to answer to. The decisions you make concerning your study habits will be a determining factor in your success, or lack of success in college.

b) In addition, you will discover that your instructors differ from the ones you have had previously. They will expect you to take more initiative in your study habits and time management. Remember that much of your learning takes place outside the classroom. Your instructor will give you additional help outside of class if there is evidence that you are putting maximum effort into the course.

c) In this book you will find suggestions and techniques to help you better organize your time and study habits, as well as resources to help you make the most of your college opportunities. There is no plan or technique that could be labeled as the best and be guaranteed to fit each individual. Learning is a very personal matter and cannot be totally standardized. Therefore, you should study each plan and technique available and then choose the one that seems right for you.

1. Paragraph a) describes about _____.

- A. the high school classes
- B. the difference between the college classes and the high school classes
- C. students' duty in the high school classes
- D. why college classes are different from the high school classes