

使用指南

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“工欲善其事，必先利其器”，凡事如此。请耐心读完这篇指南，它对提高阅读能力极为重要。本篇指南有两个目的：一，介绍本书的全篇结构；二，以该书为例概述阅读技巧。

一、全篇结构

《朗文大学英语精读》共3册。上、下分册均由5大部分组成，每部分的结构相同，但难度上递进。每部分由6篇精心挑选的英文文选构成，篇幅逐渐加长，难度上亦由易到难，词汇量逐渐加深加大，以循序渐进地培养、巩固阅读能力。第3册为译文参考和答案。

上、下分册的每一部分开头均配插图，如漫画、海报和广告等，预热即将读到的内容。

每篇文章后是字典词条，所有词条均为《韦伯斯特新世界美国英语词典》(大学第3版)上该条目的原版再现，读者可以直接通过最权威的字典来学习生词。为了让读者养成使用字典的习惯、熟悉字典的使用方法，该书附有“字典使用指南”。

字典词条后是词汇练习，对文中的重点词汇和生词学而即用。

结构式练习涵盖了主要的阅读技巧：总结中心思想和段落大意，找出主要细节和次要细节，进行推论，区别客观事实与个人观点，分析写作特点，讨论与写作，以及评析性思考训练。通过这些练习，学生可以得到反复的指导性实践，锻炼提高阅读技巧。

为了使读者更充分地理解文章，书中对国内考试中常见的短语和相关的文化背景知识作了简要注释。

每篇文选后均设有一个测评表(How Did You Do)，可以用它对阅读练习的正确率和阅读速度作统计分析。

另外，两册的附录中都有Progress Charts和Reading Competence Table，以帮助读者对自己的阅读速度和进步情况进行直观的量化分析，非常简便、实用。

二、如何提高阅读技巧

阅读不只是读单词，还要从中获取信息并进行整理。要成为熟练、高效的读者，首先要理解阅读过程，然后不懈地练习阅读技能，直到成为自己的阅读习惯；最后是通过频繁阅读保持下去。下面将分析阅读过程，介绍怎样利用本书提高阅读技能。

1. 阅读速度

阅读速度主要受以下因素的影响。

- 词汇词汇量过小会影响理解文意的能力，降低阅读速度。
- 背景知识对所读内容的先验知识会影响阅读速度。熟练的读者会很快跳过自己已知的信息，在不熟悉的地方慢下来。因此，广泛阅读多学科的内容，加上生活经验，将有助于阅读能力的提高。
- 阅读目的明确的阅读目的有助于选择最佳的阅读方法，从而确定出需要对文章理解的程度。阅读目的可分为：
休闲阅读为了放松或娱乐而阅读，此时细节并不重要。
浏览为了找到特定信息而阅读，如事实、日期、名字或某些细节。
泛读为了理解并记忆一些常识或主要内容而阅读。
研究为了全面理解、准确记忆而阅读，这时通常会反复阅读，并做笔记。
- 阅读材料的难易程度弄清一篇新文章的难易程度的最好方法就是预览或预读 (preread) 其中的一部分。如果是一篇论文，先读一读首尾两段，因为其主题常常出现在这两段中，然后阅读一些段落的前几行。如果是教程中的一章，读一读概述和文中的小标题，如果作者在文中进行了总结，也要阅读。阅读前预习单词，在字典中找出主要生词的词义解释。预览会使你对将要阅读的内容有一定了解，还能知道难点会出现在什么地方，而未经预览的阅读只能一行一行地去理解。
- 阅读方法熟练的读者会在阅读中寻找每一层意思，并把它们联系起来。没有经验的读者会一个字一个字地读，在理解时把思维集中在每个字上。这是由于不自信、所遇生词过多过难、思想不集中造成的。这就常常导致不必要的重复阅读 (regression) 和习惯性地在脑中重复每个单词 (subvocalization)。

不妨采用下面的方法，养成新的阅读习惯。

消除“白边”一页文字中大约有 $\frac{1}{3}$ 是“页边空白”，试着把注意力集中在中间的内容上，不看两边的空白。下面是两段文字。请注意：在其两边内缩五个字母处划了两条线。只阅读线内的文字，目光不要超出左右边两根直线之外。

(1) I was sitting in back of a little girl flying as an unaccompanied minor, put on the plane by a mother who placed a Care Bear in her arms and told her to remind Daddy to call when she got to California. The girl adjusted her seat belt and sniffed back a tear, bravely setting her jaw.

(2) As we prepared for takeoff, the man next to the girl asked her the name of her bear and nodded in approval, saying Furry was a good name for a bear. When the little girl told him she was 6 years old, the man replied that he had a daughter who was 6 years old. His daughter was missing the same teeth, in fact. He asked how much money the tooth fairy was giving out in New York these days.

为了运用这一技巧，在阅读本书前，花点时间用铅笔在文字内划上两条线，读的时候把这两条线作为分界线，以逐步适应这种方法。

意群阅读逐/字/阅/读/的/读/者/总/是/把/思/维/集/中/在/每/一/个/单/词/上/，/因/而/常/常/不/知/道/所/读/内/容/的/整/体/意/义/相/反/，/效/率/高/的/读/者/在/阅/读/时/把/单/词/按/表/达/分/成/意/群/，/因/为/进/入/大/脑/的/是/意/群/就/更/容/易/理/解/全/段/以/至/全/篇/的/内/容。为培养这种习惯，在阅读前先用斜线将一段文章的意群标出来。阅读时，目光集中在每一组中间的单词，并尽可能将该组中的全部单词纳入眼中，其后就有意识地作意群阅读。

确定合适的速度有的读者常常将目光急急地扫过文字，以期提高阅读速度，然而他们很快就会失去耐心；有些人在阅读时则显得慢腾腾的，力图抓住每一点细节，他们也会很快失去兴趣。正如成功的长跑运动员在长跑中总会给自己设定一定的步速，熟练的读者同样会就不同的阅读内容给自己设定流畅的节奏和机动的速度。

阅读时可以用手来设定速度，用整只手掌在纸上左右移动来控制节奏，把注意力集中在文字的意义，而不应该用手指或铅笔来指着一个一个的单词。开始时就像前面讲的那样，内缩一定距离，集中阅读意群。阅读熟悉的材料时加快速度，感觉特别难时就放慢速度。不要回头重读，读下去，直到文章的结尾，然后再回过头来重读先前错过的内容。

2. 词汇

学习新词，常见的方法是在阅读中发现并掌握它。遇到生词时，做个记号。读完一节，回头找出那些做了记号的单词，猜猜意思。

(1) 猜词就是联系上下文 (context) 估测词义。上下文中的线索通常以4种形式出现。

重复提示许多作者在写作时经常使用修饰成分或同义词来重复观点。例如：

It was Tom Harken's long-held secret: For most of his life, he had been *illiterate, unable to read even the simplest sentences*, to order from printed menus or to fill out a form.

这样，就通过后面的重复描述表达了 *illiterate* 的意思，指 “ ignorant; uneducated: especially not knowing how to read or write ”。

对比提示对比可以帮助读者估计单词的意思。如：

She expected me to take her shopping, cook for her, stay at her house, drive her everywhere, listen to her endless complaints. I became so exhausted that it began to dawn on me that she wasn't weak and helpless, she was a *tyrant!*

tyrant 与 *weak and helpless* 形成对比，因此，*tyrant* 所指的应是 “ power and strength ”，查字典可知是 “ 暴君 ”。

举例提示作者常常会通过举例让读者更容易推测生词的含义。如：

I sensed that staying home would be *therapeutic*. The chronic competitiveness and aggressiveness that had served me well as a daily journalist would subside. Something better would emerge, something less obnoxious. My ulcer would heal.

therapeutic的意思是“serving to cure or heal”和“serving to preserve health”。书中举了两个例子，一个是溃疡的愈合，另一个是因为竞争的减少使生活变得“less obnoxious”，完全有可能猜测出来。

定义提示下定义是最常见的上下文提示方法。这时，尽管不像给出数学定义那样的形式，作者会在单词前或紧跟其后给出它的解释。一般来说，单词的解释会暗含在阅读材料里。如：

If I were to ask you who are the most *aggressive* people you know, chances are you would describe someone who tells other people what to do, bosses people around, has a great deal of energy—a forceful personality.

这个句子本身就解释了 *aggressive* 的意思。把该句的顺序稍微调整一下，就可以看到这个单词的定义：“Aggressive people have a forceful personality in that they tell other people what to do, boss people around, and have a great deal of energy.”

构词法分析如果上下文的线索不足，分析该词的构词成分——前缀、词根、后缀——就可以得到词义的进一步提示。大约60%的英语单词包含有希腊和拉丁语的构词成分。如：

With his parents' *reluctant* permission, he dropped out.

如果知道前缀 *re-* 的意思是“against”，*luct-* 的意思是“struggle”，而后缀 *-ant* 的意思是“the condition of”，就可以通过分析掌握词义，*reluctant* 的解释就是“the condition of struggling against”。

(2) 生词记忆怎样训练记忆生词的能力？仅靠看单词和词义解释是不够的，那样往往是刚一学会就忘了。因此需要适合自己的词汇学习方法，可以试一试下面的方法。

选词每周从阅读中所遇到的单词里选出大约10个单词进行记忆。不要试图一次掌握大大超过10个以上的单词，因为你得对每一个单词进行仔细、反复的研究。

做卡片将每个单词放大写在扑克牌大小的索引卡片上。和词表相比，用卡片学习单词效果更好，因为这样每次只需集中记忆一个单词。单词卡片易于携带，可以在一天的不同时候拿出来快速学一遍。

把单词的出处用小字体写在该词下面，以此为参考大脑就更容易记住这一单词。另外，可以把阅读中出现该词的句子抄下来做例句。

查阅字典，然后用自己的话把单词的解释写在卡片的另一面。注意它如何出现在上下文中。如果该词含有构词成分，也要在卡片上做笔记。

下面就是以前面讨论过的单词 *aggressive* 为例所做的卡片样本：

(正面) word *aggressive*
source Structured Reading, "Tyranny of Weakness," page 67
context "If I were to ask you who are the most aggressive people you know, chances are you would describe someone who tells other people what to do, bosses people around, has a great deal of energy—a forceful personality."

(反面)

definition: full of enterprise and initiative;
bold and active; pushing

记诵将卡片叠置，让写有单词的一面朝上。回忆每个单词的词义解释。然后翻过来，看着词义解释回忆单词。这样不断反复练习，直到记忆越来越准确。

运用在实践中运用所记的单词。如果可能，回头看看自己第一次遇到这个单词的句子。研究一下该词在上下文中是怎样运用的。尽量在其他的阅读材料中去发现这一单词。另外，尽可能在写作或说话时使用这个单词。当你把所学的东西运用到实际中去，你就会更容易记住它。

传授专家们的意见是：学习最有效的方法是让学习者把所学的东西教给他人。让朋友或家人谈谈自己正在学习的单词，最好让他们也做一做书上的练习，然后纠正他们所犯的 error，给你的“学生”讲一讲他们没有理解的地方。

你可以根据自己的实际需要，对这种单词学习方法加以修正。例如：你可以在每张卡片上抄录一句字典里的例句。或者用该词造句以帮助自己更好地记住它，因为自己造的句子对自己有着特殊的意义。另外，用卡片练习时，你可以跟同学或朋友结成对子互相考考对方。不管采用什么方法学习单词，记住一定要系统地进行。掌握新词会使你获益匪浅，因为这是熟读阅读的基础。

本书直接从《韦伯斯特新世界美国英语词典》(大学第3版)中摘录了所选文章中的很多疑难生词词条，使读者有机会使用第一流的字典，而且不必再到字典里去查每一个生词。本书附有字典使用指南，里面包括一页字典样本，该指南有助于读者理解字典词条所包括的每一项内容。

书中有多种词汇练习，包括：根据上下文提示判断词义、单词填空、多项选择和纵横填字游戏等。多种练习可以使读者保持学习单词的兴趣。模仿课文中的练习自己编一些单词练习题也是掌握生词的一种好方法。为此，读者必须仔细阅读题干，这有助于读者训练怎样正确理解题意。虽然完成词汇练习可以帮助读者掌握所学的生词，但只有运用系统的、适合自身的词汇学习手段才能有效地扩大词汇量。

3. 预测

预测过程使读者成为阅读的积极参与者。在阅读中进行预测就是根据目前的信息推断后面的内容。例如：一看见 *Once upon a*，我们就会自动用单词 *time* 把这个短语补充完整，眼睛只需很快一扫就能看到 *time* 这个单词。因此，有效的预测能力不仅有助于提高阅读速度，而且有助于提高理解能力。

在读者刚一看到文章标题时就开始预测了。例如：看到本书第27篇阅读文章的标题“磁力”时，读者对该文内容就会产生两种猜测：(1)磁力的科学原理；(2)异性之间浪漫的吸引力。然后，一旦读者跳过标题开始阅读，他/她就会对后面的内容获得一个大体印象，这时，猜测(1)得

到证实，就可以放弃猜测（2）。正确的预测可以帮助读者随着阅读进一步预测后面的内容。预测是一个持续的过程，多为阅读中的一种自发行为。

阅读时有意识地进行预测可以提高读者的阅读能力。正如前面讨论阅读速度时所讲的那样，在阅读前先预览或预读要读的文章；然后在阅读时偶尔稍作停顿，预测一下后面的内容；在往下读的过程中不断根据自己看到的内容修正前面的预测。即使是最高明的读者也会有预测不准的时候，一旦发现自己预测失误，他们就会很快修正错误，然后继续读下去，失误并不会影响他们后面的阅读。预测练习进行得越多，它就变得越容易，对读者也越有用。预测的重要性在于它让读者的大脑积极参与到阅读过程之中。

在《朗文大学英语精读》一书中，每章开头的“Thinking: Getting Started”（读前指导）有助于读者在思考该部分所涉及的内容时开始进行个人预测。每篇阅读文章均配有漫画、广告或海报等，而且在每幅插图旁还附有鼓励读者思考的问题，读者在阅读前可以结合这些插图和所附的问题做好阅读前的准备。

预测是成功运用下面要讨论的阅读技巧 SQ3R 的关键。预测使读者积极参与到阅读活动中去，有助于读者领会文中的重要信息。

4. SQ3R

SQ3R 指的是 Survey (概读), Question (设问), Read (阅读), Recite (复述) 和 Review (复读) 这个研究一阅读公式可以帮助读者在阅读时达到事半功倍的效果。学会了这些原理，你就可以掌握课本内容，即长时间记住所获取的信息，有效回忆所学的内容，理解文中的论据和它们的合理性。在阅读本书第 27、28 和 29 篇文选时，读者可以试着用这 5 个步骤，你会发现自己的注意力更集中了，理解能力增强了，阅读速度也提高了。下面是对 SQ3R 方法的简单介绍。

概读阅读标题、首尾两段和文中小标题，得出大体印象，考察所有的图片，如插图、曲线图等；预测文章大意或论点。

设问通过加 who, what, when, where, why 或 how 将每个小标题变成一个问题。提问会促使读者在阅读的过程中寻求答案。

阅读通读全文，力求理解。

复述讲述可以避免遗忘。读过几页后，回头读一下做过设问的小标题；遮住读过的段落，用自己的话讲述看过的内容；然后检查自己的复述是否正确；接着往下读，再讲述，直到读完全文。

复读再次查看全文。这一次注重关键部分，如标题、小标题和重要段落等。用彩笔勾出文中的地方。复读时，检查自己先前的预测是否正确。复读的目的是把各部分内容像拼七巧板一样连接起来，形成一个有机的整体。

5. 画概略图

画概略图 mapping, clustering 或 webbing 可以直观地表达内容之间的

相互关系。绘图时，用文中摘录的几个单词代表一个要点，然后画个圈把这几个单词圈起来，最后用线把存在相互关系的圈连接起来。

很多人喜欢用画概略图的方法来理解文章的内容。虽然绘制概略图要遵从特定的标准，但很多人还是说那对于自己来说是一种放松，而且比起写提纲来，画概略图更有利于他们思考。相反，另外也有很多人不喜欢绘制概略图。他们说概略图难以分清主次，这些人更愿意写提纲。

6. 写提纲

写提纲可以迫使读者对所读过的内容进行组织整理，加深对已获取信息的记忆。我们并非在任何时候阅读所有材料都需要列出提纲，但如果要掌握的内容很多，写提纲就非常有用。写提纲时，可以把一张纸分成两部分：由上而下划一条直线，线的左边部分占整张纸的 $\frac{1}{3}$ ，右边占 $\frac{2}{3}$ 。把提纲写在右边，在左边写上提纲的关键性单词或短语。

回头再次学习以前看过的内容时，先看看左边那些关键性词语，检查一下自己还能记得多少；为了进一步回忆起以前学的东西，慢慢地读一读右边的提纲，同时想一想文章的内容；然后，再次很快地扫一扫左边的词语，看看不用对照右边的提纲自己能够记起多少内容。这样反复进行练习，有助于读者增强自己的记忆力。

提纲形式取决于阅读内容、阅读目的以及需要记忆的量。如果阅读是为了一次课或为了考试，提纲里就应包括所有的论点和支撑每个论点的论据。如果只是一般记忆性的阅读，那就不需要包含那么多的细节。

虽然我们并不需要将阅读过的所有内容都写成提纲，但经常练习写提纲，记笔记时就会更容易，特别是当我们需要全面记忆的时候。

提纲写完后，一定要检查一下，要保证你的提纲里包括了作者的所有论点。如果不能绝对保证这一点，就回头重读。

7. 字面、字间和字外阅读

SQ3R中的第一个R是reading closely (仔细阅读)，为了提高阅读能力，练习最多的就是阅读。本书每篇文章后面的结构式练习中都包含有精读练习。要做到熟练地详读，就必须学会字面阅读、字间阅读和字外阅读。

字面阅读 (reading on the lines) 是指领会文章中直接陈述的意思。在这个层面上，读者寻求的是所读内容的确切的字面意义。《朗文大学英语精读》专门设计了三种练习——“词汇”、“中心思想和段落大意”、“主要细节”——以帮助读者提高字面阅读的能力。

字间阅读 (reading between the lines) 是指理解文中虽然没有直接陈述但却明白地暗示了的意思。在进行字间阅读时，读者想要知道的是作者的态度，虽然这些在文章中并没有直接描写，却可以通过作者的措词和所举的例子推断出来。本书中的推论练习和评析性阅读正是为了帮助读者提高字间阅读的能力而设计的。

字外阅读 (reading beyond the lines) 是指对文章中已知观点的拓展。

根据文中直接陈述的观点和间接暗含的观点，读者得出自己的结论。在处理文后的读者反应练习时，读者就有机会对很多话题进行独立思考，表达自己的观点。

8. 中心思想和段落大意

中心思想 (central theme) 指的是整篇文章所讲的内容，而段落大意 (main ideas) 是指文章的一段或几段所讲的内容，通常就是一句简明扼要的话。总结文章大意时必须注意的一点是：追求简洁可能导致对文章的曲解。因此，在总结中心思想和段落大意时必须考虑全面，力求准确。

中心思想和段落大意的表达可能是直接的，也可能是间接的。如果是直接的，通过字面阅读读者就可以找出它在文章中的位置。直接陈述的主要观点必须包括：

- * 主题

- * 作者围绕主题阐述的主要观点或概念

段落大意常常会出现在段落的开头，特别是所读的文章是课文、时文和小品文时，但也并不尽然。作者也常常会把要点置于段落结尾处以示强调，有时要点甚至会出现在段落中间。下面几段文字选自一篇题为“Doctors Close In on the Mechanisms Behind Headaches”的文章。仔细看一看它们的段落大意，并注意它们在文章中的位置，直接陈述的段落大意已用黑体字表示。

It was a headache to make history. On April 9, 1865, Ulysses S. Grant's Union Army was chasing Robert E. Lee's Confederates across Virginia. Grant invited Lee to surrender, but the Southerner demurred. The two armies settled down near Appomattox Court House for the night.

It was not an easy night for Grant. "I was suffering very severely with a sick headache," he recorded in his journal, "and stopped at a farm house on the road some distance to the rear of the main body of the army. I spent the night in bathing my feet in hot water and mustard, and putting mustard plasters on my wrists and the back of my neck, hoping to be cured by morning."

At dawn the next day, Palm Sunday, Grant felt no better — until a message arrived from Lee. The Confederate general had changed his mind overnight. "When the officer reached me, I was still suffering from the sick headache," Grant wrote, "but the instant I saw the contents of the note I was cured." **Pain and nausea gone, the Union general rode off to accept Lee's surrender and end the Civil War.**

在上面几段文字中，段落大意——关于尤利西斯·S·格兰特的故事——在第一句中就直接点明了。最后一句再一次指出了这个要点，使这三段的大意更加充实完善。

下面这段文字选自同一篇文章。阅读时请注意段落大意出现在该段的中间部分，该段主要讲的是过去的“宿敌”和现在的科学研究。

What causes headaches? And what can be done to stop them? For centuries, history cluttered with supernatural explanations and witch doctors' remedies, humans have been tussling with these questions, concocting a long and colorful **Today, thanks to an international research effort, science is beginning to close in on the old enemy.** New technology allows doctors to actually peer inside the skull and watch a headache develop, leading to a more basic understanding, which in turn could lead to surer cures.

下面是一道关于段落大意的练习题：

READING SAMPLE A

Among the Pennsylvania Dutch, married couples travel in covered horse-drawn buggies. Unmarried ones drive in open carts without a roof. You guessed it: so the entire community can see that no hanky-panky is going on. On top of which, Mama sees to it that instead of hooks-and-eyes, daughter's dress is fastened with straight pins—sharp ones—placed in strategic locations. It may be a coincidence, but it is rumored any bachelor worth his salt always wears three or more Band-Aids on his pinkies.”

MAIN IDEA

Choose the best answer.

___ The main idea of this paragraph is that among the Pennsylvania Dutch

- a. unmarried couples cannot travel alone together.
- b. couples usually have long engagements.
- c. bachelors usually get stuck with straight pins when they go out on dates.
- d. the romantic morals of an unmarried couple are watched over at all times.

(答案: d)

下面这段文字选自题为“Phenomena”的文章，其段落大意不是直接陈述的。作者在试图引起读者兴趣时常常运用这种方法。仔细阅读并找出它的段落大意。

The Northern Hemisphere is going cold and dark as the planet whirls silently toward the winter solstice, when the sun touches its lowest point in our sky. For most of us in temperate zones, the cold is uncomfortable and inconvenient, a time of struggling into overcoats and scraping ice off the thermometer means rising spirits. There are the people who come out their front windshield. But for a passionate subset of the population, a dropping doors to be slapped by an icy wind and break into broad grins, exulting at themselves: “The pond is freezing!” At night they rummage through the cellar for skates and for wooden sticks with curved blades shaped like the forceps that obstetricians use in difficult deliveries.

正如我们所看到的，段落大意也可以是间接表达而非直接陈述。要找出暗含的段落大意，读者就要进行字间阅读，从文中的细节、例子以及作

者所提供的图表总结出段落大意。在这个例子中对寒冷天气有两种态度：天气寒冷给人带来不便；寒冷的天气带来了无穷乐趣。读者可以从翻找冰鞋和曲棍球球棍这样的细节推断出持第二种观点的人是业余冰球运动员。

《朗文大学英语精读》在每篇文章后的练习中设计了两种概括中心思想和段落大意的习题。其中一种要求读者从4个选项中挑出正确的一个，这是我们在考试中常见的。

另一种是开放式练习，需要读者用自己的话来陈述中心思想或段落大意。到处理这类练习时，读者已经做了大量的多项选择练习，而且用自己的话来进行大意总结也已经不是难事。

9. 主要细节

主要细节就好比附着在骨架上的肉，体现着文章的中心思想和段落大意。主要细节通常表现为举例、事实、数据、理由、引证和诠释的定义等。

下面两段文字选自散文“*The Art of Surgery*”。仔细阅读，注意在解释医生给病人截肢的理由时文中细节的重要性。

I invited a young diabetic woman to the operating room to amputate her leg. She could not see the great shaggy black ulcer upon her foot and ankle that threatened to encroach upon the rest of her body, for she was blind as well. There upon her foot was a Mississippi Delta brimming with corruption, sending its raw tributaries down between her toes. Gone were all the little web spaces her wound, but she could feel it. There is no pain like that of the bloodless limb that when fresh and whole are such a delight to loving men. She could not see turned rotten and festering. There is neither unguent nor anodyne to kill such a pain yet leave intact the body.

For over a year, I trimmed away the putrid flesh, cleansed, anointed, and dressed the foot, staving off, delaying. Three times each week, in her darkness, she sat upon my table, rocking back and forth, holding her extended leg by the thigh, gripping it as though it were a rocket that must be steadied lest it explode and scatter her toes about the room. And I would cut away a bit here, a bit there, of the swollen blue leather that was her tissue.

在带有主题句或暗含大意的段落中，主要细节进一步阐明作者力图表达的主要观点。仔细阅读下面选自同一篇散文的另外一段内容，注意文中细节是对第一句话的解释，即为为什么医生和病人最终放弃了治疗。

At last we gave up, she and I. We could no longer run ahead of the gangrene. We had not the legs for it. There must be an amputation in order that and saw, cut it off. And when I could feel it drop from her body to the table, see she might live—and I as well. It was to heal us both that I must take up knife the blessed space appear between her and that leg, I too would be well.

有些段落中虽然没有阐明要点的主题句，但作者却有意识地在这些段落中安排了主要细节，以此支持前面已经提出或后面将要提及的论点。下

面两个段落同样出自上述的文章。请注意在第一段中，医生发现了病人身上的特殊之处，而对其要点和医生叙述这一故事的原因的解释却出现在第二段中。

Now it is the day of the operation. I stand by while the anesthetist administers the drugs, watch as the tense familiar body relaxes into narcosis. I turn then to uncover the leg. There, upon her kneecap, she has drawn, blindly, upside down for me to see, a face; just a circle with two ears, two eyes, a nose, and a smiling upturned mouth. Under it she has printed SMILE, DOCTOR. Minutes later I listen to the sound of the saw, until a little crack at the end tells me it is done.

So I have learned that man is not ugly, but that he is Beauty itself. There is no other his equal. Are we not all dying, none faster or more slowly than any thing that happens in the operating room), and each day I wait, trembling in the other? I have become receptive to the possibilities of love (for it is love, this busy air. Perhaps today it will come. Perhaps today I will find it, take part in it, this love that blooms in the stoniest desert.

为了激发读者的阅读兴趣或为了娱乐读者，许多作家在写作中描写了一些次要细节。正确区分主要细节和次要细节是一项很重要的阅读技能。次要细节也许有趣，却不是理解文章的关键所在。为了有效地记忆，读者必须把主要细节与次要细节区别开来。只有在—篇完整的文章里才能通过上下文判断主要细节和次要细节。

在《朗文大学英语精读》中，有三类习题帮助读者练习识别主要细节。第一类要求读者判断题中所列细节是主要 (MAJOR) 细节还是次要 (MINOR) 细节。进行此类判断时，读者必须弄清楚这一细节在整篇文章的上下文中所起的作用。

第二类练习要求读者判断所列细节是真 (TRUE)、是假 (FALSE) 还是文中并未提及 (NOT DISCUSSED)。练习中所列的细节都是仔细选择出来的，有助于读者提高阅读能力。判断主要细节的真假时，一定要仔细读—读原文，弄清楚作者的观点。详读可以避免因为读得太快而过急地得出错误的结论。如果要判断文中的细节为“未提及”，一定要提醒大脑不要把自己的观点添加进去。有时，尽管文中并未提及，但大脑却会错误地认为文章中提到过某些细节。此类练习可以帮助读者确保自己没有误读，也没有附带把一些个人的资料添加到文章里。做每道题时，都要在原文中找到自己这样判断的理由。

第三类主要细节练习是填空。此种练习要求读者参照阅读文章找到准确的信息。做填空练习时，要在原文中找出自己之所以这样填的理由。检查答案的时候，再想一个跟答案贴近的同义词。

提高自己判断主要细节能力的一个有效方法是像《朗文大学英语精读》那样自己出—些习题。因为这样就把读者推向了教师的角色，这是一个极好的学习方法。将这些习题给你的朋友做，然后检查并讲解答案。

—般说来，阅读文章中的表格、附图和数字都是用来具体说明主要细

节的，在教科书中尤其如此。例如书中第27、第28和第29篇文选就是这样。所有的直观图表都为读者提供了重要信息。刚开始看到这些直观图表时可能觉得有点复杂，但如果你坚持仔细研究，就会对理解主要细节非常有益。看直观图表时，要先看标题，然后读有关图表的说明文字（如果有的话），最后才看图表。试着把看到的所有信息集中起来进行理解，即使开始没有看懂也不要放弃。要提高理解图表的能力就需要进行相关的练习，一旦看懂了，以后再看到类似的图表就不会觉得复杂了。《朗文大学英语精读》一书提供了一定数量的图表帮助读者提高这方面的能力。

10. 推论

要读懂字间含义，读者必须学会怎样通过已知事实进行推论。进行推论时必须考虑下面的问题：作者会认为我在阅读此文之前知道些什么？作者希望我读到些什么，得出什么结论？熟练的读者在阅读时会思考文章中有什么是作者没有直接点明的，并尽力找出有关的暗示。进行推论时，读者可以从文中直接陈述的内容里找出线索，然后填补理解上的空白。下面3条建议有助于读者进行合理的推论。

理解文中的客观事实和已经点明的段落大意

- 考察作者的态度
- 根据已知信息对文中暗含的内容进行合理推论

熟练的读者善于根据自己已经掌握的知识进行推论。例如：作者在文章中提到某一名人，但却没有具体介绍此人的情况，因为他认为读者对此应该已经有所了解。如果读者缺乏这方面的知识，为了理解这篇文章，就应查找有关此人的资料。

(1) 理解客观事实与段落大意

为使推论合理，读者必须明白作者陈述了什么。在人与人之间的交流中（包括作者与读者之间的交流），常常会因为交流的双方没有充分理解对方所给的信息而导致不正确的结论。只有先读懂文章的字面意思才能理解字间含义。

(2) 考察作者的态度

作者的态度也会影响读者的推论。大多数教科书的作者的目的是提供有关的事实和确凿的信息，这类阅读材料里大多没有个人观点和带感情色彩的语言。相反，散文、社论和时文除了提供信息之外，作者还有其他目的，也许想说服读者接受其关于所述主题的观点。

熟练的读者会在阅读时考察作者的背景，并分析这一背景对文章内容的影响。有时，作者的背景并没有通过文章的直接陈述或间接暗示表现出来，这时读者如果觉得背景知识太少，就需要对作者进行研究，查找有关资料。

有时即便文章提供了作者的背景，但读者也不能就此简单地作出判断。而且，在许多情况下，即使作出了判断，也只能算是一种尝试。

(3) 归纳合理的结论

理解了全文的意思并判断出作者的写作目的后，读者就可根据已知的信息进行推论。阅读过程中可以进行不同的推论，但读者必须有充足的理由说明自己为什么要作此推论。如果不能从文章中找出事实根据来支持自己的结论，那你的推论很可能站不住脚。合理推论是很关键的阅读技能。

读者是否能够进行合理推论常常决定了对文章主题的理解。例如：

Once upon a time there was a man named Snadley Klabberhorn who was the healthiest man in the whole wide world.

Snadley wasn't always the healthiest man in the whole wide world. When he was young, Snadley smoked what her wanted, drank what he wanted, ate what he wanted, and exercised only with young ladies in bed.

文章开头讲故事的套用短语“Once upon a time”，不同寻常的人名“Snadley Klabberhorn”，以及夸张地说此人是“healthiest man in the whole wide world”这些都表明作者并不是真正在写一篇关于生活方式的文章。故事的开头就表明读者需要进行字间阅读，挖掘出作者的真正意图。如果在阅读此文之前就了解作者——阿特·霍普，知道他擅长运用幽默讽刺的方式来针砭时弊，读者就会更容易领会此文的精髓。

有时一篇文章的字面意思会让读者觉得不知所云，只有作出推论后读者才能明白它的意思。

11. 评析性阅读

评析性阅读是字间阅读的另一形式，是对作者怎样在文章中阐明自己论点的分析。评析性阅读包括很多方面。本书提供了两种练习：一种是判断客观事实和个人观点，另一种是分析作者的写作技巧对读者的影响力。

作者经常通过对客观事实和个人观点的叙述来阐发文章的主旨。客观事实 (facts) 是可以证实的内容，有 3 个检验标准可以用来判断一个陈述是否属于客观事实：

- 实验。例如：“The Glaser study showed that elderly residents of imagery enhanced their immune function and reported better health than retirement homes in Ohio who learned progressive relaxation and guided did the other residents.”
- 研究。例如：“According to the Americans' Use of Time Project, when we don't have to do anything else, most Americans mainly watch television...”
- 观察。例如：“As we stared at each other, I could see reflected in his eyes some fixtures in the room, the old chair and standing brass lamp next to me, and finally, an outline image of myself.”

如果一句话不能通过以上 3 种标准的检验，就很可能不是客观事实而是个人观点。个人观点 (opinions) 是可供大家讨论的个人看法，通常包括抽象的思想、未得到证实的信息或是情绪化的言辞等。

有时，可能个人观点看起来很像客观事实，特别是当作者引用某人的原话时尤其如此。例如：作者可能会这样引用马的主人所说的话：“Having a healthy horse to ride, work, show, or even keep as a pet is a rare privilege.”这只是说话者自己的看法，并不是所有人都会赞同的。引用一句话未必就是说这句话是客观事实，引用的内容必须是绝对真实的才属于客观事实。例如：当马的主人说：“It costs me about \$600 a year to feed my horse.”这句引语就是一个客观事实。

读者常常会受作者写作技巧的影响，鉴赏写作技巧往往需要重新阅读文选。书中的写作技巧分析练习可以在重读文章后作出回答。

12. 读者响应：讨论或写作

《朗文大学英语精读》在文选的后面都提出了3个开放式的问题，让读者通过讨论或写作来表达看法。这类练习没有绝对正确或错误的答案，但要有足够的理由应对他人的质疑。

三、结束语

提高阅读能力需要时间，所以读者要有耐心。前面几步往往是最慢的，要有决心坚持下去，不要因为认错了一个词或做错了一道题而灰心。提高阅读能力正如学习一件乐器或一项运动，也需要同样的耐心和不断的练习，加上铁定的决心，你一定能够如愿成为训练有素、高效快捷的读者！

最后，回顾一下本章讨论的阅读技巧，除耐心与坚持之外，还有：

1. 广泛阅读。扩大词汇量和知识面，为阅读不同的材料储备先验知识。
2. 改进阅读方法。通过预览明确阅读目的，判断阅读材料的难度；阅读时串联文章的主旨和观点；选择合适的阅读速度以避免不必要的重读。
3. 掌握词语。通过上下文和构词法来理解；做个人生词卡；提高使用字典的能力。
4. 变被动阅读为主动阅读。阅读时先进行预测。
5. 运用SQ3R法（概读、设问、阅读、复述和复读）。要写出文章的概要笔记。
6. 识别主题、作者的主要观点和重要细节。
7. 根据作者的主要观点和态度作推论。须合逻辑、有原文支持。
8. 进行评析性阅读。分析作者的事实、观点、写作风格和对读者施加影响的技巧。
9. 评价阅读内容。应能从文章中找出证据支持自己的观点。
10. 就所读内容的主题做作文练习以提高阅读技能。写作要借助对读物的研读所得。



How to Structure Your Reading

Am I a good reader? If you have asked yourself that question and have decided that you need to improve your reading skills, this book is for you. *Structured Reading* is designed for the student who wants to learn better reading skills through guided reading and skill building. You will be able to improve your reading ability by working with material you often encounter in newspapers, magazines, books, and textbooks.

The introductory chapter that you are now reading has two purposes: first, to explain the overall plan of *Structured Reading*; and second, to give you practical advice about how to read skillfully, using *Structured Reading* for practice.

THE OVERALL PLAN OF THIS BOOK

Structured Reading is divided into five parts. Each part is organized the same way, but the parts are of increasing difficulty so that you can strengthen and expand your reading skills as you go along.

Each part starts with **visuals** such as cartoons, posters, and advertisements to get your thinking started on the subjects you will be encountering as you read. In each part there are six chapters. Each chapter starts with a **reading selection** on a subject of popular interest or special importance. The selections go from shorter to longer within each part of the book, and each successive part contains selections of progressively more complex ideas and sophisticated vocabulary.

Following each reading selection are complete, up-to-date **dictionary entries** for the more difficult words in the selection. These entries are reproduced directly from *Webster's New World Dictionary of American English*, Third College Edition. As a result, you will not have to go to a separate dictionary, get valuable experience using top-quality dictionary entries to understand and learn new words. To help you start the habit of using the dictionary entries, *Structured Reading* includes, starting on page 349, a dictionary as an aid to learning and to help you become familiar with us—"Guide to Dictionary Use" and a sample dictionary page with an explanatory key. Immediately following the dictionary entries in each chapter is a **vocabulary exercise** that gives you a chance to use the words and practice your knowledge.

Each chapter also contains **structured exercises** based on the reading selection. These exercises focus on key reading skills: finding the central theme and main ideas, locating major details, extracting inferences, separating fact from opinion, recognizing features of the writer's craft, and, on a more subjective level, responding to the essay through discussion or written response. These exercises are a major feature of *Structured Reading*. Working with them will give you repeated, guided practice in developing your reading skills so that you can read successfully on your own. All the exercises are designed to help you learn as you practice. They have been created purposely to engage you in the process of thinking through your reasoning. Therefore, using the exercises merely to catch yourself in a mistake would be a waste of an important resource in this book. **You will learn as much from exploring why you have misunderstood something as you will learn from being able to find the right answer.**

If you wish to compute your skills score and your reading rate for each chapter, you can use the "How Did You Do?" score box at the end of each chapter. The total points for each chapter add up to 100. As a result, the value given to each type of question varies slightly from chapter to chapter depending on the number of questions asked. These variations in value are purely mechanical; your goal is to try to get as high a score as possible, learning from your incorrect answers as well as your correct ones. Progress charts at the back of the book give you the chance to compute and graph your work.

Now that you have read about the overall plan of *Structured Reading*, take some time to survey the book on your own. Look through the table of contents to see how the book is organized. Flip through the book slowly, exploring its structure, stopping at material that catches your eye. As you become familiar with the book's structure, you will understand better how *Structured Reading* is designed and how you can make it work for you.

HOW TO READ SKILLFULLY

Reading is not just looking at words. Reading is receiving and sorting out information from the words. How can you read skillfully? The first step is to understand the process of reading. The next step is to practice basic reading skills over and over again until they become automatic. The final step is to stay in shape by reading frequently. This chapter will introduce you to the process of reading and will tell you how to use *Structured Reading* to practice your reading skills.

Reading Speed

Your reading speed is influenced by many factors, including your skill as a reader and the difficulty of the material you are reading. Here is an explanation of key factors that affect reading speed.

- *Vocabulary.* Researchers in reading speed and comprehension have found a strong relationship between size of vocabulary and ability to comprehend what is read. Because words form ideas, a weak vocabulary can limit your ability to think about ideas, can hold back your speed, and can negatively affect your comprehension. A discussion about vocabulary later in this chapter gives specific suggestions for improving your ability to learn and remember new words. Also vocabulary exercises in this textbook will help you practice your vocabulary skills.
- *Background Knowledge of the Subject.* What you know about a subject before you meet it in print influences the way you approach reading about the topic. Skilled readers read quickly through information that confirms what they know. Skilled readers slow down to focus on new concepts. They read with flexibility, speeding up and slowing down as the material demands. You will find that *Structured Reading* offers readings on a variety of subjects. When you evaluate your reading rates and exercise scores for the readings, take into consideration how much you already know about the subject. You will probably find that on those subjects you know something about, your comprehension and speed scores are higher. Reading widely on many subjects, combined with your ongoing life experience, will help you improve your reading skills.
- *Purpose.* Whenever you approach a reading selection, you will want to have a clear idea about your purpose for reading it. Knowing your purpose will help you determine the best way to handle the material, and it will help you decide how much comprehension you need. Here are the major purposes for reading.

Casual Reading	Read to relax, to be amused. Remembering details is not crucial here.
Skimming	Read to find specific information such as facts, dates, names, or a few details.
General	Read to understand and remember general concepts and main ideas.
Study	Read to understand thoroughly and remember exactly. Often you may need to read the material more than once. Also, you may want to take notes as you read.

- *Difficulty of the material.* Your reading speed has to depend on what you are reading. Skilled readers know ahead of time what pace to set. The best way to determine the difficulty of new material is to *preview*