

第一章 阅读技巧

问 1: 阅读在外语学习中占什么位置?

语言是一种用来相互交流的工具。语言的运用呈现出各种不同的形态,包括听、说、读、写各个方面。听、说、读、写各有其重要作用,缺一不可,不能偏废。对于学习、掌握和运用外语而言,阅读更是具有不可或缺的重要地位。

在汉语的学习中,听、说总是领先于读、写,这是特殊的语言环境造成的。对中国的学生来说,因条件的限制,外语的学习往往听和说滞后于阅读。绝大多数的人,是通过阅读开始接触英语的,一般的情况是,在学校的外语课程中,首先是通过阅读了解英语的语言规则和现象,然后才练习听力、口语和写作。而阅读对于一般的学生来说,似乎也要比听、说、写和译来得更为容易,水平也要高一些。尽管如此,所谓阅读水平要高一些也只是相对而言,在考试过程中,仍有许多学生在阅读理解题上丢分。更应引起我们重视的是,有些人读一般的记叙文和议论文还可以,而读英文广告和招聘启示之类的应用文时却感到困难很多。所有这些都足以说明,正确认识阅读在外语学习中的地位及方法是非常重要的。

1. 阅读可提供、创造语言环境

外语的学习不同于母语的学习,外语学习过程中最大的问题就是语言环境的问题。受条件的限制,学习者通常不能以听说领先的方法来学习外语,只能通过阅读来给自己提供和创造学习外国语言的环境。阅读虽然不能提供自然的口头交际语言环境,但是各种体裁、题材、风格的外语材料涉及真实生活中的各个领域,能提供自然、完整、系统的书面交际语言环境。随着中国的开放,中外文化交流的增强,以及国际互联网络的引进,外语资料也更加丰富并富有时代感,外语的书面交际环境也更加真实、自然,并日臻完善。中国学生学习外语的机会越来越多,环境和条件也越来越优越。

2. 阅读可提高语言素质

由于外语材料中包含丰富的语法结构、词汇、外语信息内容以及其他各种语言现象,读者要想理解、掌握内容,吸收知识,就必须运用已经学过的语言知识和文化背景知识,运用学到的语言技能,也必须在教师或工具书的帮助下学习新的语言知识和语言现象,掌握新的语言技能。因此阅读既可为外语学习者提供运用语言知识、语言技能、文化背景知识的机会,又可巩固、提高其知识、技能。此外,阅读实际上是一种书面交际活动,而阅读的过程本质上也是读者和作者进行思想交流的过程。如同外国人在口头交际时能带动、激活外语学习者的思维一样,外语学习者在阅读过程中也会跟着作者的思维,去体验、领悟作者所传达的信息,并模仿、学习作者所用的语言。因此,阅读既可提供模仿、学习地道外语的机会,也可增加外语学习者对地道外语的真实体验,并自然而然地增强外语的语感。总之,阅读可以在整体上提高外语学习者的语言素质。

3. 阅读可提高智力和文化修养

在阅读过程中,外语学习者为了理解材料的内容,掌握材料中所含的主要信息,领悟作者的言外之意和真正意图,经常进行分析、综合、判断和推理等逻辑思维活动。这些活动非常有助于提高思维能力和智力水平。另外,阅读不仅可以使外语学习者提高语言素质,也

可使他们更多地了解所学语言国家的风土人情,丰富他们地理、历史、文化艺术等各个方面的知识。这样既可充实生活,又可拓宽视野,启迪思想,提高文化修养。

4. 阅读可提高学习兴趣和自信心

多一门语言,多一个世界。外语奉献给读者一个色彩缤纷的世界。各种外语读物为读者真实地展现异国的风土人情、社会习俗、历史文化、经济发展、政治变迁、科技成果等。作者通过表明观点、态度和描述经历、情感向读者展现一个个丰富的内心世界。通过阅读自己喜欢的读物,外语学习者可以满足其求知欲、好奇心和其他各种需要,从而提高学习兴趣。此外,外语学习者在理解、掌握了所读内容,丰富了知识,熟练了语言技能时就会有一种成就感。这可以大大提高学习的积极性和自信心。



请试着阅读下列短文并作所附的练习题,检验一下自己的阅读水平。

The forest from which Man takes his timber is the tallest and most impressive plant community on Earth. In terms of Man's brief life it appears permanent and unchanging, save for the seasonal growth and fall of the leaves, but to the forester it represents the climax of a long succession of events.

No wooded landscape we today has been forest for all time. Plants have minimum requirements of temperature and moisture and, in ages past, virtually every part of Earth's surface has at some time been either too dry or too cold for plants to survive. However, as soon as climatic conditions change in favour of plant life, a fascinating sequence of changes occurs, called a primary succession.

First to colonize the barren land are the lowly lichens, surviving on

bare rock. Slowly, the acids produced by these organisms crack the rock surface, plant debris accumulates, and mosses establish a shallow root-holt. Ferns may follow and, with short grasses and shrubs, gradually form a covering of plant life. Roots probe even deeper into the developing soil and eventually large shrubs give way to the first trees. These grow rapidly, cutting off sunlight from the smaller plants, and soon establish complete domination—closing their ranks and forming a climax community which may endure for thousands of years.

Yet even this community is not everlasting. Fire may destroy it outright and settlers may cut it down to gain land for pasture or cultivation. If the land is then abandoned, a secondary succession will take over, developing much faster on the more hospitable soil. Shrubs and trees are among the early invaders, their seeds carried by the wind, by birds and lodged in the coats of mammals.

For as long as it stands and thrives, the forest is a vast machine storing energy and the many elements essential for life.

1. Why does the forest strike mankind as permanent?

A) The trees are so tall.

B) It is renewed each season.

✓C) Our lives are short in comparison.

✗D) It is an essential part of our lives.

2. What has sometimes caused plants to die out in the past?

A) Interference from foresters.

✗B) Variations in climate.

C) the absence of wooded land.

D) the introduction of new types of plants.

3. In a “primary succession”, what makes it possible for mosses to take root?

A) The type of rock.

- B) The amount of sunlight.
 - ☒ C) the amount of moisture.
 - D) the effect of lichens.
4. What conditions are needed for shrubs to become established?
- ☒ A) Ferns must take root.
 - B) The ground must be covered with grass.
 - C) More soil must accumulate.
 - D) Smaller plants must die out.
5. Why is a "secondary succession" quicker?
- A) The ground is more suitable.
 - B) There is more space for new plants.
 - ☒ C) Birds and animals bring new seeds.
 - D) It is supported by the forest.

问 2: 阅读与听、说、写之间有什么关系?

1. 读与听的关系

外语的学习不同于母语的学习。在外语学习中通常是阅读先于听说, 因此阅读对听力具有直接的影响。决定听力好坏的因素除了辨音能力外, 还有语言基础知识, 如词汇、句法结构等, 文化背景知识, 以及综合概括、预测等各种能力。只有通过阅读增加词汇量, 积累和熟悉句法结构, 扩大知识面, 才能在听的时候更加自如。而且和听相比, 阅读是一条相对容易、切实获得语言知识、文化背景知识的途径。听往往是一种一次性的、瞬间性的过程, 因为为了理解、记忆所听内容, 听者毕竟没有很多的时间去研究、推敲词汇、句法结构等。因此, 听在更大程度上说是一种运用语言知识、文化背景知识的过程。而阅读却可以是重复性的、长时间的过程, 读者有充裕的时间来详细地、慢慢地研究、吸收所学内容。除了语言知识、文化背景知识, 概括、预测等各种能力在听力中也非常重要。由于听的内容一瞬即

逝以及各种因素对注意力的分散,听者往往难以抓住每一句话。这就需要听者运用概括能力抓住所听内容的主要意思。另外,通过文化背景知识和已听内容来预测下文也有助于理解、接受说话者传递的信息。而这种概括、预测能力主要也靠阅读来加强训练,因为对外语学习者来说,毕竟阅读的时间和内容比听的要多得多。总之,通过阅读获得的语言知识、文化背景知识和概括、预测等能力对听力的提高有着直接的、极大的意义,阅读在很大程度上是提高听力的基础。

2. 读与说的关系

说话是一种输出过程,是说话者通过运用词汇、语法基本知识,借助嗓音、体态语言和面部表情,向他人传递信息的过程。要想说好外语,除了语音、语调好,还需要掌握丰富的词汇,正确的语法结构,还要了解外语国家的文化背景知识。不清楚、不熟练基本的语法结构,就会说出句法结构杂乱无章的、让人难以理解的话。没有丰富的词汇,在说话时就会感到表达思想很困难,或根本无法表达思想。不了解外语国家的文化背景、社会习俗,就不能说出地道、得体的外语。而词汇、语法知识、文化背景的获得除了靠上课,主要还是靠阅读有关书籍、资料来丰富、巩固,通过阅读来反复练习、熟练直至掌握运用。决定外语口语水平的高低除了语音、语调、词汇、语法知识、文化背景知识外,还有一个非常重要的因素,那就是说话者记忆中的外语信息储存量。有的外语学习者对词汇、语法知识和文化背景知识的掌握都不错,但是一说外语时就感到无话可说,原因就是记忆中所存的外语信息过少或不足。所以,外语学习者必须尽量多地阅读各类外语资料,吸收其思想内容,增加记忆中的外语信息量,以提高外语口语水平。总之,阅读既可以丰富词汇、语法知识、文化背景知识,从而丰富表达思想的手段,又可以获取、吸收信息,为口头输出提供丰富的素材。

3. 读与写的关系

外语阅读对外语写作也有着不可缺少的作用。写好一篇文章需要运用词汇、语法和修辞等方面的知识来表达思想、感情。要运用词

汇、语法和修辞知识就必须先获得这些知识。要想用外语表达思想、感情，就必须有足够的外语表达法和外语信息量。这需要外语学习者进行广泛的阅读才能获得。此外，一篇外语文章只有符合外语写作习惯、风格才能算得上地道的外语文章。这需要通过阅读来了解外语写作知识，如外语写作格式、写作习惯、写作特点等。通过阅读学习优秀的外语篇章，以其为范例进行模仿写作也是一种极为有效的提高写作水平的途径。外语学习者应多读名家的作品，吸收精华，然后进行实践运用，化为己有，从而提高写作水平。



请做下面的阅读训练，同时注意文章的写作方法，以便对自己的听、说和写作有所帮助。

The cities and towns of American still maintain the pride of place that has always distinguished them, but it is a pride seen in the context of the large world rather than the old narrowness that stifled exploration and snapped minds shut. Provincialism in the old pejorative sense—blindness and insensitivity to all beyond a narrow view—is practically disappearing before the realities of modern U. S. life. It is hard to be narrow when TV shows yesterday's battles in Vietnam, when one out of five Americans moves each year, and when the small-towner can often afford the same cars for his garage or the same clothes for his wife as the old rich East.

Its passing was smoothed by the fact that, even at its worst, U. S. provincialism always contained an element of pride that its classical European prototype never had. In Europe the provinces were provinces by virtue of conquest or because a single city—be it Paris, Rome, or London—so dominated an entire nation that the outlanders were automatically relegated to inferior status. The U. S. was founded by a

compact, none of the 13 colonies felt themselves provinces within the new nation. Each state joined the union as an act of consent, not of compulsion, and each, as the tide of nationhood moved westward, came to think of itself as more self-reliant than its brothers to the East.

1. According to passage, material wealth, knowledge of world news, and mobility are characteristic of

- A) U. S. provincialism.
- B) European provincialism.
- C) classical European city life.
- D) modern U. S. life.

2. The word "provincial" is supposed to make one think of

- A) exploration of one place.
- B) narrow-mindedness.
- C) self-reliance.
- D) moving westward.

3. What was responsible for European provincialism?

- A) Its classical prototype.
- B) Lack of pride and self-reliance.
- C) Conquest or domination by a single city.
- D) Lack of communication and insensitivity.

4. American provincialism is distinguished from European provincialism because American provincialism

- A) was not as virtuous as that of Europe.
- B) was revolutionary.
- C) was classical.
- D) was proud.

5. American provincialism is now

- A) becoming more sensitive.
- B) more self-reliant.

C) lessening.

D) more like European provincialism than formerly

问3:怎样培养良好的阅读习惯?

1. 影响阅读速度的坏习惯必须彻底纠正

阅读速度慢是我国大多数英语学习者存在的问题。造成速度慢的原因很多,其中很重要的一方面是阅读英语的种种坏习惯,如有声阅读、用手指或笔导读等等。这些不良的阅读习惯严重地减缓了阅读速度,影响了阅读能力的提高,必须下功夫彻底纠正。

有声阅读是影响英语读速的一大恶习。我们知道许多英语单词是多音节单词,用发声器官读一个单词比用目光扫视一个单词要费时,因此任何有声阅读的速度都要大大低于无声阅读。许多人受朗读的影响,阅读英文时不知不觉地读出声来,或在心里默默体味词的发音,这都会影响阅读速度。要阅读速度快只需用眼睛及大脑对印刷符号的含义做出反应就行了,完全不要考虑它们的发音,发声器官不要介入。

有些人在阅读英文时怕串行,习惯于用手指或笔导读,这对提高阅读速度危害极大。在正常情况下,阅读时目光接收的是词群而不是单个的词汇,随着英文水平的提高,读者的视幅加宽,目光的移动不是从左到右而是从上到下,很像我们所说的“一目十行”。显然,用手指或笔一行行地导读会阻碍目光的快速移动,影响读速的提高。阅读中另一个坏毛病是复读。复读是指读者在阅读过程中不断地将目光移至刚刚过目的文字进行重读。出现复读的主要原因是大脑对文字的反应与目光的移动不合拍,当目光的移动超过大脑对文字的反应速度时,复读就难以避免。毫无疑问,复读会极大地减慢阅读速度,必须努力改正。从何着手呢?一方面要调整阅读速度,使之适合自己的英语水平;另一方面要挖掘大脑功能的潜力,使大脑在阅读过程中处于高度兴奋状态。应当承认,人脑的潜力具有很大的伸缩性。

这在阅读过程中反应尤为突出,有时大脑对文字的反应速度跟不上目光扫视文字的速度,不一定是因为读速超过了读者所能接受的极限,而是因为部分大脑机能处于闲置、静止的状态。因此我们提出,在阅读英文时,读者要最大限度地投入精力、注意力及思维能力,尽可能充分调动大脑功能,以促进眼脑之间的默契配合。只有这样,才能从根本上改掉复读的陋习。

总结多年的英语教学实践,我们深感以上罗列的种种不良阅读习惯是影响英语阅读速度提高的一个主要障碍。由于阅读是一个由个人主宰的、无声的学习过程。这些坏习惯往往不易被人们发现和重视,然而它们确确实实削弱着人们的阅读实力。所以我们要大声疾呼,希望英语学习者不要染上这些坏习气,如已染上了,不要等闲视之,应尽快改掉它。

2. 培养良好的阅读习惯

上面谈到不良的阅读习惯严重影响英语阅读速度,那么,良好的阅读习惯必然会提高英语阅读速度,对英语学习会产生持久深远的影响。对此,我们提出几点建议供读者参考。

1) 计时阅读 英语阅读速度因人而异,读者可根据本人的英语水平、读物的长度和难度、题材等规定出阅读时间。计时阅读的主要目的是从时间上约束自己,迫使自己定时、定量地达到阅读目标,以利于快速阅读习惯的养成。

关于阅读的速度,美国的 Edward Fry 曾根据他举办训练班的情况提出:

① 仔细阅读的速度:指阅读较难的材料并能理解全文的 80%~90%,每分钟阅读 90~300 词。

② 一般阅读速度 阅读报刊及简易课本,可以理解课文的 70%,每分钟阅读 150~500 词。

③ 高速略读:最高水平的学生可以理解全文的 50%,每分钟阅读 800 词。水平差的学生不会略读。

这是英语为本族语的学生们的情况。我们不能不切实际地一味追

求与英美学生的同等速度阅读参考书，但是我们应该提高我们的阅读速度。

快速阅读的能力是可以培养的，主要方法仍然是通过阅读。现在国内外都出版了许多训练快速阅读的书籍。我们可以利用这些材料，先在限定的时间内阅读一定量的文章，再试做各篇材料后面所附的习题，并对照答案，比较历次答题情况，从而测出自己的理解程度和阅读速度。如果我们能够持之以恒，便有可能进入“一目十行”的境界。

另一方面，一个人的阅读速度不但取决于他的语言水平，还取决于他的文化背景知识和专业知识。如果我们排除过分依赖字典、死抠语法等不良的阅读习惯，又通过阅读来不断提高英语水平，扩大视野，增长各方面的知识，我们的阅读速度是一定能提高得较快的。

2)注重文章大意，不究细节 阅读英语文章时，要注意掌握全文大意，对个别的生词、短语及细节不必过分深究。读懂了一篇文章的大意，便可说基本达到了阅读目的。在很多情况下，对读物的宏观理解远远重于对某些细节的精确掌握，它有利于我们调动以往的知识与经验去领悟作者的意图，掌握读物的中心思想和组织结构。阅读中切忌只见树木不见森林，在只言片语上长时间滞留。要学会直接用英文接收信息，避免出现将英文翻译成汉语再去理解的中间环节。和培养其他好的习惯一样，培养良好的英语阅读习惯不是朝夕即成的。但要提高英文阅读水平，又非有良好的阅读习惯不可。如何解决这难度与需要之间的矛盾呢？关键在于：一要有学好英语的坚定意志和攻关精神，不为困难所吓倒；二要有科学的切实可行的学习方法，不为传统的陋习所束缚。做到这些，何愁良好的英语阅读习惯不能养成呢？



阅读下面的文章，注意养成良好的阅读习惯。

The first man to jump out of an airplane when traveling at a speed greater than sound was Arthur Ray Hawkins, one of the most outstanding United States Navy pilots. Jumps of this sort had long been regarded as impossible.

During an air show over Mississippi in 1954, Hawkins was flying an entirely new type of plane. At 40,000 feet, the nose of the plane dipped sharply. No matter how hard he tried, Hawkins could not pull it out of the dive and it gathered such speed that it was soon traveling faster than sound. Strapped in his seat, and hanging upside-down, the pilot could not reach the button which would destroy the top of the plane. Near him however, there was another button which was to be used only in times of very great danger. Hawkins pressed it. There was an explosion and his seat—which shielded him to some extent—burst through the glass shell above his head.

While still half conscious, Hawkins tried to pull the ribbon which would open his parachute. It was fortunate that he failed in his attempt, for at such a rate of speed, the parachute would have been torn to pieces. As he sped towards the earth, he realized that the breathing-tube which supplied him with air had also been torn away. Rapidly losing consciousness because of the lack of air, he knew that he had to open the parachute—otherwise he might not get another chance to do so. At about 29,000 feet, the parachute opened and Hawkins pulled a handle which freed him from the pilot seat. While swinging through the air in slow motion, he began to tremble with cold and everything went green: he was not getting enough air! Just then, he remembered a rule for breathing at great heights. He took short, sharp breaths and

so forced air into the bloodstream. This kept him alive until, at 10,000 feet, he could breath without difficulty. Soon afterwards, he landed safely in field of cotton. His plane crashed into a wood nearby, but luckily no one was hurt.

1. The event described in this passage took place during:

- A) a test-flight of a new type of plane.
- B) an air raid launched by the U. S. Navy.
- C) a demonstration flight.
- D) a routine flight for training pilots.

2. The plane Hawkins flew in:

- A) was designed to fly at a speed faster than sound.
- B) gathered a speed faster than sound when diving out of control.
- C) was able to fly upside-down in the air.
- D) was likely to strap the pilot in his seat.

3. The explosion caused by the press of the button did not hurt Hawkins as he was:

- A) protected by the pilot seat.
- B) strapped in his seat.
- C) just under the glass shell.
- D) able to quickly jump out of the plane.

4. Had Hawkins opened his parachute at his first attempt he would have

- A) been killed.
- B) lost control of his parachute.
- C) been an outstanding hero pilot.
- D) succeeded in landing safely.

5. The pilot continued to drop at a great speed until

- A) he started to use the rule for breathing at high altitude.
- B) he was able to open his parachute and abandon his pilot seat.

C) his breathing-tube was torn away.

D) his consciousness was half gained.

6. From this passage we can conclude that Hawkins

A) was brave enough to jump out of his airplane at a speed greater than sound.

B) had got very good training in jumping out of airplane.

C) accidentally became the first man to jump out of an airplane at a speed greater than sound.

D) was very lucky not to have been killed in the accident.

问 4: 阅读的基本过程和技巧是什么?

阅读的基本过程是选验、预见、验证、肯定或修正四个步骤的循环。所谓选验,指的是在选择阅读某一篇文章时,首先要从文章的书面材料中初步接收一些信息,使其与大脑中已有的知识、经验产生相互作用。所谓预见,指的是读者依据已吸收的某些信息,运用已有的知识,对将要出现的内容进行推测。所谓验证,指的是用新的信息,通过对比来验证大脑中形成的预见正确与否。所谓肯定或修正,指的是一旦新输入的信息与已形成的预见相一致,这种信息便被迅速吸收和同化,读者对文章便有了正确的理解。倘若新输入的信息与所形成的预见不一致,读者便迅速对已形成的预见进行修正,进而作出新的判断,随后又开始了新一轮选验、预见、验证、肯定或修正的阅读过程。

总括地说,阅读技巧包含了运用目录、前言或后记以推测全文内容;读文章摘要、开头段及结尾段以推测文章的梗概;读每个章节、段落的开首句或中心句以预测每个章节、段落的主要意义;依据上下文所提供的暗含或直接信息来推测、判断生词或语言难点的意义;通过文章结构和写作方法的研究,分析文章的主题、作者的写作意图、观点、态度等内容。读者应根据自己的已有知识、经验和文章体裁、题

材、难易程度等,分别采用研读、略读、跳读、浏览等方式进行阅读,尤其应学会运用跳读和略读的方式。



阅读下面的短文,请注意运用文中讲述的技巧。

If art seeks divorce itself from meaningful and associative images, if it holds material alone as its objective, then I think that the material itself ought to have greatest possible plasticity, the greatest potentialities for the development of shapes and the creating of relationships. For that reason I think that the sculpture which has been created with a view to being form alone has been a great deal more successful and interesting than has been the painting in that vein. The sculptor sets out with two pre-existing advantages: one, that he must have craftsmanship, and the other, that he works in the round. He does not have to simulate depth nor create illusions of depth because he works in volume—in three-dimensional form.

Thus Noguchi, working in marble, is able to develop relationships in three dimensions rather than two and yet both simplicity and unity. He has at his disposal the advantages of light and space, and the natural translucence and glow of marble, all of which he exploits and reveals with great elegance.

Henry Moore is one of the great contemporary imaginers who has brought new material and new concepts into sculptural form. He discovers the naturally heroic character of bronze and exploits feelingly the graining and fine surfaces of wood. Undoubtedly his most remarkable space as a sculptural material. But beauty and craft and idea are still paramount with Moore, and he never obliterates these qualities in the shock of the new.

1. The author says that a painter is hindered because he must
 - A) work in single medium.
 - B) use uninteresting materials.
 - C) create an illusion of three dimensions.
 - D) compensate for lack of craftsmanship.
2. What is notable about the works of Noguchi?
 - A) They are more elegant than those of Moore.
 - B) They show simple unified relations.
 - C) They are usually found in shape.
 - D) They are often exploited.
3. Why, according to the passage, is marble good for sculpture as different from other materials?
 - A) It is three-dimensional.
 - B) It is readily available.
 - C) It is simplicity and unity.
 - D) It has translucent and glowing qualities.
4. In the author's opinion, Henry Moore's greatest sculpturing feat has been
 - A) to create three-dimensional painting.
 - B) to have a feeling for the materials he uses.
 - C) to incorporate empty space into his work.
 - D) to use marble to all its advantages.
5. The author says that he prefers an art work of sculpture to one of painting on the condition that
 - A) form alone is most important.
 - B) there are three dimensions.
 - C) the artist is a craftsman.
 - D) the sculptor is famous.

问 5: 怎样精读文章?

阅读不仅是人们在学习生活中所必备的能力,同时也是在日常生活中最常见的活动之一。根据阅读目的与内容的不同,需要有不同的阅读方法。以娱乐为目的的小说阅读显然不同于以获取信息为目的的报纸阅读;而旨在开阔视野、扩大知识面的散文阅读则又不同于专业文献的阅读。很显然,阅读的目的决定阅读方法。只有正确的阅读方法才能产生理想的阅读效果。为了能在各类英语考试的阅读部分中取得理想的成绩,考生应注重在平时的学习与训练中培养科学的、有效的阅读习惯和方法,为自己日后的发展打下一个良好、扎实的阅读基础。

精读是指对于一篇阅读材料通过借助各种工具书逐字逐句地搞懂文中出现的一切细节和内容,掌握文中出现的语法现象及生词、词组的常见用法。精读的目的在于学习语言知识和一些单词的用法,其重点在于“精”即不能只“看懂了事”。一篇好的精读材料不仅应当反复阅读,充分吸收营养,而且应当成为写作的模仿范例。

精读材料的选择因人而异。但一般来说,应当考虑到两点因素:内容及难度。内容的选择直接关系到读者的兴趣。如果是自己感兴趣的材料,读者往往会觉得阅读起来有动力,希望把文章彻底看懂。相反,如果材料与自己的兴趣不符,往往会影响阅读的兴趣,久而久之甚至会损害学习的欲望。文章的难度应确定在比自己的阅读水平稍高的程度并具有一定的挑战性,这样才有利于激励自己攻克难关。



精读下面的文章,并做后面的练习题。

Successful innovations have driven many older technologies to extinction and have resulted in higher productivity, greater consumption of energy, increased demand for raw materials, accelerated flow of ma-