

# 談英語閱讀及如何製作閱讀測驗試題

莫建清

(作者為本校西洋語文研究所專任教授)

## 摘要

由於目前英語閱讀教學，忽略了整段文字與結構的理解，導致學生常常每一句都懂，但整段結構與主旨有不清楚的現象。為改進目前閱讀教學，本文特從理解段落的觀點，來探討英語閱讀。以大學聯考的閱讀試題為例，來加強學生整合個句意思的能力。希望我國英語教學能早日邁進「以整段為中心」，並訓練學生主動運用英文的能力，奠定日後寫作的基礎。此外，本文又從閱讀技巧的觀點，來探討如何製作英語閱讀測驗試題。

## 一、前言

孫(1984:11)體認到國內學生在閱讀方面有嚴重問題，但這方面的問題卻被忽視了。我們甚至沒有想到閱讀也會出問題，我們一直以爲學生在說、寫方面有問題，但閱讀我們總認爲是水到渠成的事，只要單字克服了便成。這種觀念可以說錯誤到了極點。閱讀是天下最複雜的心智及語言過程。許多學生碰上外文讀物，便感頭痛，一片茫然。

現舉二位國內語言教學專家對這個問題的看法：

黃(1977:12-14)認爲教讀本的主要目標在培養學生的閱讀能力。然而，許多老師教讀本的主要教學活動卻是分析選文中較複雜的句子……讀本教學豈不成了另一種形式的文法教學？文法的瞭解只是閱讀的基礎之一，雖是閱讀的必備條件，卻不

能有效地培養閱讀能力……在閱讀的時候，學生不但要把注意力集中在比較大的語意單位上，譬如要把一個片語、子句或句子看成一個單位，還要注意整段或整篇文章的意義、主題、含意等。逐字的閱讀常會失去對整篇文章的理解。

湯 (1981: 320) 提到許多高中的英語教學，在教學的內容方面，過分注重單字片語的解釋，而忽略了整個句子的運用與整段文字的理解。今後的英語教學，應該從「以單字片語為中心」的教學邁進「以整句、整段為中心」的教學。

至於坊間所出售的有關英語閱讀指南之類的書籍，幾乎缺乏理論依據，差不多都是選些文章，中英對照，並加些註解與難句分析。這樣很容易使學生誤認閱讀只不過是理解一篇文章的單字、片語和句子而已。事實上，語言本身並不光是一些聲音的組合，也不僅是單字的排列，並非句子的堆砌。依據孫 (1979: 49) 的說法，語言的最高單位應該是一個聯貫的論題 (text)。所謂論體就是文章意義及其組織和表達。(註一)

本文針對閱讀教學的缺失，提出理解段落的觀點，以大學聯考的閱讀試題為例，加強學生整合個句意思的能力，避免學生每一句都懂，但整段主旨卻不清楚的現象，來改進目前閱讀教學。希望我國英語教學能早日邁進「以整段為中心」，來訓練學生主動運用英文的能力，奠定日後寫作的基礎。此外，本文又從閱讀技巧的觀點，來探討如何製作英語閱讀測驗試題。

## 二、閱讀與閱讀技巧

閱讀是什麼？雖然孫 (1979: 48) 承認回答這個問題很困難，認為逐字查字典的考證式讀書法不是閱讀，一篇文章的意義並不是等於全篇單字意義的總合。不論任何語言，要做到了解性的閱讀，絕對不只是單字的認識，還得要對片語、句子結構、全篇段落、內容組織，作者背景有所認識才行。Schulz (1982: 9) 覺得目前心理學家和心理語言學家未能對閱讀的本質與過程，或如何學習本國語或外國語的閱讀，給予肯定明確的說明。此外，The Raygors (1985: ix) 也認為「閱讀」一詞含意甚廣，不易下定義，但強調閱讀是一套技巧 (Reading is really a set of skills)。Carver (1977: 293-294) 雖不提閱讀的定義，但把閱讀視為一種包括各種技巧的語言活動。那麼閱讀技巧是些什麼呢？各家說法大同小異。例如 Carver (1978: 294) 列舉下列十三種：

- (a) the ability to discover specific facts
  - (b) the ability to see the writer's point of view
  - (c) the ability to read at a reasonable speed—e.g. less than 200 words per minute—and the ability to vary this speed according to the nature of the material one is reading
  - (d) the ability to infer the meaning of unknown words from the contexts, instead of resorting to the dictionary
  - (e) the ability to read extended pieces of writing without undue fatigue
  - (f) the acquisition of reading as a habit
  - (g) the enjoyment of reading
  - (h) the ability to see how one part of a text relates to another
  - (i) the ability to follow an argument or discussion
  - (j) the ability to visualize what is described in words
  - (k) the ability to note the significance of such “logical” expressions as *however, thus, and so, this, he, in this way, finally*
  - (l) the ability to respond silently with one's own opinions to the expressed view of a writer
  - (m) the ability to grasp the gist of what one has read.
- The Raygors (1985 : ix-x) 列出十一種..
- (n) Understand the author's main ideas.
  - (o) Recognize how the material is organized.
  - (p) Recognize and use the detailed, factual information given.
  - (q) Retain the information gained in reading.

- (r) Recognize the author's purpose and tone.
- (s) Locate needed information in reference materials.
- (t) Distinguish between reliable, valid information based on good authority and unreliable opinions.
- (u) Apply different concepts and skills, depending on the area of study.
- (v) Skim over unimportant or unnecessary material when total comprehension is not necessary.
- (w) Vary the reading speed and approach, depending on the purpose for reading and the difficulty of the material.
- (x) Draw inferences and conclusions from the author's presentation.
- (y) Have a broad knowledge of the meaning of words.

現若把與段落結構較無關連的速度(如 c, e, v, w), 習慣(如 f), 和樂趣(如 g) 除去, 則這二十五種技巧可歸納成下列六大類:

(一) 找中心概念或主題 (Identifying the main idea), 包括 i, m, n, r, o 這些技巧。

無論作家採用明示或暗示的方法, 每篇文章都含有它的中心概念或主題。在閱讀測驗試題中, 所出現的形式大約可分為:

1. The title that best expresses the idea of the passage is...  
(What is the best title of this passage?)
2. The main idea of this passage may be best expressed as...  
(What is the central idea of this passage?)
3. Which of the following best states theme of the passage?
4. This passage illustrates...
5. The author's main purpose in writing this passage is to...

(The primary purpose of the passage is to...)

6. The author is primarily concerned with...

7. What is the main topic of the passage?

(二)找特殊細節 (Finding specific details mentioned in the passage)：包括上述技巧 a、i、l、d、v 等。

作者為支持文章中的中心概念，常運用與中心概念有關的細節來表達他的觀點或信息。在閱讀測驗中，作者所用的細節不同，問法也不同。因此固定形式很少，最常用疑問詞來發問，如 who, what, where, how, which, why, how many 等。除此而外，常見的還有下列三種：

1. The writer mentions all of the items listed below EXCEPT...

2. According to the passage, which of the following statements is correct?

3. Which of the following statements is NOT true?

(三)找含意、作推斷、得結論 (Finding implications and draw inferences and conclusions from the text)：包括上述技巧 b、d、i、l、v、s、t、x 等。

讀者必須依據原文，不可依個人意見，從字裏行間中找出作者的含意，藉此作推論，最後引出全文的結論。在閱讀測驗中，所出現的題型，大約下列幾種：

1. The author probably feels that...

(It can be inferred that the author of this passage...)

2. The author is of the opinion that...

3. It may be inferred from this passage that...

4. An inference which may not be made from this passage is...

5. The paragraph preceding this passage probably states that...

6. The passage implies (suggests) that...
7. This passage is taken from...
8. What would the next paragraph probably discuss?
9. With which of the following statements would the author be LEAST likely to agree?
10. We may conclude that...
11. The passage is intended to...

(四) 辨別風格與語調 (Recognizing style and tone)，包括上述技巧 1。(註 1)

作者用那種文體，用那種語調來敘述全文，讀者必須辨別。在閱讀測驗中，常用下列二種方式問之：

1. The tone of this passage can best be described as...  
(The author's tone is primarily...)
2. The style of this passage is...

(五) 判斷作者運用何種方法來擴展段落 (Determining the special techniques used by the author to achieve his effect)  
，包括上述 h、k、o 和 u。

全文所含示的中心思想，作者必須予以充分而適當地發揮，使讀者對其內容，有一個完整而清楚的了解。對於段落擴展方法，大約有下列幾種：

- 1 舉細節法：(development by particulars and details)
- 2 舉例證法：(development by example)
- 3 比較或對照法：(development by comparison or contrast)
- 4 分類或區分法：(development by classification or division)
- 5 因果關係法：(development by cause and effect)

6 下定義法：(development by definition)

7 綜合運用法：(development by a combination of methods)

在閱讀測驗問題中，約以下列方式出現：

- ① The author supports his argument by...
- ② According to the author, A and B differ in their...
- ③ The author uses which of the following techniques in presenting his discussion?
- ④ According to the author, A and B were similar in which of the following?...
- ⑤ Which of the following best describes the author's approach to his subject?
- ⑥ Which of the following is an example of A?
- ⑦ Into how many categories does the author divide A?
- ⑧ A differs from B in that it is...
- ⑨ For which of the following problems would one call...?
- ⑩ The writer in question enjoys A chiefly because...

決定文中特殊的字或片語的意義 (Determining the meaning of strange words or phrases as used in the text) 包括上述技巧 i, v。

括上述技巧 i, v。

英文字或詞有多種不同的意義，讀者依據上下文，用心揣摩其正確的含義，不可掉以輕心。在閱讀測驗中，特殊的字或片語，往往用同義字或同義詞句代之。

例如下列二題：

- 1. The author uses the word "BLIND" to mean  
(A) unreasoning (B) concealed (C) mysterious (D) unforeseen
- 2. The phrases "eyes flashed with enthusiasm" and "glazed look in my eyes" are meant to reflect the

difference between

(A) youth and old age (B) patience and impatience (C) excitement and bewilderment (D) intellect and emotion

從上述六大閱讀技巧觀點而言，閱讀不但要辨認單字、片語，而且還得從字彙、文法、內容組織與邏輯的複雜結構中去了解語意與推論的思維過程。可能由於這種緣故，Baumann 和 Schmitt (1986: 641) 在教閱讀技巧四步驟的策略 (four step strategy for teaching comprehension skills) 中指出，上閱讀課，首先應教學生什麼是閱讀技巧 (What is the reading skill?)。

任何思想、信息的表達，都要牽涉到意義的組織和表達，也就是前言中所提的論題 (text)。依據 Halliday 及 Hasan (1976: 8) 的看法，論題是個語意單位 (a semantic unit)，靠凝結環節 (cohesive ties) 把語意承先啓後。孫 (1979: 49) 提到論題可以是一個字、一句話、一場演說、一篇論文、一本書、甚或整套書，要看表達怎樣的內容，人就能用怎樣的論題。雖然他沒有談到一段文字也可以當論題，但事實上段落也可視為一個語意單位，充當論題。本文就以段落為論題，來研究段落的組織結構及如何理解段落大意。

### 三、段落的組織結構

由於一般段落 (特種段落除外) 的形式與內涵，皆可自成單位。每段皆有自己的中心思想，各段中心思想的總合，構成了全文的中心思想。故寫得好的段落，就全文而言，是整體的一部分，就其本身而言，是一篇小型迷你文章 (a composition in miniature)，可以單獨存在。因此加強學生的閱讀能力，如能先讓他們了解段落的組織結構，必能收事半功倍之效。

Nation (1984: 68) 分析英語段落結構，有二種主要類型：一類段落中含有一個主題，另一類段落則有一組同樣重要的句子所組成。這二類段落的區分，取決於段落中各句之間的連接關係。在某些連接關係中，各句分量相當，不分主次。這類連接關係主要表達句子間的層遞、選擇、闡釋及時間順序等組合關係。另一類連接關係則表達句子間的對比、擴展、因果等組合關



係，這些句子的分量各不相同。例如，在對比關係中，對比的第二部份比第一部份更為重要。這類分量不同的連接關係便構成了含有主題的段落。

Nation (1984 : 62) 提供了一張連接關係如下：

**A basic list of conjunction relationships**

Relationship	Markers	Meaning	Most important part
1. Inclusion	and, furthermore, besides, also, in addition, similarly	A and B should be considered together	AB =
2. Alternative	or, nor, alternatively	A and B represent alternatives	AB =
3. Time Arrangement	when, before, after subsequently, while then, firstly, finally, in the first place	A and B actually occurred with this time or sequence relationship; or A and B are arranged in this sequence by the writer	AB =
4. Explanation	in other words, that is to say, I mean, namely	B restates or names A	AB =
5. Amplification	to be more specific, thus, therefore, consists of, can be divided into	B describes A in more detail	A

6. Exemplification	for example, such as, thus, for instance	B is an example of A	A
7. Cause-Effect	because, since, thus, as a result, so that, in order to, consequently	A is the cause of or reason for B	B
8. Contrast	but, although despite, yet, however, still, on the other hand, nevertheless	B is contrary to the expectation raised by A	B
9. Exclusion	instead, rather than, on the contrary	B excludes A	B
10. Summary / Conclusion	to sum up, in short, in a word, to put it briefly	B summarizes A	B

由一組同樣重要的句子所組成的段落，在一般文章中很少出現，本文暫不討論。本文所討論的是含有主題的段落結構。首先引述 Christensen (1965) 對段落的三原則：

1 段落可定為一連串結構有關係的句子。

2 主題句是這一串的頂頭句 (top sentence)。

3 主題句幾乎常常是這一串中的第一句。

Christensen 對這些原則，容許有例外，因為有些分段並不合理，有些段落根本就沒有主題句。

這三原則頗符合我國古人對文章佈局有所謂「起、承、轉、合」之說。寫文章，首先要確立文章的主題，這個主題的內

容，必定有它的前因後果，所以這主題應該貫串全文；要是分析起來，每一句都應與這個主題，有直接、間接的關連，但詞義不會重覆，而且由前一句所說的情形，一定可以往下推想出其必然的發展，或由後一句所說的現象，也可以推想出前一句所說的因由；全文或是由這主題所歸納，或是由這主題所演繹，全文由於這主題的貫通，必能顯現它的單一性與統一性。若以組織嚴謹的段落觀點而言，段落可由主題句為首的一連串結構有關的句子連接而成。其中可用 Nation 連接關係表上的一到七類表「承」，八到九類表「轉」，十類表「合」的關係。

文章作法，雖有「起、承、轉、合」四個不同的語意單位，但作文當然不必局限於此法，否則文思便受到限制，正如古人說：「知其法而不泥於法」。但初學作文或閱讀者，仍可由此法領略其妙處。現略述「起、承、轉、合」佈局法如下：

「起」(Introduction to a topic) 即引論，揭示題旨或強調題目之重要性等。

「承」(elucidation of the topic) 即正論，正面申論題意。換言之，「承」句則承起句而來，它與起句的關係，依曹（1985：47-60）的分析，最常見的有下列八種：

- 1 並行的描寫
- 2 前後連續的二個狀態或動作
- 3 因果關係
- 4 偏正關係
- 5 概述——特寫關係
- 6 景——情關係
- 7 事實——推論關係
- 8 問答關係

「轉」(transition to another viewpoint) 即反論，從反面或從另一角度申論題意。它與「起承」句的關係，依曹（1985：61-87）的分析，常見的有下列十種：

1 時間轉變

2 空間轉變

3 時空俱變

4 直述轉虛擬假設

5 語行的轉變

6 表達方式（文體）的轉變

7 主題的轉變

8 由靜轉動

9 概述轉特例

10 心情或語氣的突轉

「合」(conclusion or summing up) 即結論，結束之語，可歸納出主題，或重述主題，或提出具體主張。

一般而言，「起」句與「承」句有關，「承」句與「轉」句有關，「轉」句與「合」句有關，「合」句又與「起」句有關連。

現舉下面一首絕句說明之：

回鄉偶書 賀知章

少小離家老大回，鄉音無改鬢毛摧。

兒童相見不相識，笑問客從何處來。

這首絕句以起筆點破題旨，是謂「正起」。第二句承接上文，是謂「承」。首兩句有因果關係，因為少小離家老大才回來，鄉音雖然沒有改變，但雙鬢卻已斑白。第三句描述故鄉兒童對他的驚奇，把兒童列為主位，自己卻列為客位，是謂「轉」。

第四句是結語，是謂「合」。

關於 Christensen 對段落的主題句的原則，在此也略加說明。主題句的功能，除了概括敘述一段中心思想外，還可協助全段的承轉。在類別上無限制。敘述句、疑問句、祈使句、感嘆句皆可；單句、合句、複句、合複句皆可。有時段落的中心概念十分單純，無須用全句表達，則主題句雖名為「句」，實際上可能僅是一個子句、片語、甚至單字。至於主題句是不是處於頂頭句或第一句，則視作者是否用演繹方式思考 (deductive reasoning)，若用歸納的方式思考 (inductive reasoning)，主題句經常在段尾。總之，主題句無固定位置，放在段落的首、中、尾皆可。有些職業作家爲了獲特殊效果，採用暗示的方法，不將主題句明白寫出，而讓讀者自己歸納。(註三)

可能受 Christensen 所主張段落三原則的影響，目前一般指導英文作文的書籍，都認爲英文段落是由二類句子所組成，一類是主題句 (a topic sentence)，另一類是支持主題句 (supporting sentences)，把所含示的中心思想，予以闡明及發揮，使讀者對於全段內容，有一個清楚而完整的了解。筆者爲教學清楚起見，把支持主題句細分爲承句 (elucidative sentence)、轉句 (transitional sentence) 及合句 (concluding sentence)。這樣也符合 Kaplan (1966) 所言英文段的發展是直線式的。

(註四)

大致上段落結構都可以用「起、承、轉、合」的原則來解釋。少數不符合此原則的段落，不是在結構上認爲有缺陷，就是想另闢蹊徑，畢竟英文文體不只一種，主題句無固定位置，作家寫作的風格也不盡相同，而「起、承、轉、合」的每一項方法都很多，可能的組合數目也就成千上萬了。這也許就是所謂的「原則」雖然只有一個，但其中運用之妙則存乎一心，正如古人說：「文無定法、文成法立」。

#### 四、全段的凝結法

爲確保段落的統一，凡與本段中心思想不相干的資料，一律摒棄，以免破壞本段的統一。此外，句內或句間各部份要自然而合理的相互凝結 (cohesion)，顯示出彼此間有明顯而清楚的關係。

何謂凝結？Halliday 和 Hasan (1976: 6) 認為凝結是一種語意關係，要靠詞彙語法方式 (lexicogrammatical system) 來完成。而這種語意關係可以存在於句內 (intrasentential) 或句間 (intersentential)。現用他們的例句來說明。例一中的 Mary 與 she 存有句內凝結關係，而例二中的 the gardener 與 he 有句間的凝結關係。

- (1) *Mary* promised to send a picture of the children, but *she* hasn't done so.
- (2) Did the *gardener* water the plants? *He* said so.

依據 Halliday 和 Hasan (1976) 的分析，凝結 (cohesive ties) 共分五大類、十九小類及許多次小類。五大類分別為指稱 (reference)、代換 (substitution)、省略 (ellipsis)、連接 (conjunction) 及詞彙重述與連用 (lexical reiteration and collocation)。這些凝結法，促成了論題 (text) 的結合性。故對凝結法缺乏了解，必然會產生閱讀上的困難。

現將這五大類略述如下：

(一) 指稱法——指稱法共有三種類型：代詞 (pronominals) 如例四、指示詞 (demonstratives) 如例六與定冠詞 (definite articles) 如例八和比較結構 (comparatives) 如例十。

Reference cohesion (pronominals)

- (3) At home, my father is himself.

- (4) He relaxes and acts in *his* normal manner.

Reference cohesion (demonstratives)

- (5) We question why they tell us to do things.

- (6) *This* is part of growing up.

Reference Cohesion (definite articles)

- (7) Humans have many needs, both physical and intangible.

- (8) It is easy to see *the* physical needs such as food and shelter.

Reference cohesion (comparatives)

- (9) The older generation is often quick to condemn college students for being carefree and irresponsible.
- (10) But those who remember their own youth do so *less* quickly.
- (一) 代換：用非人稱代名詞代某一項事物，如例十二：
- (11) Did you ever find a lawnmower?
- (12) Yes, I borrowed *one* from my neighbor.
- (二) 省略：把已知的部份省略，如例十四：
- (13) Do you want to go with me to the store?
- (14) Yes, I *do*.

Halliday 與 Hasan 認為代換與省略常用在口語英文上。

四、連接：Halliday 與 Hasan 區分下列五種不同意的連接詞，具有承上接下之功能。

- (1) 表添加 (additive)：and, furthermore, that is, incidentally, likewise.
  - (2) 表轉折 (adversative)：yet, actually, but, instead, in any case, however.
  - (3) 表原因 (causal)：so, consequently, for, it follows, because.
  - (4) 表時間 (temporal)：before, first, finally, meanwhile, at once, after.
  - (5) 表連續 (continuative)：now, of course, well, anyway, surely, after all.
- (五) 詞彙的重述與連用：關於詞彙的重述方面，Halliday 與 Hasan 認為可細分為四小類：
- (1) 重複 (repetition)：如例十五，重複相同詞項 the Gross National Product.
  - (15) The *Gross National Product* fell in 1948. This surprised those economists who had put great faith in the rise of the *Gross National Product*.

- (2) 同義詞或近似同義詞 (synonym or near-synonym) : 若二個詞項具有同義現象 (synonymy), 則彼此可以替代, 如例十六:

(16) Pathogenic organisms can be found nearly everywhere.

These *disease-causing* organisms usually do no harm.

- (3) 統領詞 (superordinate item) : 若有一組語意標記包含另一組標記, 則前者所代表的詞顯然包括後一組所代表的詞, 這種統屬關係, 稱之為「下義關係」或者「意義包涵」。如 automobile, taxis, motorcycles 等詞共為 vehicles 的「下義詞」(hyponym), 而 vehicles 可以稱為「統領詞」。

- (4) 泛詞 (general item) : 不像統領詞, 泛詞並不限於某些特殊的人、地、物。例如十七、十八:

(17) Some professional tennis players, for example, grandstand, using obscene gestures and language to call attention to themselves.

(18) Other *professional athletes* do similar things, such as spiking a football in the end zone, to attract attention.

第十八句中的 professional athletes 是 professional tennis players 的統領詞, 而 things 是泛詞, 指十七句中的二種行為 (using obscene gestures and language)。第十七句中的 attention 重複在第十八句內。

詞彙凝結關係若不屬於詞彙重述, 則可歸於詞彙連用。換言之, 連用的詞項沒牽涉到重複, 同義詞、統領詞及泛詞, 但有共存關係 (cooccurrence relation), 如下列二個例句:

(19) On a camping trip with their parents, teenagers willingly do the housegoid chores that they resist at home.

(20) They gather wood for a fire, help put up the tent, and carry water from a creek or lake.

雖然在第二十句, 劃線部份是露營時常做的家事 (household chores), 但上面二句的凝結, 直接來自於劃線部份與露營有關, 故與露營 (camping trip) 連用。



## 五、段落結構分析實例

在斜桿／之前的是「起」，之後的是「承」，方括弧內的是「轉」，斜體字的是「合」。

### 實例一——六十九年度大學聯考英語閱讀試題

(1) Human and political freedom has never existed and cannot exist without a large measure of economic freedom. / (2) Those of us who have been so fortunate as to have been born in a free society tend to take freedom for granted, to regard it as the natural state of mankind. (3) [It is not—it is a rare and precious thing. (4) Most people throughout history, most people today, have lived in conditions of tyranny and misery, not of freedom and prosperity.] (5) *The clearest demonstration of how much people value freedom is the way they vote with their feet when then have no other way to vote.*

#### 1. Political freedom

- (A) comes before economic freedom.
- (B) is dependent on economic freedom.
- (C) has nothing to do with economic freedom.
- (D) determines economic freedom, but not other way round.

#### 2. Freedom

- (A) is a natural ~~state~~ of mankind.
  - (B) is something precious and rare. (C) to those born in a free society is something beyond reach.
  - (D) to those born in a not so free society is often taken for granted.
3. Which of the following can be regarded as a natural pair, by which it is meant that they are closely

associated with each other?

(A) tyranny and prosperity.

(B) tyranny and freedom.

(C) freedom and misery.

(D) misery and tyranny.

4. Most people in the world today

(A) are in want of freedom.

(B) enjoy total freedom.

(C) lead a prosperous life.

(D) have rid themselves of miseries.

5. When people have to vote with their feet, they

(A) move on to greener pastures.

(B) are required to put down their foot as a sign indicating approval.

(C) are required to stamp their feet as a sign indicating disapproval.

(D) are forced to give up their freedom.

分析：

作者一開始就用開門見山法，揭示出整段主題（「起」的部份），那就是人的自由和政治自由須有尺度大的經濟自由來配合，才能存在，所以第一題答案很明顯地選（B）。有幸能生在自由社會裏的人，總愛把自由視為理所當然的事，是人類該有的自然狀態（這也是說明主題，「承」的部份。）但在第三句裏，作者語氣突轉，反駁這點，認為自由並非是人類的一種自然狀態，自由是珍貴的，並指出古今大多數人都生活在暴政及悲慘的情況下，而非生活在自由及繁榮中，所以第二題答案選

(B)，第三題選(D)，第四題選(A)，都是考全段「轉」的部份。作者最後在「合」句用隱喻法(metaphor)下結論：人們對自由的珍惜，在不能以其他方式投票時，他們會用腳來投票，即投奔自由，尋求較佳之地(greener pastures)，故第五題答案是(A)。以上所述，可知作者依「起、承、轉、合」順序發展段落。現再看整段英文的凝結法。

第二句話 freedom 是統領詞，把第一句中的 human and political freedom 和 economic freedom 包括在內。其後的 it 是代詞指前面的自由(reference to freedom)。第三句句首的 it 也是代詞，指第二句的自由。由於此句是「轉」句，句首可加連詞 But。第四句中的自由是重述前句的自由(reiteration of freedom)。第五句的 people 是重述前句的 people (reiteration of people)，freedom 是重述前句的 freedom (reiteration of freedom)，而這 freedom 就是指第一句的主詞 human and political freedom。很明顯地，作者利用這些凝結法，促成了全段的結合性。

#### 實例二——七十年代大學聯考英語閱讀試題

(1) If education is the transmission of civilization, we are unquestionably progressing. / (2) Civilization is not inherited; it has to be learned and earned by each generation anew; [it the transmission should be interrupted for one century, civilization would die, ad we should be savages again.] (3) *So our finest contemporary achievement is our unprecedented expenditure of wealth and toil in the provision of higher education for all.* (4) Once colleges were luxuries, / designed for the male half of the leisure class; [today universities are so numerous that he who runs may become a ph.D.] (5) *We may not have excelled the selected geniuses of the past, but we have raised the level and average of knowledge beyond any age in history.*

1. We are making progress in education because

- (A) colleges have become more luxurious.
- (B) college education is designed for only a small number of people.
- (C) a lot of money and work unheard of in the past has been invested in college education.

(D) we have produced many geniuses.

2. Civilization is passed down from one generation to another

(A) through automatic biological processes. (B) through the efforts of each new generation.

(C) through the contributions of geniuses.

(D) through the increase of knowledge.

3. The author thinks that the purpose of education is

(A) to produce diploma holders.

(B) to give geniuses opportunities to do creative work.

(C) to increase the wealth and power of a country.

(D) to preserve the life of civilization.

4. If civilization should discontinue for one hundred years,

(A) it would be easily revived.

(B) it would perish.

(C) it would be created again.

(D) it would be made better.

5. Since there are so many universities today

(A) anybody has the opportunity to get the highest academic degree.

(B) many geniuses will be produced.

(C) the quality of students has lowered.

(D) they have drained many a country of its wealth and manpower.

## 分析：

至於複雜的段落，「起、承、轉、合」可以重複 (recursive) 使用，往往不只出現一次，但所談論的主題應息息相關，以免破壞段落的統一。

如前所述主題句無類別上的限制。作者在本段段首，即用虛擬假設句表主題：教育是文明的傳遞（「起」句）。作者接著用並行敘述法來說明文明不能繼承，每一代必須重新學習而獲得，所以第二題答案是 (B)（考「承」句）。萬一文明的傳遞中斷一個世紀，文明就會死亡（由動轉靜），故第四題答案是 (B)，第三題答案是 (D)（考「起」句與「轉」句。作者在第三句作綜結時，談到我們當代的成就，就是史無前例的把財富與人力投資在為全民提供高等教育，所以第一題答案是 (C)（考「合」句）。

由於句與句間的文意要連貫，下一個「起、承、轉、合」的「起」，應與上一個「起、承、轉、合」的「合」有連貫，也就是下一句的主題，應與高等教育有關，因此作者在下一句以大學 (colleges) 為主題。過去大學像奢侈品一樣（「起」句），專為少數有閒階級男士們而設的（「承」句），但是今天可不同了（時間轉變），大學多到誰努力誰就可以獲取博士學位，所以第五題答案是 (A)（考「轉」句。最後一句當然是作者的結論。現再看整段的凝結法。

第二句中 civilization 是重述第一句的 civilization (reiteration of civilization)，其後的 it 是文明的代詞 (reference to civilization)。在 transmission 後，因省略 of civilization，其後半主要子句的主詞仍要用 civilization，不能用 it，以免造成混淆。第三句是「合」句，作者用表因果連接詞 so (causal conjunction) 來凝結，後面的 higher education 是「起」句 education 下義詞之一，所以 education 是統領詞。第四句 colleges 與 universities 和前句的 higher education 有共存關係，故與之連用 (lexical collocation)。第五句與前一句間的語意關係，嚴格地說，應是間接的。如用 Halliday 和 Hasan 的凝結法，筆者認為不妨在句尾加上 with the passage of time，表示從 once 到 today，就可以和第四句的語意直接凝結，其中 time 是統領詞，once 和 today 是下義詞。

## 實例三——七十三年度大學聯考英語閱讀試題

When the Westinghouse Science Talent Search Team named its top achievers in 1983, the grand prize went to Paul Ning, then 16.

(1) Paul Ning is not a native-born American. (2) He is the son of a diplomat from the Republic of China on Taiwan. (3) Ning came to the United States at the age of three. (4) By 11, he was constructing a simple wind tunnel to study the relationship between speed and pressure. (5) Now a senior at the superb Bronx High School of Science in New York City, Ning feels, "You have to be aggressive in your studies to really understand what you're doing." (6) Adds his mother: "He always tries to prove to us and to himself that he is the best."

(1) Out of 40 Westinghouse finalists, nine, including Ning, were born in Asia and three others were of Asian descent. (2) This story has reminded us of the fact that some 10% of Harvard University's freshman class is Asian American. (3) While no more than 15% of California high school graduates are eligible for admission to the University of California system, about 40% of Asian Americans qualify.

(1) Most educators believe that Asian scholastic achievement has much to do with breeding and nurture. (2) Many Asian American children have also well-educated parents who are always on the school's side. (3) In addition, most Asians regard education as the best avenue to recognition and success through which they pay the indefinite debt to parents. (4) Also, it is a way of showing filial piety. (5) As a result, it is no wonder that Asian American children usually do a far better job than their classmates.

1. Where is Paul Ning's birthplace?

(A) New York City.

(B) Somewhere in the United States.

- (c) Somewhere other than the United States.
  - (d) Somewhere other than Asia.
2. When did Paul Ning come to the United States?
- (A) 1968      (B) 1970      (C) 1971      (D) 1978
3. Which of the following expressions can best describe the characteristics of Paul Ning?
- (A) An intelligent youngster of extreme confidence.
- (B) An intelligent youngster who is offensive but confident.
- (C) A diligent youngster who is disagreeable.
- (D) An industrious youngster who is disagreeable.
4. About what percent of the students qualified for admission to the university of California system are non-Asian Americans?
- (A) 15%      (B) 40%      (C) 50%      (D) 60%
5. What cause the Asian American children to be so successful in their studies?
- (A) Respects for education and elders.
- (B) Wealthy parents.
- (C) Excellent learning facilities.
- (D) Better intelligence and health.
6. What is the attitude of the parents of Asian Americans toward the education of their children?
- (A) They pay little attention to it.
- (B) They are concerned about their children's education.

(C) They hardly worry about it.

(D) The information is not given in this article.

分析：

文章是段的擴大，所以文章的結構與段相似。組織完善的文章，通常也應有四部份，即「起」段、「承」段、「轉」段和「合」段。但一段和一篇文章各有其主題或中心概念。為達到「統一」的目標，必須把一個段落和一篇文章的中心概念，歸納成一句話或一個句子。如前所述，表達全段中心概念的句子，稱為主題句，但表達全文中心概念的句子，稱為主旨句 (thesis sentence)。

作者採用歸納法把主旨句加以申說，由各個部份去求得一個普遍原則，亦即由特例轉概述，與演繹法相反。作者在「起」段先從 Paul Ning 獲得西屋科學才藝大獎談起，讀者一定會問：「他是誰？」接著作者在「承」段用舉細節法來說明。如先說他並不是土生土長的美國人，是中華民國外交官之子等。然後在「轉」段，作者從 Paul Ning 這個特例轉至最後入選西屋獎的四十位，當中就有九位生於亞洲，另外三位也是亞裔。在最後「合」段，作者才申述全文的主旨句，那就是亞裔美國學童在學業上的非凡成就，進而探討其原因，都與家庭的教養很有關係。所以最後五、六題都是考這個重點。現再看全文的凝結法。

第二段第一句的主詞 Paul Ning，是重述前段的 Paul Ning (reiteration of Paul Ning)。第二句的主詞 he，是指前句的 Paul Ning (reference to Paul Ning)。第四句的主詞 he，仍指前句的 Ning。第五句作者為表時間的轉變，在句首用表連續的 (continuative) 連詞 now 連上 (三、四句都用過去時態) 接下 (五、六句都用現在時態)。至於第六句主詞 his mother 當然是指 Paul Ning 的母親。

第三段第二句的主詞 this story，是指前句得獎者當中的亞裔學生 (reference to the preceding sentence)。第三句的 Asian American (reiteration of Asian American)。

第四段第一句的家庭教養 (breeding and nurture) 與父母有關，故第二句父母 (Parents) 與之連用 (lexical collocation)。作者在第三句表添加 (addition) 連詞 In addition 與前句相連，其中 Parents 是重述前句 Parents (reiteration of



parents)。第四句作者又用添加連詞(also)與第三句相連，其中主詞this即指前句的求聞達成成功。最後作者依據上述原因，用表因果關係的連詞as a result，得到結論。無疑地，作者利用這些凝結法，促成了全文的統一性。

## 六、對閱讀教學的建議

英語教師在教授英語讀本時，如強調句子內部結構與句意解釋，無形中會使學生認為語言結構的最高單位是句子，而整課課文的意義就是全部句子意義的總合，忽略對整段文章主題、含意等的了解。學生自然不能充分利用課文教材做說、寫等創造性的練習。

段落代表思想的單位，顯示思想的進展與演變，欲使我國英語教學邁向以整段為中心，筆者對目前國內閱讀教學有下列五點建議：

(一)為著要給學生實際的閱讀經驗，教師應事先要求學生預習課文，把每段「起、承、轉、合」處，用鉛筆鉤出，其目的使學生能把握段落的重點。此外，也應事先要求學生分析句間的各種凝結關係，使他們能弄清每句的來龍去脈，奠定日後寫作的基礎。

(二)閱讀可視為一種包括各種技巧的語言活動，所以要求學生預習課文之前，教師應跟學生說明閱讀技巧是什麼。教師在上課前應依照課文每段內容之重點，預備些簡易問題，來測驗學生的閱讀心得。

(三)教師可利用課前所準備的問題，用英語發問，提示或改正等方式來引導學生找出段落中的主題句，進而了解段落的結構與內涵，以促進學生的「認知活動」與激發他們「運用心智」，並幫助他們注意到語言和意義之間的關係。這樣也可避免課堂的時間和活動幾乎被教師所獨佔，學生沒有參加學習或練習的機會。

(四)每課上完後，教師應要求學生寫課文摘要，最好以一段為限，來加強他們對段落結構的理解，並使閱讀與寫作合而為一。

(五)謹慎選擇教材，凡語意不清，佈局雜亂的文章，切勿講授，以免影響學生日後的寫作。

## 七、閱讀技巧與測驗試題之製作

關於英語閱讀測驗試題之製作，各家所擬出之類型，不盡相同。例如 Foote (1976 : 15-41) 擬出四大類：

- 1 找全文的中心概念 (Identifying main idea)。
- 2 作推斷 (Drawing inferences)。
- 3 找出全文的細節 (noting details)。
- 4 辨別文體與語調 (Recognizing style and tone)。

Burton (1978 : 18) 擬出七大類：

- 1 解釋與意見 (Interpretation and opinion)。
- 2 風格 (stylistic features)。
- 3 結構 (structure)。
- 4 直接指稱 (Direct reference)。
- 5 間接指稱 (Indirect reference)。
- 6 直接推論 (Direct inference)。
- 7 間接推論 (Indirect inference)。

Grellet (1981 : 5) 主張為英語閱讀所設計的練習題 (或試題) 應具有二大功用：

- 1 對全篇文章組織的瞭解 (To clarify the organization of the passage)。這些問題可包括：
  - a 全文的功能 (the function of the passage)。
  - b 一般的組織 (the general organization, e.g. argumentative)。
  - c 修辭的組織 (the rhetorical organization, e.g. contrast, comparison)。

d 擬結法 (the cohesive devices, e.g. link-words)。

e 句間關係 (e.g. derivation, morphology, hyponymy)。

2 對全篇文章內容的瞭解 (To clarify the contents of the passage)。這些問題可包括：

a 明顯的事實 (直接指稱) (plain fact (direct reference))。

b 暗示的事實 (推論) (implied fact (inference))。

c 推演的意義 (臆測) (deduced meaning (supposition))。

d 評量 (evaluation)。

雖然閱讀屬於吸收的技能 (receptive skill)，寫作屬於主動運用的技能 (productive skill)，但二者互有關連。

Dubin 和 Olstain (1980) 認為二者具有一個彼此影響的交接面 (interface)。(註六)可能如此，Grellet (1981: 5) 主張為英語閱讀所設計的練習題 (或試題)，除文章內容外，也應注重文章的組織結構，這與筆者在第二節所歸納出的六大閱讀技巧，不謀而合。至於 Foote 或 Burton 所設計的問題類型，也可包括在內。

現依據閱讀技巧，可把閱讀測驗試題分為二大類：

### 一、針對全篇文章組織結構

1 找全文的中心概念。換言之，要求讀者找出表達全段中心概念的句子，即主題句 (topic sentence)，或找出表達全文中心概念的句子，即主旨句 (thesis sentence) (略等於 Grellet 所提的全文的功能。)

2 判斷作者運用何種方法來擴展全段或全文的中心概念。  
} 略等於 Grellet 所談的組織、擬結法與句間關係。

3 找結論。

2 與 3 這型題目，都是要求讀者尋找支持主題或主旨的句子 (supporting topic or thesis sentences)。目前一段指導英文作文的書籍，都認為段落是由二類句子所組成，一類是主題句，另一類是支持主題句，把全文的中心思想，予以充分而適當地發揮。

## 二、針對全篇文章內容

- 1 找特殊細節（略等於 Grellet 所談的明顯事實。）
  - 2 找含意、作推斷（略等於 Grellet 的暗示的事實。）
  - 3 辨別風格與語調（可能等於 Grellet 所談的評量。）
  - 4 決定全文中特殊的字或片語的意義（略等於 Grellet 推演的意義。）
- 由以上所述，若依閱讀技巧製作一份閱讀測驗試題，必能兼顧全篇文章的組織結構與內容。這樣的試題才算面面俱到，既客觀、又可信、也有效度。

## 八、從閱讀技巧的觀點，簡評七十四年度大學聯考英語閱讀試題

由於有客觀的評分標準，又可利用電腦閱卷，節省人力與時間，因此托福和大學聯考英語閱讀測驗試題，不論是分項題目（discrete item）或成段題目（passage item），皆採取選擇題方式舉行。現以七十四年度大學聯考英語閱讀試題為例，從閱讀技巧的觀點，略做題目分析（item analysis）。

Nobody likes to stay home on a public holiday—especially when the weather is fine. Last August, the Joneses decided to spend the day in the country. The only difficulty was that millions of other people had exactly the same idea. They moved out of the city slowly behind a long line of cars, but at last they came to a quiet country road and, after some time, stopped at a lonely farm. They had brought plenty of food with them and they got it out of the car. Now everything's ready, so they sat down near a path at the foot of a hill. It was very peaceful in the cool grass—until they heard bells ringing at the top of the hill. What they saw made them pick up their things and run back to the car as quickly as possible. There were about two hundred sheep coming towards them down the path!

26. On a public holiday many people like to \_\_\_\_\_.

(A) stay home

(B) have fine weather

(C) go out into the country

(D) have exactly the same idea

27. The Joneses lived \_\_\_\_\_.

(A) in the country

(B) in a city

(C) on a farm

(D) on a hill

28. They could not move fast because \_\_\_\_\_.

(A) the weather was bad

(B) they did not have a good car

(C) they brought too much food

(D) there were too many cars on the road

29. They went to the farm to \_\_\_\_\_.

(A) have a picnic

(B) take a rest

(C) play a game

(D) watch animals

30. The reason why they ran back to the car was that \_\_\_\_\_.

(A) it started to rain

(B) the farm was too crowded

(C) they wanted to get food out of the car

(D) many sheep were coming towards them

Some doctors write neatly and clearly, but most doctors do not. They write very quickly and untidily. Druggists have lots of practice in reading doctors' notes, but sometimes doctors write so badly that even the druggist cannot read them.

One day a lady wrote a letter to a doctor inviting him to have dinner at her house. The doctor wrote a reply, but he wrote so carelessly that the lady could not read it.

“What shall I do?” she said to her husband anxiously. “I don’t know if he is going to come or not. And I don’t want to phone him and say that I can’t read his writing.”

Her husband frowned thoughtfully. Then he had an idea.

“Take it to the druggist,” he said. “He will be able to read it easily.”

“Thank you,” said his wife gratefully. “That’s a very good idea.”

She went to the drugstore and gave the doctor’s note to the druggist. The druggist looked at it very carefully. Then he got his glasses and looked at the note more closely.

“Could you wait a moment, Madam?” he said politely. He went to the back of his store. After a few minutes he returned, smiling cheerfully and carrying a large bottle. He gave the bottle to the lady.

“Take one spoonful before every meal,” he said!

31. Most of the notes written by doctors are \_\_\_\_\_.

(A) neatly

(B) badly

(C) easy to read

(D) hard to read

32. The doctor in the story wrote a note to the lady to \_\_\_\_\_.

(A) answer her letter

(B) reject her invitation

(C) accept her invitation

(D) have dinner at her house

33. The lady took the note to the druggist because \_\_\_\_\_.

(A) she was sick

(B) she could not read it

(C) her husband needed some medicine

(D) her husband was anxious to know its content

34. Who suggested that the lady take the note to the druggist?

- (A) The doctor  
(B) The druggist  
(C) The lady's husband  
(D) The lady herself

35. The druggist \_\_\_\_\_.

- (A) read the note easily  
(B) read the note correctly  
(C) did not give the right medicine  
(D) thought the note was a prescription

這篇文章，取材適當，內容生動。一般的高中畢業生，都有假日到鄉間去郊遊的經驗，及見過一些醫生龍飛鳳舞的字條，因此不致於與他們的生活經驗脫節。(註七)

這篇文章一開始，就利用主題句說明清楚全文的主題(中心概念)，正如梁啟超所說：「文章要令人一望而知其宗旨所在，才易動人。」所以寫文章，先要確立文章的主題。(註八)因此，第26題與第31題都是考分析全文中心概念的題目(見閱讀技巧一)，由此可知，針對文章的主題來命題，是完全正確的。不過筆者認為若能把26題或31題，改成下列方式問之：

What is the main topic (idea) of the passage?

似乎更能測驗出考生的智能，不知命題先生的意見如何？

這二篇選文另一共同的特色，作者都利用舉例證法，來闡明主題(見閱讀技巧五)。作者在第一篇裏，舉瓊斯一家人到鄉間去度假為例，說明主題：沒有人喜歡在假日時，留在家中。在第二篇裏，作者以一位女士寫信給一位醫生邀請他到家中吃飯為例，醫生回了信，但寫得粗心大意，以致該女士看不懂，來說明主題：大多數的醫生寫字快而草，連藥劑師有時也不易看懂。第27題和30題都可以從所舉的例子中得到答案。對這類型的題目，筆者認為不妨以下方式問之：

The author supports the main topic (idea) of the passage by...or The author uses which of the following techniques in presenting his discussion?

為了避免留給讀者一個模糊的印象，作者在第一篇其餘部份使用具體的細節(concrete details)，來描述所舉的例子(見閱讀技巧二)。第28、29與30題都是考細節問題。其中第29題，也可以說是考作推斷的題目(見閱讀技巧三)，因為在文

章裏提到他們在農場邊停車，帶著食物，在山腳下的小徑旁邊坐下，根據這些，讀者可以推斷他們在那兒野餐。不論考細節或考推斷，都是針對文章內容而設計的。

由於第二篇文章寫作的方法是敘述(narration)，作者採用第三人稱作為敘述的觀點。敘述裏免不了要用對話，正如描寫文中用細節；對話一方面能夠增加故事的趣味，一方面能加強真實感。第33、34與35題，都可從有趣的對話中獲得答案。其中第35題，也可以說是考作推斷，得結論的題目（見閱讀技巧三）。因為在文章最後一句，藥劑師對那位女士說：「每餐飯前吃一湯匙。」讀者可以推測藥劑師以為那張便條是藥方。又文章的結論常與主題有關，所以最後一句話，也可以證明醫生快而草的字，有時甚至藥劑師也看不懂。

在這十題中，很不幸地沒有一題與辨別風格與語調有關的題目（見閱讀技巧四）。除在73年度夜大聯考英文試題第25題考過一次外，歷屆聯考英文科命題委員，都忽略這一點。可能抱著不考不教的心態，湯（1984：330）指出：臺灣的英語教學完全忽略了語言的變化性。影響所及，一般的大專學生與社會青年根本無法辨別英語的風格與體裁，更遑論運用適當的風格與體裁來表達情意。因此，筆者希望以後命題委員能增列與風格與語調有關的題目。如以下方式問之：

How would you describe the author's tone in writing the passage? or The style of this passage is...

由以上分析可知，74年度所製作的閱讀題目，能兼顧文章的組織與內容。美中不足的是這二篇段落發展方式，頗有相似之處。為增加題目的鑑別力(discrimination power)，今後最好選用二篇不同寫作方法的文章，如一篇用歸納法，另一篇用演繹法。此外，增加辨別風格與語調的題目。

近年來，幾乎每篇聯考閱讀測驗題目，只限於五題，可能題少的緣故，很少在閱讀測驗試題中，測驗文章中的單字或片語的意義（見閱讀技巧六）。筆者認為這種忽略是可以原諒的，否則閱讀測驗將會變成字彙測驗。

## 九、結 論

從理解段落的觀點來指導學生閱讀，不但能幫助學生掌握段落的重心，而且也能使學生對全文的整體有一個全面的認識。



並且還可以激發他們運用心智，並提高說、寫能力，應可視為一有效方法，來突破目前我國學生在閱讀上的阻礙。

此外，以閱讀技巧的觀點，來製作閱讀測驗試題，不但可以改進出題的內容與方式，以增加考試的效度與信度，而且還可以測驗出考生下列的幾種智能：認知、分析、推斷、綜合、類比及評量。這樣的試題才算面面俱到。

### 附 註

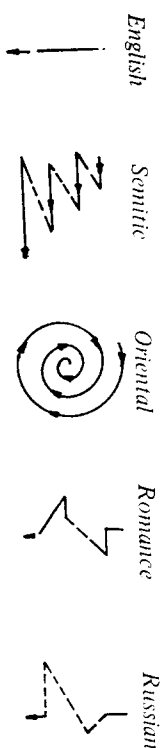
註 一：Jones (1984: 69) 也有同樣的看法：

"The brief 'sentence as L' (language) rather than 'text as L' is strongly held by most students and teachers of English and other foreign languages."

註 二：Roote (1976: 37) 和 Burton (1978: 18) 認為閱讀練習或閱讀測驗試題之製作，應包括辨別風格 (style) 在內。因此，除語調外，筆者自行增列風格一項。

註 三：Braddock (1974: 301) 發現專業作品 (professional writing) 並沒有支持教科書上所說主題出現的次數及位置。

註 四：Kaplan (1966: 14-15) 用圖表方式說明英語、閃族語、東方語、羅曼斯語及俄語段落發展方式，如下圖：

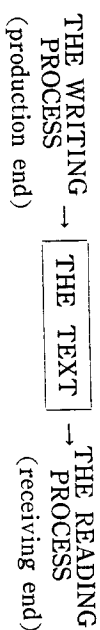


曹逢甫 (1983: 111) 覺得我國作家太重視「轉」的部份，結果用英文寫的文章，英美人士讀起來似乎不夠直接。但筆者認為我國學生初學作文時，依「起、承、轉、合」順序發展段落，應符合直線發展，不致於如 Kaplan 所言，東方人的段落發展是迂迴的 (turning and turning in a widening gyre)。等到寫作技巧有了相當基礎，再去嘗試其他寫法。對 Kaplan 所認為的東方人思想方式，Lin (1986) 曾提出質疑。

註 五：雖然 Burton 主張閱讀試題類型中，要有文法結構分析題，但筆者認為湯 (1981: 382) 說得好：文法分析題不但違背了閱讀

能力的本意，而且很可能在高中英語教學引起文法分析的死灰復燃。因此，在製作閱讀試題時，不應列入。

註 六：Dubin 和 Olshain (1980: 354) 設計出二者間的模式，如左圖：



並認為：

"The writer utilizes syntactic, semantic, discorsal and logical devices to encode the message in the form of a written text. The reader must use the same devices to interpret that passage."

註 七：湯 (1984: 464) 提到大學聯考英文試題中，有些選文或問答的內容，或文學意境過高，或哲學意味太濃，也超出一般高中生智慧水準，並與他們的生活經驗脫節。

Chark (1972: 103) 也有同樣的看法：

"The content of the passage should not be familiar to the student through outside knowledge. The type of discourse should be one with which the student has had some acquaintance during the course, rather than a novel genre presented for the first time in the test situation."

註 八：Dubin 和 Olshain (1980: 358) 認為

"The ESOL learner must know that the writer has taken pains to announce the main theme in the introductory paragraphs since it is crucial for reading comprehension to pin-point the main idea of the article immediately."

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