

# Getting the Point

——Read with Skills

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主 编 叶文学  
副主编 莫艳萍 樊心民



Wuhan University Press  
武汉大学出版社

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## 图书在版编目 (CIP) 数据

英语泛读技巧 = Getting the Point: Read with Skills/叶文学主编.  
—武汉: 武汉大学出版社, 2014. 8  
ISBN 978-7-307-14284-8

I. 英… II. 叶… III. 英语—阅读教学—高等学校—教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字 (2014) 第 203667 号

责任编辑: 何 玲      责任校对: 都 岚      版式设计: 三山科普

---

出版发行: 武汉大学出版社 (430072 武昌 珞珈山)  
(电子邮件: cbs22@whu.edu.cn 网址: www.wdp.com.cn)

印刷: 四川森林印务有限责任公司

开本: 787×960 1/16      印张: 22.5      字数: 440 千字

版次: 2014 年 8 月第 1 版      2014 年 8 月第 1 次印刷

ISBN 978-7-307-14284-8      定价: 43.00 元

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## ABOUT THE AUTHOR

Rommie Ye, Chinese name Ye Wenxue, graduated from Yunnan Nationalities University, majoring in English Language and Literature. He has taught college English at Kunming Medical College since graduation in 1999 while running a translation company. He is currently teaching in Yunnan Business and Technology University.

Rommie has been writing since he was in college, and so far finished a few books in English, including *Taming the Wild—A Sociological Study in Yunnan Province, the Days and the Stories, Genius English Program* (an oral English conversation guidebook), *Vocational School English Conversations*, etc.

He has been translating for various organizations, esp. for Miami Cultures & Translations, and has translated materials and books of over 1.6 million words from English to Chinese, and vice versa, with over 5 translation works published.

Rommie Ye has developed a habit of reading extensively and influenced his students in the mastery of English at college level. He always helps his students solve their reading problems with new methods and knacks. 13 years of ESL teaching in college has prepared him into a critical reading expert. That's what has made him to write *Getting the Point (Read with Skills)*, necessarily in hoping of benefitting more students and readers.

## CONTRIBUTORS

**Grace Mo Yanping**, MA, associate professor, has been teaching English for 15 years. During this period of teaching, she worked very hard and won a lot of prizes, such as "Most Popular Teacher", "Excellent Teacher", "'A' Staff of the University". She also attended provincial College English Teaching Contest and won the third prize in the contest. Besides teaching, she spent a lot of time doing research, by far, she has published more than ten academic papers.

**Simon Fan Xinmin**, Ph. D, an intellectual maverick and academic sans-papier, pursued master's work in Beijing and Texas as well as doctoral studies at Penn and CUNY. Currently factotum on a one-horse totem pole, he previously freelanced as a ghostwriter and simultaneous interpreter and played poker professionally at one time.

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*Interpretation of Jude the Obscure, On the Realistic Criticism of William Blake's Poems and On Immortal Love in Yeat's Poem When You are Old.*

**Sara Wang Dan**, MA, lecturer and English pursuer with a life – long passion, has and will always devote herself to English studying and teaching. Graduated with a master in American Literature and Society, she has published several articles within that field not only out of the pursuit of academic excellence but of sheer interests in language. Besides, she won several awards in teaching despite her short career life, and which earns her the reputation for intelligence and complete diligence.

**Holden Huang Jin**, lecturer, MA of Linguistics and Applied Linguistics at Yunnan Nationalities University and, after graduation, have had three – year work experience at the English speaking workplace at Yunnan Technology and Business University in China as a foreign affairs manager, TESOL teacher and 3 plus one overseas program manager. Learning languages and contribution to teaching English as a second language are his interests which motivate him to step forward to be a professional TESOL teacher.

“**Qin Wen**, MA, Lecturer, admitted by Yunnan Normal University to pursue a master degree in Teaching Chinese to Speakers of Other Languages (MTCSOL). She is honest, reliable, patient and disciplined, and self – motivated, organized and conscientious in her work. She is at her best when dealing directly with people. She has a tenacity and natural aptitude to problem solving and enjoy a challenge when researching material or information. She likes working in a creative and proactive environment.

## ACKNOWLEDGEMENTS

I owe thanks to my colleagues in the English Department of Yunnan Technology and Business University, who are always willing to discuss the knacks of reading with me. Keeping me up to date on technology and language were our dean Grace Mo, director Simon Fan, Sky Huang, and many other colleagues. I appreciate the work of Grace Mo and Simon Fan, whose attention and intelligence guided my writing. Any errors that remain are mine alone.

## 编写说明

《Getting the Point: Read with Skills》为大学阶段英语阅读教材，共1册12个单元。本教材适合非英语专业专科及本科学生使用。

### 编写原则

《Getting the Point: Read with Skills》贯彻教育部大学英语教学改革的精神，体现以学生为中心、融“教、学、练”为一体的教学理念。本套教材在加强英语语言基础知识和基本技能训练的同时，注重培养学生的阅读技能和语言运用能力，特别是在了解英语文章结构、进行有目的地阅读方面，体现了大学英语教学中前所未有的特色。

本教材充分与国际教材接轨，编写过程中兼顾时代性、实用性、科技性、趣味性、短小性及多样性。本系列教材以提高学生读写能力为核心，对学生的阅读技能进行由易到难、循序渐进的训练，秉承大道至简的原则，将传统教材中采用的大篇幅阅读文章缩减为小篇幅短文，更体现出其目的性，便于综合提高学生的阅读能力。

本教材要求学生掌握英文文章的基本结构及基本的阅读技巧，通过短文训练基本领悟文章段落的编排思路，能解决基本问题，且能顺利解答大学英语初级阶段考试中出现的阅读问题，找到解题思路等。

### 教材特色

本教材多选取的文章新颖，囊括内容较多，题材广泛，包括社会、科技、历史、文化、教育、校园、流行文化、影视等各方面内容。编写过程中注重选文短小精干的特点，避免长篇大论，令学生头痛。此外，本教材偏重于阅读技能的训练，所以，理论所占的篇幅较少，而训练内容较多，形式多样，这也是本书编排的一大特色。

本书排版设计新颖，图文并茂，版式活泼，结构清晰明了，重点突出，易于提高学生的阅读兴趣。

### 内容构成

《Getting the Point: Read with Skills》系列教材的编排共分四大板块：

Before We Go（理论探索）：该板块讲述本单元的主题所涉及相关技能及解

决办法,并提供部分短文解答方法及步骤等,明确本单元学习的基本目标和学习重点,使其在学习过程中有的放矢,学习效果评估有据可依。

**Practices (课堂练习):**该版块旨在对单元目标所涉及的技巧进行随堂练习,对所学技能进行进一步训练,巩固所学,加强技能培养。该部分练习相对简单,选文均以短文的方式展现,既使学生不易疲惫倦怠,又能提高技能训练的效率,一举两得。

**Consolidation Exercises (巩固练习):**该板块专为课堂或课后练习而设,其选文篇幅稍长,而且要求稍高,是对单元目标所强调的技能的进一步升华。通常学生经过理论的理解、方法的把握及练习的巩固,可以对该部分内容进行深层次把握并能做到运用自如、游刃有余。

**Practical Reading (实战训练):**该板块内容均选自历年高等学校英语等级考试 A、B 级考试、大学英语四、六级考试中的真题及模拟试题等内容,旨在通过该技能的训练,使学生能顺利使用该阅读技巧解决实际考试中的相应问题。此外,部分章节中配有短文中所出现的高频词汇、生词、难词的进阶性练习,使学生通过该部分练习对大纲词汇进行进一步了解、记忆和运用,并采用一定的词汇技巧如上下文猜词、前后缀、字根等猜词技巧巩固词汇。

本教材每个单元中对理论的讲解简明扼要、重点突出、目标性强,而且辅以大量练习进行实战,各院校可根据实际需要有选择地使用。我们建议在使用《Getting the Point: Read with Skills》系列教材时,可配合其他系列的精读教材,将其作为泛读教材使用,效果较佳;亦可将其作为四六级考试的考前训练教材。

本书为《Getting the Point: Read with Skills》学生用书,因本系列教材多以训练为主,并专注于培养学生自主阅读能力,故而并未专门编写教师用书。教师在授课过程中尽量采用引导的方式,可先阐述理论内容,后令学生自主完成相关练习,可达到较好的效果。

本书共 12 个单元,每个单元围绕一个特定的阅读技能培养,如 Author's Purpose 一章中,所有的练习均围绕作者意图展开,这是培养学生阅读技能的有效方式。本书的附录部分选登了一套大学英语四级及六级考试(阅读部分)的真题供学生自测。本书最后部分列出书中所出现的大纲范围内(除了高中阶段须掌握)的所有生词,以供学生复习记忆。

## 编者队伍

《Getting the Point: Read with Skills》教材总主编为叶文学,负责编写 Chapter 1-8 的所有内容;副主编为莫艳萍,负责编写 Chapter 9 及 Chapter 10 的 Before You Go 及 Exercises 部分内容。本书 Chapter 10 所有内容由樊心民完成,其他

部分内容由黄诚、秦文、王聘、黄金等人共同完成。

《Getting the Point: Read with Skills》教材由美籍教师 Jedediah Stroud 和英籍教师 Luan Hanratty、张振华教授、周昆华教授及留美多年的教师樊心民等共同修改审定。

编 者

2014 年 4 月



## Preface

The father of the book, Master Ye, as he is popularly known, is somebody in whom two worlds meet in more than sense. Not just East and West, mind you, but the worlds of mind and matter, as well as this world and the other world. For he is a Taoist priest and English teacher rolled into one. Students here fresh out of high school who do not know Master Ye yet will no doubt get to know of him in no time. So far the only bearded presence—shades of Moses or Marx, or Zhang Sanfeng in his afterlife, if you will—on campus, he stands out unmistakably from the general run of humanity. As well – read as he is, Master Ye reads not just books. For one thing, he reads people, like a book. And people, students and teachers alike, go to him—so much so that his dorm has become something of a mecca for counsel on practically everything under the sun and the moon—to be read. For another, Master Ye reads places, as he is really into and well up in the age-old Chinese folklore or science of fengshui.

Now Master Ye is a wonderful reader, a reader of wonders, of the seen and the unseen, the visible and the invisible. Insofar as he embodies the art of reading, it is only fitting and proper that Master Ye has put together this book as a first-year English reader. What does it mean to read, after all? One could read cartoons. One could read music. One could read philosophy. One could read anything from a poem, a road sign, a love letter, a boy-meets-girl romance, a rainbow, a palm, a mind, a face, lips, eyes, paintings, tarot cards, tea leaves, oracle-bone characters, crystal balls, stars and planets all the way to the world at large and life itself. To read has in the West been traditionally thought of in light of a common word origin in Indo-European (*Latin legere*, *Greek legein*) as to pick out, the ability to do so as intelligence, and a person gifted with this capacity as an intellectual. To read is supposed to be, of course, to read intelligently. It does not do to simply read like a Buddhist monk who keeps reading “*Namo Amitufo*” a thousand times a day in hopes of getting reborn in the Western Land of Bliss. Reading—not least reading English—is an open sesame that opens up different ways of thinking, a magic carpet that takes the reader into a different cultural world in space and time; it is an encounter with and an experience of the foreign that expands one’s intellectual horizons.

We take it for granted that writing takes place before reading: someone has to write

something before someone else can read it. Common sense tells us so, and we believe as much. And yet Laozi read the ways of the world before he wrote Tao Te Ching. Which reminds us that to read spells, in addition to reading the lines, to read between the lines, behind the lines, and beyond the lines. We read into and we read out of whatever we happen to read—that is to say, reading is a constant dialogue between the self and an other, a two-way rather than one-way activity, and in this sense necessarily a meeting of two worlds. This is a leaf one would do well to take out of Mr. Ye's book.

The selections in this primer have been hand-picked—or rather, cherry-picked—so that students would readily get the most out of them in learning to be able to read English. Strange to say, and yet not so strange on second thought, we learn to read English by reading English, just as we learn to speak English by speaking English. With some effort on your part, reading this book may well lead you to the Tao of reading.

The book in your hands makes wonderful reading. Only you as a reader, however, can make it a wonderful read.

Fan Xinmin

Junmachang, May 14, 2014

## Preface to the first edition

Six years ago, I was asked by a training school manager to write a book on reading for the students trained. I was puzzled about the need for such a book. Surely colleges students know how to read or how did they get the chance to enter university? Therefore, why did they need a book to show them the way?

I agreed to write the book and started researching for theories and practical reading resources. And I accepted a job offer by the training school to teach a reading course for over 50 college students who were then preparing for their College English Test (CET-4). As usual, I tested their reading skills as the starting of the course. I was shocked. Not only was there a fundamental lack of basic CET-reading skills, there also was a dearth of students who knew basic reading skills. Other teachers who helped me with that series of courses kept telling me how unskilled the students were with whom they dealt. But I was surprised to find the low percentage of students who passed CET exams.

Quite a few courses later, I am more convinced than ever that our students are clamoring for a book that shows them how to read with better results. But I've also become convinced that the need doesn't stop with those who are trying to pass the exams.

As we know, reading comprehension skills separate the "passive" unskilled readers from the "active" readers. Skilled readers don't just read, they interact with the text. To help a beginning reader understand this concept, you might make them privy to the dialog readers have with themselves while reading.

Skilled readers, for instance:

1. *Predict what will happen next in a story using clues presented in text;*
2. *Create questions about the main idea, message, or plot of the text;*
3. *Monitor understanding of the sequence, context, or characters;*
4. *Clarify parts of the text which have confused them;*
5. *Connect the events in the text to prior knowledge or experience.*

In thisbook, these comprehension skills are taught and reinforced in a number of ways. A few examples:

When approaching a text, skilled readers are already reading the title and building ideas about what the text will say. LaterUnits of these books will provide you with reading lessons and practices that explain this and help you develop this habit and teaches you the important habit of evoking your prior knowledge and information on a subject when they read to enhance comprehension.

Once you have started reading a text, you should confirm, modify, or refine your idea about the main idea. You should identify the main idea. And this book teaches and provides significant practice in distinguishing the main idea in a paragraph or essay from supporting detail or other components.

The meaning of certain vocabulary terms and expressions in context can aid or impede reading comprehension. And this book teaches you to note confusing terms, make assumptions about their meaning, and monitor whether their assumptions lead to better understanding or confusion. A variety of strategies are taught for dealing with vocabulary while reading.

This book teaches the vital skills for readers of monitoring their understanding as they proceed through the text. All readers occasionally fail to grasp the meaning of certain passages. Skilled readers quickly note their need to review what they've read and return to problematic passages to gain understanding. I've prepared profound reading comprehension exercises in this book to help you understand the strategy used by skilled readers to approach, read, and interpret text.

**Reading comprehension skills** increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a reader's reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, and vocabulary) will contribute to success.

## Introduction

Reading is a complex challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity.

In recent China, English has proved to be a must for all college students, in that they have to pass a couple of examinations as a kind of ability in language use. Besides, reading is essential to success in our society. The ability to read in English is highly valued and important for their career success in future.

Readers are expected, without help, to read some unfamiliar texts, relying on the

print and drawing meaning from it. There are many reasons why ESL students have difficulty learning to read. These issues and problems led to the initiation of this study and this book.

## About This Book

In *Getting the Point: Read with Skills*, 1<sup>st</sup> Edition, I concentrate on the basic and essential skills that readers need to read effectively. You don't have to read this book in order, though you can, and you don't have to read the whole thing. Just browse through the table of contents and look for things that you want to start with.

This book concentrates on a series of skills with a brief introduction to the methods of applying these knacks into your practice. All the exercises, I believe, would help you understand how stuff works and works your problems out. You may go directly to exercises part which are organized in various types, gap-filling, multiple choices, discussions, writing, true/false decisions, etc. for example, but you would feel a big headache if you haven't ever learned about the skills.

This book is not initially written for ESL starters, which is, needless to say, designed for intermediate or advanced level learners. This is not a vocabulary building book, either. I have listed altogether 938 possible new words (explained in English) as notes at the bottom of each page of this book. And hence, if you haven't known a certain number of English words, you would probably feel this book to be far beyond your reach. All possible new words listed are explained in plain English and taken from a popular online dictionary site *www. merriam-webster. com*. Visit the site if necessary.

Most reading materials, I should say, are collected from open-ended online resources for free uses.

## How to Use This Book

Each chapter introduces some basic ideas and skills in reading then shows you how to get to the point when faced with three or four alternatives. If I introduce a reading skill—context clues, for example—I bring a couple of skills to you which would help you identify the meaning of a new word or a case, idea, etc. —in choosing the right answer, perhaps. The initial chapters are designed with relatively simple exercises; I should say simple sentences rather than paragraphs, to build up your confidence. One good way to determine whether or not you've mastered a particular section is to try the quizzes "Consolidation Exercises" in every chapter. Check your answers with your instructor or get the keys from the Key to Exercises part at the end of this book to see how

well you've done. If you get the right answer, move on. If you're puzzled, however, backtrack through the relevant section.

## What You Are Not to Read

I tried to resist, but here and there throughout this book I threw in some difficult words, among which some would've exceeded your curricular requirements. No human being in the history of the world has ever needed to know those terms for any purpose connected with using correct English. In fact, I recommend that you skip them and go skateboarding instead. For those of you who actually plan to make greater process and understand more difficult articles, just settle down for a good mastery of these difficult words. These terms are clearly labeled with “\*” and completely skippable.

## Foolish Assumptions

I wrote *Getting the Point: Read with Skills* with a specific person in mind. I assume that you, the reader, already understand English to some extent and that you want to make it better. You want to speak and write well, but you don't want to get a doctorate in English Language. (That's a smart move. Doctorates in English probably move you up on the salary scale less than any other advanced degree, except maybe Doctorates in Philosophy.)

### **This book is for you if you want**

- v *Better grades in English examinations;*
- v *Skills in reading what you are supposed to understand;*
- v *A higher-paying or higher-status job;*
- v *Speech and writing that presents you as an educated, intelligent person;*
- v *A good score on the CET-4, CET-6 for non-English majors, or the TEM-4/8 exams for English majors; and*
- v *Polished skills in English as a second language.*

## How This Book Is Organized

The firstpart of each chapter of this book, or **BEFORE YOU GO** as indicated, covers the basic skills, the minimum for reasonably acceptable ability to understand a paragraph or article. Usually, with the hints and help of a few examples, readers will have a chance to learn what the skills can do to help them understand short or longer articles. Part II is a Consolidation Exercises part to help you develop a habit of reading this respective skill. Some exercises, listed at the very beginning chapters, are as eas-

y as beginner's level. Paragraphs, instead, are used in later chapters. Part III concentrates on comprehensive use of reading skills for more practical reading purposes. There may be a lot of new words for some lower-level readers who, hence, may need a vocabulary handbook or a dictionary to go through all the problems. In those parts, you'll find the stuff that appears in a starring role on standardized tests or in executive memos. If you are able to do most of the exercises correctly, you have already mastered certain skills to deal with reading parts in certain examinations, and you are already on the way.

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